



# Abbott Middle School

## School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Abbott Middle School	41690396044796	5/21/2024	6/27/24

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

As a school with a Title 1 Schoolwide Program, Abbott Middle School is using this SPSA to describe the goals, strategies, and actions being implemented to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.

As a school identified for Additional Targeted Support and Improvement (ATSI), Abbott is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students: English Learners, Hispanic, Homeless, Socio- Economically Disadvantaged and Students with Disabilities in the areas of English Language Arts, Mathematics and Chronic Absenteeism.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Abbott Middle School, in alignment with the San Mateo Foster City School District LCAP and Strategic Plan, have identified key goals and action steps focused achievement, equity, and wellness. The SPSA includes several sections with information that describe key action steps and plans to meet the ESSA requirements for the ATSI program in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The section called “Educational Partner Involvement” describes the key partners included in the needs assessment and planning process and when school leaders met with these partners.

The section called “Student Performance Data: Data Indicators and Targets” includes, at the bottom, a summary of the needs assessment done to inform the improvement planning found in the SPSA. This summary provides statements of the strengths in the academic performance and engagement of all students and of specific struggling student groups, statements of challenges in their academic performance and engagement, and statements of the key planning ideas to improve their performance and engagement.

The sections called “Planned Improvements: Goal 1/2/3” describe--in alignment with the San Mateo Foster City School District’s Local Control Accountability Plan (LCAP)--the key goals, strategies, and actions that will be implemented using site and district resources, to accelerate the academic performance and engagement of all students and of specific struggling student groups. Actions labeled Tier 1 address the needs of all students. Actions labeled Tier 2/3 address the needs of the specific student groups identified.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The Single Plan for Student achievement was developed through informal and structured input from key stakeholders including feedback collected at English Language Advisory Council (ELAC), School Site Council (SSC), Instructional Leadership Team (ILT) Parent Teacher Association (PTA) and Staff meetings in March-May 2024. Student input was generated through the SSC and the Abbott leadership class as well as through informal opportunities for student focus groups and feedback. The SSC consisting of students, classified and certificated staff, and parents reviewed and approved by SSC on May 21, 2024.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.47%	1.07%	1.00%	11	8	7
Asian	6.02%	5.77%	6.02%	45	43	42
Filipino	3.74%	3.62%	3.72%	28	27	26
Hispanic/Latino	60.03%	63.89%	62.32%	449	476	435
Pacific Islander	3.07%	2.42%	1.29%	23	18	9
White	19.65%	16.38%	16.19%	147	122	113
Multiple/No Response	5.48%	6.31%	8.88%	41	47	62
	<b>Total Enrollment</b>			748	745	698

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	246	265	233
Grade 7	246	240	248
Grade 8	256	240	217
<b>Total Enrollment</b>	748	745	698

### Data Statements: Strength

- Abbott serves a supportive school community with generally consistent enrollment. We have a diverse student population and serve students from local neighborhoods while bus transportation is provided for roughly 150 students who live outside the school neighborhood. Stable and predictable enrollment has allowed Abbott to schedule students equitably and based on student interest.

### Data Statements: Challenges

- Abbott has experienced some declining enrollment last year and anticipates a small decline again next year. Abbott continues to work to support families regarding student enrollment and daily student attendance.

### Why are we getting these results?

- The cost of living has led to families moving out of the enrollment boundaries. In addition, the Abbott Newcomer program was relocated to other sites due to under enrollment but will return in 2024-'25.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	221	251	212	29.5%	33.7%	30.4%
Fluent English Proficient (FEP)			168			24.1%
Reclassified Fluent English Proficient (RFEP)	182	173		24.3%	23.2%	

### Conclusions based on this data:

1. Roughly one third of Abbott students are English Learners
2. A significant number of Abbott EL students are Long Term English Learners.
3. Reclassification rate remains consistent at around 24%.

