

# Selma Unified School District Abraham Lincoln Middle School

Grades 7 through 8  
Katherine Carmany, Principal  
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## 2023-24 School Accountability Report Card *Published January 2025*

### Principal's Message

Dear Families,

As we prepare for the upcoming school year, I wanted to take a moment to welcome you all back to Abraham Lincoln Middle School. Whether you are returning students or joining our school community for the first time, we are thrilled to have each of you as part of our ALMS family. I am very excited to be entering into my second year as principal of our school.

The past year has brought its challenges, but it has also shown us the incredible resilience and strength of our students, families, and staff. The beginning of any school year is always filled with anticipation and excitement. It's a time for new opportunities, friendships, and growth. As we embark on this journey together, I want to emphasize my commitment to providing a safe, nurturing, and enriching environment where every student can thrive. Myself and my staff are dedicated to fostering a love of learning, promoting critical thinking skills, and preparing our students to become responsible citizens and leaders of tomorrow. Our dedicated team of educators and staff have been diligently preparing to ensure that this school year is both academically rigorous and personally fulfilling for your child.

Throughout the year, we will continue to prioritize communication and collaboration with families. Your involvement and support are crucial to the success of our students, and we encourage you to stay engaged with your child's education journey. Whether through volunteering, attending school events, or participating in parent-teacher conferences, your partnership strengthens our school community and enhances the educational experience for all.

Please take some time to review the important information included in this packet, including key dates, policies, and procedures for the upcoming school year. Should you have any questions or concerns, please do not hesitate to reach out to our dedicated administrative team. We are here to support you and ensure a smooth transition into the new academic year.

Thank you for entrusting us with the education and well-being of your child. Together, we will make this school year a rewarding and successful experience for every student at Abraham Lincoln Middle School. I look forward to seeing all of our returning families and meeting those who are new to our community. Here's to a fantastic year ahead!

Sincerely,  
Katie Carmany

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## School Description

Abraham Lincoln Middle School is located in the city of Selma and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2023-24 school year, 922 students were enrolled, including 12.6% in special education, 23% qualifying for English Language Learner support, and 91.3% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.30%	Grade 7	460
Male	50.70%	Grade 8	462
Non-Binary	0.00%	Ungraded	0
Amer. Indian or Alaska Native	0.40%		
Asian	3.90%		
Black or African-Amer.	0.80%		
Filipino	0.00%		
Hisp. or Latino	90.60%		
Native Hawaiian or Pacific Islander	0.20%		
Two or More Races	0.20%		
White	3.90%		
English Learners	23.00%		
Foster Youth	0.90%		
Homeless	1.10%		
Students Receiving Migrant Ed. Services	4.80%		
Socioeconomically Disadvantaged	91.30%		
Students with Disabilities	12.60%		
Total Enrollment			922

## Student Achievement

### Physical Fitness

In the spring of each year, Abraham Lincoln Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Physical Fitness Test % of Students Participating in each of the Five Fitness Components 2023-24					
Grade	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
7	97%	98%	97%	98%	98%

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

## California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy (grades 3-8 and 11)	45.0	48.0	38.0	40.0	46.0	47.0
Mathematics (grades 3-8 and 11)	20.0	24.0	23.0	24.0	34.0	35.0

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, 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.

CAASPP Test Results in ELA by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	933	917	98.29	1.71	48.20
Female	461	452	98.05	1.95	57.43
Male	472	465	98.52	1.48	39.22
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	68.57
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	844	828	98.10	1.90	46.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	40	100.00	0.00	70.00
English Learners	208	195	93.75	6.25	11.34
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	41.18
Students Receiving Migrant Ed. Services	50	46	92.00	8.00	17.39
Socioeconomically Disadvantaged	688	676	98.26	1.74	46.44
Students with Disabilities	119	118	99.16	0.84	15.38

CAASPP Test Results in Mathematics by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	932	922	98.93	1.07	24.08
Female	461	457	99.13	0.87	23.85
Male	471	465	98.73	1.27	24.30
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	65.71
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	843	834	98.93	1.07	21.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	39	97.50	2.50	35.90
English Learners	207	205	99.03	0.97	4.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	34	34	100.00	0.00	17.65
Students Receiving Migrant Ed. Services	50	50	100.00	0.00	14.00
Socioeconomically Disadvantaged	687	678	98.69	1.31	22.12
Students with Disabilities	119	117	98.32	1.68	6.84

Note: 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.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	22-23	23-24	22-23	23-24	22-23	23-24
	23.2	16.3	16.7	15.9	30.3	30.7

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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 receive scores.