## Data Indicators and Targets

### CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	35.14%				5 percentage	40%
8 <sup>th</sup>	37.28%				5 percentage	42%
All English Learner/Multilingual Students	1.42%				10 percentage points	11%
Special Education	8.24%				10 percentage points	18%
Socio-Economically Disadvantaged	16.81%				10 percentage points	27%
Asian	76.75%				5 percentage	81%
Black/AA						
2+ more	65.96%				5 percentage	71%
Filipino	47.83%				10	57%
Hispanic/Latino	20.77%				10	31%
Native Hawaiian	18.75%				10	29%
White	61.48%				5 percentage	67%
English Learner	1.42%				10	12%
RFEP	36.69%				5 percentage	42%

### CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	23.49%				5 percentage	28%
8 <sup>th</sup>	2.25%				5 percentage	7%
All English Learner/Multilingual Students	33.19%				10 percentage points	43%
Special Education	6.90%				10 percentage points	17%
Socio-Economically Disadvantaged	9.72%				10 percentage points	20%
Asian	72.09%				5 percentage	77%
Black/AA						
2+ more	42.56%				10	52%
Filipino	25%				5 percentage	30%
Hispanic/Latino	12.14%				10	22%
Native Hawaiian	0%					

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
White	44.62%				10	56%
English Learner	2.25%				5 percentage	17%
RFEP	21.30%				10	32%

**CAASPP Science: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	25.65%					
All English Learner/Multilingual Students	35.75%				10 percentage points	46%
Special Education	7.69%				10 percentage points	18%
Socio-Economically Disadvantaged	11.61%				10 percentage points	22%
Asian	62.50%				5 percentage	68%
Black/AA						
Filipino					10	
Hispanic/Latino	14.19%				10	24%
Native Hawaiian						
White	51.16%				5 percentage	56%
English Learner					10	10%
RFEP	21.67%				5 percentage	27%

**District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	33.3%				10 percentage points	43.3%
Middle School Long Term English Learners (LTELs)						

**District Literacy Benchmark: Percent Met/Exceeded Grade Level**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	55.17%	56.45%	54.70%		5 percentage	61.45%
8 <sup>th</sup>	65.45%	59%	59.60%		5 percentage	64%
All English Learner/Multilingual Students					10 percentage points	25.62%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Special Education	21.92%	31.03%	22.73%		10 percentage points	36.03%
Socio-Economically Disadvantaged						
Asian	78.46%	73.53%	66.67%		5 percentage	79%
Black/AA						
Filipino						
Hispanic/Latino	38.54%	35.70%	34.03%		10	40.70%
Native Hawaiian						
White	85.96%	82.61%	86.49%		10	87.61%
English Learner	7.69%	12.02%	12.02%		5 percentage	17.02%

**District Mathematics Snapshot(Percent Proficient)**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		66.72%	71.20%		80%	
6 <sup>th</sup>		56.77%	56.44%		80%	
7 <sup>th</sup>		75.22%	81.86%		80%	
8 <sup>th</sup>		66.67%	75.36%		80%	
English Learner/Multilingual Students					80% Proficiency Target	
Middle School Long Term English Learners (LTELs)		32.56%	45.83%			
Special Education		42.86%	56.06%		80%	
Socio-Economically Disadvantaged		50.99%	60.00%		80% Proficiency Target	

**Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

**ST Math Usage Rate: Total Hours Spent/Child**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)						

**Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	31.17%	20.49%	32.80%		50%	15%
All English Learner/Multilingual Students	47.17%	24.88%	32.04%		50% reduction	27%
Special Education	79.11%	34.82%	36.04%		50%	39.50%
Socio-Economically Disadvantaged	42.01%	28.13%	31.93%		50% reduction	21%
Asian	8.57%	11.63%	7.14%		50%	4%
Black/AA	16.67%	28.57%	42.86%			
2+ more	13.04%	9.84%	8.20%		50%	6.500%
Filipino		8.00%	11.11%		50%	
Hispanic/Latino	38.54%	24.24%	29.91%		50%	19%
Native Hawaiian	72.22%	55.56%	60%		50%	37%
White	16.67%	15.38%	15%		50%	8%
English Learner	47.17%	24.88%	32.04%		50%	23%
RFEP	31.17%				50%	15%

**Suspension Rate: Percent of students suspended at least once**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	5.9%	1.10%			50%	
All English Learner/Multilingual Students	7%	1.38%			50% reduction	3.5%
Special Education	10.7%	2.80%			50% reduction	4%
Socio-Economically Disadvantaged	7.1%	100%			50% reduction	2.6%
Asian	2.2%				50%	
Black/AA						
2+ more					50%	
Filipino	7.4%				50%	
Hispanic/Latino	6.5%	2%			50%	
Native Hawaiian	5%				50%	2.7%
White	4%	1%			50%	0.06
English Learner	7%	1.38%			50%	3.5%
RFEP					50%	

**CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree**

**Feel Connected to School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>						



Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
6 <sup>th</sup>	52%			58%	5 percentage	63%
7 <sup>th</sup>	44%			48%	5 percentage	53%
8 <sup>th</sup>	41%			47%	5 percentage	52%

**Caring Adults in School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>						
6 <sup>th</sup>	71%			66%	5 percentage	71%
7 <sup>th</sup>	61%			52%	5 percentage	57%
8 <sup>th</sup>	54%			60%	5 percentage	65%

**Feel Safe at School:**

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 <sup>rd</sup>						
6 <sup>th</sup>	48%			50%	5 percentage	55%
7 <sup>th</sup>	35%			42%	5 percentage	47%
8 <sup>th</sup>	27%			45%	5 percentage	50%

**Data Statements: Strength**

- Nearly 40% of students exceeded standards on the CAASPP ELA test. Asian students, students of two or more races, and white students outperformed the school average.  
 The data reveals that 33% of EL students also made at least one level of increase in achievement on the ELPAC.  
 All students showed an increase of 10% that met or exceeded in the Math Benchmark.  
 25% of 8th Graders exceeded standards on the CAST Science test.  
 Absenteeism remains a concern but has remained consistent. SED students' percentage is the same as the school average.  
 According to our CHKS data, 6th graders feel connected to school.  
 The Multilingual Learners increased by 28% that Met/Exceeded in the ELA Benchmark. The data shows that 4% increase in the number of the SWD group that Met/Exceeded.  
 The CHKS data reveals that 6th(+71%) and 7th grade(+61%) and 8th (54%) of students believe they have a Caring Adult on Campus though concerns about safety remain below expected and decrease over time. This years results were improved but continue to demonstrate room for growth. .

**Data Statements: Challenges**

- The data reveals that our EL students had the lowest performance rates on the CAASPP with scores between 1-5%.

Only 23.5% of students exceeded standard in CAASPP Math scored though nearly double the EL students exceeded standard then on the ELA scores

CAASPP scores for our students with IEP's scored at approximately 6-12%.

Our EL and SpEd students have the highest chronic absentee rates.

With regard to our CHKS data, 7th graders had the lowest sense of connection or safety at school.

The data reveals that in the area of Chronic Absenteeism continues to be challenge in all student groups.

### Planning Statements

3. Success with District implemented math coaches and common curriculum at the sixth grade level was expanded this year into 7th and 8th grade and will continue into next year. Similarly, Abbott is investing in ELD TOSA Coaching to provide instructional coaching, curriculum development, professional development, and individual student support. In addition, Abbott was able to reduce class sizes in ELD classes to support both academic growth as well as feeling connected to school. .

We are also expanding our after school Homework Center and math boost program and have expanded our counseling groups, SST process, and WEB day opportunities for sixth graders. A Restorative Practice Team will work to collaboratively with students, teachers, counselors and families to support the development of Abbott's advisory program in support of both academic and personal student success. We

We will continue to develop our systems for accurately monitoring attendance, working with families of targeted students and continuous communication with families(phone calls, email and family meetings) Parent Education will be provided around the importance of attendance.

Student presentations from our Student Support TOSA and Restorative Practice TOSAs along with planned student activities and information such Anonymous Alert will be implemented to support students in positively responding to and reporting incidents and support students that feel unsafe at school.