CAASPP Test Results in Science by Student Group (2023-24)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	464	462	99.57	0.43	16.27
Female	232	231	99.57	0.43	13.48
Male	232	231	99.57	0.43	19.05
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	38.89
Black or African-Amer.	--	--	--	--	--
Filipino	0	0	0	0	0
Hisp. or Latino	416	414	99.52	0.48	14.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	24	24	100.00	0.00	29.17
English Learners	87	87	100.00	0.00	1.15
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	5.56
Students Receiving Migrant Ed. Services	28	28	100.00	0.00	10.71
Socioeconomically Disadvantaged	339	337	99.41	0.59	14.88
Students with Disabilities	61	60	98.36	1.64	5.00

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

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Preparation and Placement, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout & Graduation Rates, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, flyers, school marquee, school website, and ParentSquare web-based communication system. Contact any school office member at (559) 898-6600 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone School Dances  
Fundraising Activities

### Committees

Band Boosters  
English Learner Advisory Council  
School Site Council

### School Activities

8th Grade Promotion  
Academic Awards  
Athletic Events  
Back to School Night  
Open House  
Parent Education Workshops  
Parent Teacher Conferences  
Performing Arts

School Activities  
Student Recognition Assemblies

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Abraham Lincoln Middle School's original facilities were built in 1993; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. The following campus improvements or repairs were completed in 2023-24 and planned for 2024-25:

### 2023-24 Campus Improvements:

- HVAC repairs
- Painting projects
- Installation of a shade structure

### 2024-25 Planned Campus Improvements:

- Solar project

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and a crew of evening custodians are assigned to Abraham Lincoln Middle School. The day custodian is responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common use area cleaning
- Event setup/cleanup
- Restroom cleaning
- Trash Removal

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1993
Acreage	29.22
Square Footage	104336
Quantity	
Permanent Classrooms	54
Portable Classrooms	0
Restrooms (sets)	5
Band Room	1
Gymnasium(s)	1
Staff Lounge(s)	1
Multipurpose Room/Cafeteria	1
Staff Lounge/Work Room(s)	1
Library	1
Boys/Girls Locker Rooms	1
Snack Bar	1

## Facilities Inspection

The district's maintenance department inspects Abraham Lincoln Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Abraham Lincoln Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 15, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2024-25, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Tuesday, October 15, 2024			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior			✓
C. Cleanliness	✓		
D. Electrical			✓
E. Restrooms / Fountains	✓		
F. Safety		✓	
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	247 - Vent cover is missing
(B)	Administration - Wall is marred; formica strip is missing on trim panel
	16/Nurse - Formica strip missing on counter
	5/Book Storage, 170 - Ceiling tile is broken; ceiling tile has water stain
	Library - Formica strip missing on cabinet; formica strip missing on counter; ceiling tile has a hole; ceiling tiles have water stains in storage room; ceiling tile broken in office
	Men's Restroom - Hole in ceiling
	211 - Formica strip is missing on trim panels; ceiling tiles have holes; ceiling tiles have water stains
	212 - Ceiling tile has a water stain; wallpaper is torn; ceiling tile is missing
	215, B1 Band/Music - Formica strip missing on wall trim
	213 - Ceiling tile is broken; formica strip missing on wall trim
	220, 160, 153 - Ceiling tile has a hole
	221, 222, 237 Boys PE Office, 410, 173, 162, 164 - Ceiling tile has a water stain
	224 - Wallpaper is torn
	223 - Ceiling tiles are broken; carpet is lifting
	Gym Snack Bar, 176 - Wall has a hole
	Boys Locker Room - Ceiling tile is broken; ceiling tiles are marred; tiles are missing on stall partition; stall partition is rusted
	Boys Restroom - Stall partition is rusting
	256/Girls PE Office - Ceiling tiles have water stains; ceiling tiles are marred
	405, 409, 105 - Ceiling tiles are broken
	404 - Ceiling tiles have water stains; formica trim is missing on countertop
	403 - Formica strip is missing or chipped on counter; ceiling