# SPSA Goals and Strategies

## Goal 1

Goal #	Description
<b>GOAL 1</b>	<b>ACHIEVEMENT:</b> Create learning opportunities for ALL 6th through 8th grade students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
<b>STRATEGY: Language &amp; Literacy</b>			
MTSS, Tier 1: Assign middle school teacher leads for Language & Literacy instruction, who facilitate ELA teacher inquiry and planning to support Language & Literacy instruction, curriculum implementation, and curriculum adoption.	District-provided .17 FTE for Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	24,178
MTSS, Tier 1: Support Academic Language Acceleration Course (ALAC) teachers to participate in ELD professional development and planning, to strengthen implementation of ELD classes.	District-provided materials and resources  Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000
MTSS, Tier 1: Implement middle school ELD class size reduction so Newcomer and ELD students have more personalized support and are ready to learn and accelerate their learning of grade-level standards.	District-provided 1.0 FTE Newcomer Teacher (.5 Title III & .5 General)  Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries District Central funding	84,000
MTSS, Tier 1: Implement middle school newcomer pathways (staff, instructional materials, professional development and planning), so that newcomer students are ready to learn and accelerate their learning of grade-level standards.	District-provided 11.4 hours Newcomer Paraeducator (Vacant)  Site-identified additional teacher extra-time	2000-2999: Classified Personnel Salaries District Central funding	64,942
MTSS, Tier 1: Implement the Reading Inventory literacy interim assessment.	District-provided materials and resources	None Specified	
Provide professional development and planning time for teacher leadership and Department and course-alike collaborative planning.	Site Supplemental Funds	1000-1999: Certificated Personnel Salaries Site Supplemental	10,000

MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEP's, EL, Latino, SED, and SWD populations	Site based supplemental funds for additional teacher collaboration	1000-1999: Certificated Personnel Salaries Site Supplemental	
Provide Bilingual Para Educator for ELD classes (6.5 hours)	Site based direct student support	1000-1999: Certificated Personnel Salaries Site Title 1	56,613
<b>STRATEGY: Middle School Block Schedule</b>			
MTSS, Tier 1: Support staff to participate in summer and school-year professional development and planning to adjust curriculum and instruction (i.e. chunking) for the new block schedule.	District-provided materials and resources  Site-identified additional teacher extra-time and resources	1000-1999: Certificated Personnel Salaries Site Supplemental	
Support staff to participate in the instructional leadership team to continue conversations around building belonging and implementing new curriculum.	Site-identified additional teacher extra-time and resources	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
<b>STRATEGY: Mathematics</b>			
MTSS, Tier 1: Continue implementation of Illustrative Math/Desmos math curricula and teacher guidance materials.	District-provided materials and resources  Site-identified additional teacher extra-time and resources		
MTSS, Tier 1: Support math teachers to participate in summer and school-year professional development to implement core SMFC math programs.	District-provided materials and resources		
MTSS, Tier 1: Assign Math ToSAs/teacher leaders to support math pathways, continuous learning cycles and 6th-8th grade teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided 2.0 FTE for Math ToSA/Teacher Leads	1000-1999: Certificated Personnel Salaries District Central funding	291,970
MTSS, Tier 2: Implement math intervention programs (Math Boost) to support unfinished learning and develop positive math mindsets of targeted students. Targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students	District-provided materials and resources		

with IEP's, EL, Latino, SED, and SWD populations.			
MTSS, Tier 1 & 2: Implement ST Math as the supplementary curriculum for targeted students and an at-home math resource for any students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of 6-8 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Math Boost)	District-provided materials and resources		
<b>STRATEGY: Science/STEM</b>			
MTSS, Tier 1: Implement Open Science Education curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement Paxton Patterson "College & Career Elective."	District-provided materials and resources	4000-4999: Books And Supplies Site Lottery	1,500
<b>STRATEGY: Intervention Supports</b>			
MTSS, Tier 2: Homework Club: Implement skill building intervention programs to support unfinished learning and develop positive mindsets of targeted students	Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Title 1	28,253
MTSS, Tier 1: Maintain an open library for student access to an effective learning environment.	Site-identified Library Paraeducator (extra 2.5 hours)	2000-2999: Classified Personnel Salaries Site Supplemental	21,972
MTSS, Tier 2 Intervention: Provide academic support for EL students using district purchased Summit K!2 Literacy Program	District-provided materials and resources- ELOP	1000-1999: Certificated Personnel Salaries Other	20,000
As a school identified for Additional Targeted Support and Improvement (ATSI), Abbott is using this SPSA to describe the goals, strategies, and actions being implemented to improve the academic performance and engagement of the following groups of students:			
<b>STRATEGY: Arts Funding</b>			
Increasing opportunities for student performance in the dramatic arts including site-based school plays and musicals	Prop 28		40,000
Ensuring maintenance and upkeep of musical instruments.	Foundation funds	4000-4999: Books And Supplies Other	10,000

Accompanist for Music Programs	Prop 28	1000-1999: Certificated Personnel Salaries Other	67,000
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# SPSA Goals and Strategies

## Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	Amount
<b>STRATEGY: Family Engagement</b>			
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff 7.5 hours	2000-2999: Classified Personnel Salaries District Central funding	110,947
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	Site-identified staff extra-time and meeting costs  District-provided resources	None Specified Site Supplemental	5,000
Provide a second site-based, bilingual Community Service Specialist to improve school-home communications specifically for ELD students ; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Title 1 Funds	1000-1999: Certificated Personnel Salaries Site Title 1	89,456
<b>STRATEGY: Provide Advancement Via Individual Determination (AVID) electives and Tier 2 targeted supports to identified middle school students, so that unduplicated students accelerate their learning of grade-level standards.</b>			
MTSS, Tier 1 & 2: Implement AVID Electives	District-provided 0.34 FTE for AVID elective teachers	1000-1999: Certificated Personnel Salaries District Central funding	44,541
MTSS, Tier 1 & 2: Support teachers to participate in summer	District-provided resources	5000-5999: Services And Other Operating Expenditures	8,974

and school-year professional development in AVID strategies.		District Central funding	
MTSS, Tier 1 & 2: Assign AVID tutors to support students.	District-provided resources	1000-1999: Certificated Personnel Salaries District Central funding	
<b>STRATEGY: Responsive” Curriculum &amp; Practices</b>			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture targeting specifically student groups identified Youth with Compromised Housing, students with an IEP, EL, Latin X populations.	Site-identified staff extra-time and meeting costs  Supplies to implement curriculum and practices  District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	4,000
Implement school curriculum, practices, and actions, supported by staff professional development, that build inclusive classrooms and school-wide culture targeting specifically EL, Hispanic, Youth with Compromised Housing, SED, and SWD populations.	Site-identified staff extra-time and meeting costs  Supplies to implement curriculum and practices  District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	4,000
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	Site-identified staff extra-time and meeting costs  Supplies to implement curriculum and practices  District-provided resources	1000-1999: Certificated Personnel Salaries Site Supplemental	5,000
Implement ELD TOSA position (3 sections) to provide curricular and instructional planning, coaching, and individual student and teacher support	Site identified need for support of teachers teaching EL students	1000-1999: Certificated Personnel Salaries Site Supplemental	75,000



# SPSA Goals and Strategies

## Goal 3

Goal #	Description
<b>GOAL 3</b>	<b>WELLNESS:</b> Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> <li>• Object Code</li> <li>• Source</li> </ul>	Amount
<b>STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness</b>			
MTSS, Tier 1 & 2: Assign 3.0 FTE of Counselors to provide individual and group wellness support.	District-provided 3.0 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	526,588
MTSS, Tier 1 & 2: Assign 1.0 FTE Student Support ToSA to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District provided 1.0 ToSA	1000-1999: Certificated Personnel Salaries District Central funding	151,517
MTSS, Tier 1 & 2: Assign 1.0 FTE Restorative ToSA to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.		1000-1999: Certificated Personnel Salaries District Central funding	150,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools. Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in <ul style="list-style-type: none"> <li>• how to implement SST and 504 processes;</li> </ul>	District-provided materials and resources		0
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development.			
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process	District-provided materials and resources		