	tile has water stains
	408 - formica strip is missing on counter; ceiling tiles have water stains
	402/401 - Ceiling tiles are broken; wallpaper is torn
	406 - Formica strip is chipped on counter; pencil sharpener cover is missing
	Cafeteria - Wallpaper is torn; ceiling tiles have water stains; ceiling tile is loose; T-bar ceiling is bent; ceiling tile is broken
	Kitchen - Wall corner tiles are broken
	Staff Lounge - Carpet is lifting; ceiling tiles have water stains; wallpaper is torn; floor tile is broken; formica strip is missing on counter; soap dispenser cover missing in womens' restroom; formica countertop is peeled in mens' restroom; formica strip peeling on cabinet
	178 - Exterior wall tiles are broken; ceiling tiles have water stains; ceiling tile is broken; dishwasher base cover is broken
	175 - Ceiling tile is missing; ceiling tile is loose
	161 - Rubber molding is loose
	163 - Ceiling tile has a hole; ceiling tile has water stain
	154 - Ceiling tiles have holes; ceiling tile is broken
	152 - Ceiling tile has a hole; ceiling tile is broken; formica strip is missing on wall trim
	104 - Wallpaper is torn
	103 - Ceiling tile has water stain; ceiling tile is broken
(C)	All Gender Restroom - Floor edges are dingy
	212, 215, 213, 220, 221, 405, 410, 409, 83, 176, 163, 154, 150, 108 - Unsecured items stored too high
(D)	Administration - Two light diffusers are broken
	6, 237 Boys PE Office, Women's Restroom - Light diffuser is missing
	213, Cafeteria, Boys' Restroom - One light panel is out
	Library - Electrical box cover is missing
	Men's Restroom - One hand dryer has no power; sensor cover is missing in ceiling
	212 - Sensor is loose from ceiling
	Boys Locker Room - Hand dryer does not work
	Boys Restroom, Girls Restroom - Three light diffusers are missing
	405, 152 - Electrical cover is missing
	402/401 - Power strip and extension cord daisy-chained creating a trip hazard
	407 - Conduit is loose from wall
	B1 Band/Music - Multiple light diffusers are missing
	85, 84 - Light diffusers are loose
	Kitchen - Light diffuser is loose and missing in snack bar; light diffuser is missing in dry storage
	Mens' Restroom - Light diffuser is broken; two light panels are out
	170 - One light panel is out; outlet cover is missing in storage room
	150 - Cord is creating a trip hazard
	107, Prep - Outlet cover is missing
	106 - Cords are creating trip hazards; ethernet cover is loose
	Prep - Three light panels are out in prep room
(E)	Women's Restroom - One stall is locked/out of order
	Men's Restroom - Faucets have low flow



	Mens' Restroom - One stall is locked; out of order
	105 - Faucet at demonstration table leaks
(F)	Administration - Paint is chipping on door; paint chipping on walls exposing metal
	210 - Paint is peeling on exterior arch; paint peeling in door
	211 - Plug in air freshener; paint chipping on door
	215, 214, 247, 178 - Paint chipping on door
	213 - Paint is chipping on wall and door
	220, 221, 223, 409, 161, 164, 160, 111, 103, 102 - Plug in air freshener
	222 - Evacuation map not posted; paint is peeling on exterior window frame
	Gym - Paint chipping on exterior doors
	Girls Restroom - Paint is chipping on door frame
	Girls Locker Room - Paint chipping on locker end panel; paint chipping on office window frame; paint peeling on office door
	408 - Fire extinguisher is not mounted; paint chipping on door frame
	407, 84, 163, 150, 101 - Paint is peeling on door
	Stage - Exit lights not illuminating
	Staff Lounge - Emergency exit light is broken
	153 - No evacuation map posted
	151 - Extension cords and surge protectors are daisy-chained; plug in air fresheners
	107 - Aerosol air freshener
(G)	220 - Crack in exterior wall exposing sunlight
	Cafeteria - Ceiling has a large crack
	176 - Wall has a large crack
(H)	210, 213 - Exterior window frames are decaying
	212 - Paint is chipping on door; exterior window frame is decaying
	406 - Base of door is bent
	Womens' Restroom - Door vent is broken
	178 - Door closer cover is missing
	175 - Weather stripping is bent
	152 - Door slams shut

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
		✓	

**Rating Description**

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, campus safety officers, and campus safety assistants patrol the campus, entrance areas, and designated common areas. Campus safety assistants monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, teachers, campus safety officers, and campus safety assistants monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Abraham Lincoln Middle School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Abraham Lincoln Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2025.