targeting specifically student groups identified in ATSI: Youth with compromised housing, Students with IEP's, EL, and Latin X students.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS and, restorative practices, and progressive discipline framework. Provide support for professional development and site based collaboration.	District-provided materials and resources  Teacher extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	4,500
<b>STRATEGY: Building a Community of Inclusion</b>			
MTSS, Tier 1: Implement Where Everybody Belongs (WEB) for a incoming 6th graders, helping the form as a group and connecting them to mentors in upper grades	Site-Identified materials and resources	4000-4999: Books And Supplies Site Supplemental	5,000
Create opportunities for campus beautification, including, but not limited to gardening club, art wall, etc.	Site-Identified materials and resources	4000-4999: Books And Supplies Site Supplemental	1,000
<b>STRATEGY: Reduce Chronic Absenteeism</b>			
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB) targeting specifically student groups identified in ATSI: Youth with compromised housing, Students with IEP's, EL, and Latin X students.	Site-identified staff extra-time and meeting cost	1000-1999: Certificated Personnel Salaries	
MTSS Tier 1 All Students: Designated staff and Restorative Practice Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.	Site-identified staff extra-time	0000: Unrestricted District Central funding	4,000
MTSS Tier 1 All Students: Designated staff and Restorative Practice Team members will lead the implementation/ expansion of activities that promote an engaging school climate and positive relationships between staff and students/families, in an effort to reduce chronic absenteeism for our English Learners, and students who are Hispanic, two or more races, socio-economically disadvantaged, with IEPs or with compromised housing.	Site-identified staff extra-time and meeting cost	1000-1999: Certificated Personnel Salaries Site Title 1	10,000

<p>MTSS Tier 2 All Students: Designated staff and Care Team members will make daily/weekly positive calls home and conduct personal outreach to families of students who are chronically absent, with special focus on our English Learners, and students who are Hispanic, two or more races, socio-economically disadvantaged, with IEPs or with compromised housing.</p>	<p>Site-identified staff extra-time a</p>	<p>1000-1999: Certificated Personnel Salaries Site Supplemental</p>	<p>15,513</p>
<p>MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.</p>	<p>Site-identified staff time</p>	<p>None Specified</p>	<p>0</p>
<p>MTSS Tier 2 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Care Team members will conduct empathy interviews with students and families of these specific student groups to identify the potential school-based root causes of their chronic absenteeism (transportation, school connection, specific negative experiences, learning challenges, etc.).</p>	<p>Site-identified staff time</p>		
<p>MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.</p>	<p>Site-identified staff time</p>		<p>0</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### GOAL 1 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Abbott Middle School identified several actions steps to to create learning opportunities for all students resulting in closing the achievement gap to support personal and academic success including emphasis on Tier 1 supports around language and literacy instruction and supports.

Supporting actions included piloting new curricula in English Language Arts and English Language Development classes as well as Reading Inventory literacy assessments and student data review cycles. Certificated staff participated in professional development activities and regular teacher leadership meetings to provide support for new and developing teachers and teacher leaders.

In addition, several strategies focused on academic improvement in mathematics including implementation of District adopted math curricula using Desmos and ST Math as well as implementation of common assessments and analysis of student work cycles. Initial assessment data including district assessments, students grades, and teacher feedback identify positive growth in mathematics especially with some areas of limited growth on District assessments in ELA and in student grades.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to significant turnover in administrative, counseling and teaching staff, some strategies were initially delayed until foundational and operational needs were addressed. Continued emphasis with Tier 1 and Tier 2 supports remain a top priority next year. In addition, the Abbott Newcomer program was eliminated due to the inability to hire a qualified ELD teacher requiring Newcomer students to be enrolled in other SMFCSD Middle Schools.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the addition of Title 1 funds, increased opportunities for in-class and additional supports for long-term English Learners will be available for next year and can be found in Goals 1, 2, and 3 in the 2024-25 SPSA. In addition, Abbott has revised the master schedule to provide smaller classes in ELD classes.