**Classroom Environment**

**Discipline & Climate for Learning**

Abraham Lincoln Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation

Suspensions & Expulsions			
	21-22	22-23	23-24
	<b>School</b>		
% Students Suspended	5.2	8.1	8.1
% Students Expelled	0.9	0.0	0.3
	<b>District</b>		
% Students Suspended	3.9	4.6	4.7
% Students Expelled	0.4	0.1	0.1
	<b>State</b>		
% Students Suspended	3.2	3.6	3.3
% Students Expelled	0.1	0.1	0.1

Suspensions and Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	8.1	0.3
Female	6.5	0.2
Male	9.7	0.4
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	2.8	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	8.2	0.3
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	9.8	0.0
English Learners	9.9	0.0
Foster Youth	61.5	7.7
Homeless	13.6	0.0
Students Receiving Migrant Ed. Services	6.9	0.0
Socioeconomically Disadvantaged	8.3	0.3
Students with Disabilities	13.3	0.0

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

## Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2021-22				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	30	58	
Mathematics	23.0	11	28	
Science	26.0	4	29	
Social Science	23.0	16	22	
2022-23				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	20.0	79	20	
Mathematics	20.0	29	15	
Science	28.0	4	28	
Social Science	30.0	1	29	
2023-24				
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22.0	32	62	
Mathematics	21.0	25	19	
Science	29.0	2	30	
Social Science	30.0	1	30	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## Pupil Engagement

### Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Abraham Lincoln Middle School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	987	966	190	19.7
Female	494	482	80	16.6
Male	493	484	110	22.7
Amer. Indian or Alaska Native	--	--	--	0.0
Asian	36	36	2	5.6
Black or African-Amer.	--	--	--	0.0
Filipino	--	--	--	0.0
Hisp. or Latino	894	874	179	20.5
Native Hawaiian or Pacific Islander	--	--	--	0.0
Two or More Races	--	--	--	0.0
White	41	40	5	12.5
English Learners	243	233	50	21.5
Foster Youth	13	--	--	0.0
Homeless	22	19	9	47.4
Students Receiving Migrant Ed. Services	58	56	10	17.9
Socioeconomically Disadvantaged	916	896	182	20.3
Students with Disabilities	128	125	26	20.8

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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Abraham Lincoln Middle School revolve around the California State Content Standards and Frameworks. During the 2023-24 school year, Abraham Lincoln Middle School held staff development training devoted to:

- Data Analysis
- Using Data to Inform Instruction
- Professional Learning Communities (PLCs)
- Social Emotional Learning (SEL)
- English Language Development (ELD)
- Interim Assessments

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Abraham Lincoln Middle School supports ongoing professional growth throughout the year on weekly Tuesday flex schedule and PLC time. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-23, 2023-24, and 2024-25 school years, Abraham Lincoln Middle School's teachers had the opportunity to attend the following events hosted by the Selma Unified School District:

#### 2022-23 Training:

- Data Drive - CAASPP/ELPAC Planning / Strategies
- STAR ELA & Math Planning / Strategies

- ELD Progress Monitoring
- Intervention / Attendance / Behavior / PBIS / Positivity Project
- Mathematics
- ELA/ELD Planning / Strategies
- STAR Data Dive - Math
- STAR Data Dive - ELA

2023-24 Training:

- Kagan Training
- Math Mastery Project
- Professional Learning Communities

2024-25 Training:

- Aeries SIS Training
- DnA/Illuminate Training
- Desmos Math Curriculum Training
- Amplify Desmos Math Training
- TeachTown Special Education Curriculum

Abraham Lincoln Middle School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2022-23	2023-24	2024-25
9	5	5

### Instructional Materials

All textbooks used in the core curriculum at Abraham Lincoln Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 24, 2024, the Selma Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #25-15 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 school year, Selma Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2017	McGraw Hill, <i>Study Sync</i>	0 %
<b>English Language Development</b>		
2017	Houghton Mifflin Harcourt, <i>English 3D</i>	0 %
<b>Foreign Languages</b>		
2019	Houghton Mifflin Harcourt, <i>Avancemos (Spanish)</i>	0 %
<b>History-Social Science</b>		
2016	SAVVAS, <i>My World History</i>	0 %
<b>Mathematics</b>		
2024	Desmos/Amplify Platform, <i>Illustrative Math</i>	0 %
<b>Science</b>		
2021	Amplify Education, Inc., <i>Amplify Science</i>	0 %

## Professional Staff

### Counseling & Support Staff

Abraham Lincoln Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Abraham Lincoln Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2023-24		
	No. of Staff	FTE
Academic Counselor	1	1.0
Health Clerk	2	2.0
Library Technician	2	1.5
Community Liaison	1	1.0
Mental Health Clinician	1	0.6
Nurse	1	1.0
Psychologist	1	1.0
School Resource Officer	1	0.4
Social Worker	1	1.0
Speech Therapist	1	0.6

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

### Teacher Preparation and Placement

The charts below identify the number of teachers at Abraham Lincoln Middle School, Selma Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Abraham Lincoln Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.



Teacher Preparation and Placement Authorization / Assignment (2022-23)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.7	79.8	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	1.0	2.1	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	6.2	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.7	11.9	14.6	5.0	11953.1	4.3
Unknown	0.0	0.0	4.0	1.4	15831.9	5.7
Total Teaching Positions	48.5	100.0	294.8	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.7	79.8	258.5	87.7	234405.2	84.0
Intern Credential Holders Properly Assigned	1.0	2.1	2.0	0.7	4853.0	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	6.2	15.7	5.3	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.7	11.9	14.6	5.0	11953.1	4.3
Unknown	0.0	0.0	4.0	1.4	15831.9	5.7
Total Teaching Positions	48.5	100.0	294.8	100.0	279044.8	100.0

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.3	79.5	251.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	1.9	1.0	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	4.0	11.1	3.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.9	9.6	14.5	5.0	12115.8	4.4
Unknown	2.5	4.9	12.5	4.3	18854.3	6.9
Total Teaching Positions	51.9	100.0	290.3	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.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2022-23)	Number
Permits and Waivers	0.0
Misassignments	3.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.1

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	1.5
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	3.0

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.9
Misassignments	1.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2022-23)	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	2.0
Local Assignment Options	3.7
Total Out-of-Field Teachers	5.7

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	1.9
Local Assignment Options	2.9
Total Out-of-Field Teachers	4.9

Class Assignments / Indicator (2022-23)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	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)	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	3.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.4
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

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

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$59,228	\$58,855
Mid-Range Teacher Salary	\$84,539	\$92,519
Highest Teacher Salary	\$119,962	\$114,665
Superintendent Salary	\$265,032	\$281,086
<b>Average Principal Salaries:</b>		
Elementary School	\$137,046	\$142,791
Middle School	\$142,693	\$151,078
High School	\$160,789	\$167,094
<b>Percentage of Budget:</b>		
Teacher Salaries	24.19%	30.99%
Administrative Salaries	4.57%	5.37%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2022-23 school year, Selma Unified School District spent an average of \$20,025 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Selma Unified School District receives state and federal categorical funding for special programs. For the 2022-23 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- American Rescue Plan - Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Literacy Coaches & Reading Specialists Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- National Board for Professional Standards Certification Incentive Program
- Ongoing and Major Maintenance Account
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant

- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2022-23					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.		% Diff. School & State
			State		
Total**	\$11,118	N/A	N/A	N/A	N/A
Restricted	\$2,107	N/A	N/A	N/A	N/A
Unrestricted	\$9,011	\$8,717	103.37	\$10,771	83.66
Average Teacher Salary	\$72,162	\$95,894	75.25	\$94,694	76.21

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

### SARC Data

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Abraham Lincoln Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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

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.

#### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Selma Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2025. Data to prepare the school facilities section were acquired in December 2024.