### GOAL 2 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Equitable outcomes for all students remains a top priority for all stakeholders. Initial data in benchmark assessments, students grades, ELPAC, and student feedback in the California Healthy Kids Survey demonstrate an improving sense of school connectedness and academic identity.

Family engage is strong as evident in improved attendance in school events such as Back to School Night, PTA and ELAC meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to significant turnover in administrative, counseling and teaching staff, some strategies were initially delayed until foundational and operational needs were addressed. Continued emphasis with Tier 1 and Tier 2 supports remain a top priority next year. In addition, the Abbott Newcomer program was eliminated due to the inability to hire a qualified ELD teacher requiring Newcomer students to be enrolled in other SMFCSD Middle Schools.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the addition of Title 1 funds, Abbott is working to support student needs in both short and long term needs through the addition of bi-lingual personnel for ELD classes, Family Engagement (bi-lingual Community Support Specialist) and through language and literacy curriculum development, and instructional planning and peer coaching.

## GOAL 3 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

With the additions of Wellness Counseling, Restorative Practices TOSA, and Mental Health Clinician, Abbott received additional resources from previous years to support student wellness and personal growth. Student and family feedback as well as staff input have been very positive in regards to supporting an improved school climate, culture and community. The new administrative and counseling teams, with the support of the SMFC District Office, prioritized school safety and student well-being to much success according to informal feedback and more formal feedback as demonstrated in the CHKS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the support of Title 1 funds, Abbott will invest more significantly in Restorative Practices and teacher leadership to plan and implement improved student lessons for advisory classes while expanding restorative practices to include more proactive student activities and school protocols. In addition, a more significant investment in addressing chronic absenteeism is planned for next year.

## GOAL 4 ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## **GOAL 5 ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,942,464.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$40,000.00
District Central funding	\$1,461,657.00
Other	\$97,000.00
Site Lottery	\$1,500.00
Site Supplemental	\$157,985.00
Site Title 1	\$184,322.00

Subtotal of state or local funds included for this school: \$1,942,464.00

Total of federal, state, and/or local funds for this school: \$1,942,464.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source	Amount
	40,000.00
District Central funding	1,461,657.00
Other	97,000.00
Site Lottery	1,500.00
Site Supplemental	157,985.00
Site Title 1	184,322.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	1,669,129.00
2000-2999: Classified Personnel Salaries	197,861.00
4000-4999: Books And Supplies	17,500.00
5000-5999: Services And Other Operating Expenditures	8,974.00
None Specified	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		40,000.00
None Specified		0.00



0000: Unrestricted	District Central funding	4,000.00
1000-1999: Certificated Personnel Salaries	District Central funding	1,272,794.00
2000-2999: Classified Personnel Salaries	District Central funding	175,889.00
5000-5999: Services And Other Operating Expenditures	District Central funding	8,974.00
1000-1999: Certificated Personnel Salaries	Other	87,000.00
4000-4999: Books And Supplies	Other	10,000.00
4000-4999: Books And Supplies	Site Lottery	1,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	125,013.00
2000-2999: Classified Personnel Salaries	Site Supplemental	21,972.00
4000-4999: Books And Supplies	Site Supplemental	6,000.00
None Specified	Site Supplemental	5,000.00
1000-1999: Certificated Personnel Salaries	Site Title 1	184,322.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	727,428.00
Goal 2	346,918.00
Goal 3	868,118.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Paul Belzer	Principal
Elizabeth Colglazier	Parent or Community Member
Erika Fong	Parent or Community Member
Adida Aguilar	Parent or Community Member
Ariel Wusthoff	Other School Staff
Benjamin Simson	Classroom Teacher
Grace Walters	Classroom Teacher
Jackie Granados	Other School Staff
Kellen Kalmbalch	Secondary Student
Julia Moir	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 21, 2024.

Attested:

	Principal, Paul Belzer on 6/1/2024
	SSC Chairperson, Benjamin Simson on 6/1/2024