

Lincoln Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Lincoln Middle School
Street	1501 California Avenue
City, State, Zip	Santa Monica, CA 90403-4305
Phone Number	(310) 393-9227
Principal	Ryan Bourke, Principal
Email Address	rbourke@smmusd.org
School Website	https://www.smmusd.org/lincoln
County-District-School (CDS) Code	19-64980-6061659

2022-23 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Mark Kelly, Interim Superintendent
Email Address	swilliamson@smmusd.org
District Website Address	www.smmusd.org

2022-23 School Overview

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators, and global citizens. We are a rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of intellectual, artistic, technological, physical, and social expression.

School Description

Lincoln Middle School is located at 1501 California Avenue, one block north of Wilshire Boulevard, in the beautiful beach community of Santa Monica, California. We serve a diverse community of students enrolled in grades 6-8. The vast majority of these students arrive from our three local feeder elementary schools. Lincoln is recognized as one of the leading middle schools in both California and the nation and has received many awards, such as California Gold Ribbon Schools, California Distinguished Schools, National Blue Ribbon, and Disney Spotlight School of the Year. In addition to a rigorous academic program, we integrate Mindfulness, Olweus, and Character Counts! to help promote self-awareness, integrity, and compassion in our student community. Lincoln has an award-winning music program and has three full-time music teachers: Director of Bands, Director of Orchestras, and Director of Choral Music. Students compete in local, state, and national competitions winning excellent and superior ratings. Students perform two school concerts each year in addition to local festivals.

Our staff includes 46 credentialed teachers—including seven who have received National Board Certification (NBC), three full-time administrators - one who was an NBC teacher, three full-time counselors, a full-time librarian, a full-time nurse, a full-time school psychologist, a speech pathologist, a bilingual community liaison, 17 paraeducators, two instructional assistants, one music instructional assistant, a part-time accompanist for chorale, three security officers, six custodians, and five office staff personnel.

Lincoln Middle School Mission Statement

Lincoln Middle School is a safe learning environment where students are supported intellectually and emotionally to meet their highest potential. Adults work together as role models to provide clear expectations for student achievement and student behavior ensuring that every student feels supported and successful.

2022-23 School Overview

Principal Bourke's Vision

Lincoln Middle School staff members work together to create a learning environment that is safe for students to explore the world and their place in it. Students are challenged to be active participants in their own learning; to be curious, ask questions, to admit what they don't know, and to accept nurturing support when needed.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	306
Grade 7	270
Grade 8	332
Total Enrollment	908

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.0
American Indian or Alaska Native	0.0
Asian	9.7
Black or African American	5.7
Filipino	0.7
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	13.2
White	49.1
English Learners	4.8
Foster Youth	0.0
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	19.6
Students with Disabilities	13.4



A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.90	88.83	435.10	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.10	8.98	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.74	8.80	1.76	12115.80	4.41
Unknown	0.20	0.43	23.70	4.72	18854.30	6.86
Total Teaching Positions	46.10	100.00	503.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.20	86.58	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	4.59	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.65	13.90	2.89	11953.10	4.28
Unknown	3.10	7.10	37.10	7.70	15831.90	5.67
Total Teaching Positions	44.20	100.00	482.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.10	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.10	2.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00
Local Assignment Options	0.00	0.70
Total Out-of-Field Teachers	0.80	0.70

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.20	3.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at Lincoln have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions. All students, including English learners, have their own copies of textbooks. The PTSA has generously purchased classroom sets of textbooks so that students can leave their copies at home. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review the recommended materials and make comments prior to board approval.

Year and month in which the data were collected October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017	Yes	0

Mathematics	Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015	Yes	0
Science	Amplify Science, adopted 2022; Focus on Science, Prentice Hall 2007, adopted 4/19/2007	Yes	0
History-Social Science	History Alive! The Ancient World (TCI) (5/2019) ¡Historia Viva!: El Mundo Antiguo (TCI) (5/2019) History Alive: The Medieval World and Beyond (TCI) (5/2019) ¡Historia Viva!: El Mundo medieval y más allá (TCI) (5/2019) American History to 1914, MyWorld interactive (Davidson & Stoff) Pearson (5/2019) American History to 1914, MyWorld interactive (Spanish) (Davidson & Stoff) Pearson (5/2019)	Yes	
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Lincoln was built in 1924 and will be 97 years old this year. The school facility is well maintained and is in well-functioning condition. Lincoln School provides a clean, safe, and modern learning environment. Our facilities currently support the largest number of middle school students, faculty, and staff in the district. Our technology infrastructure currently provides two fully equipped student computer labs, computers, and telephones in every classroom, ceiling-mounted projectors, and document projector set-ups in all classrooms. We take pride in the cleanliness and appearance of our campus that is maintained by five custodial staff members (one daytime custodian and four evening custodians) and the cooperative efforts of our students. As mentioned before, Lincoln is a closed campus during the school day and all visitors must sign in and obtain a visitor badge in order to enter campus. Security staff monitors the visitor entrance.

The construction contract for the Lincoln Modernization project was awarded to Erickson-Hall Inc. in October 2012. Construction includes demolition and remodel of our west wing building (located on the 14th Street side of campus) to build a new building containing a library, choral room, outdoor amphitheater, six classrooms, and two science labs. Construction began on December 21, 2012, and was completed in March 2015. As part of the Technology project, 20 existing classrooms were upgraded to the district's new technology standards. The standard includes projectors, document cameras, and a sound system with wireless microphones.

In 2018 we saw the completion of a new soccer field and track complete with new restrooms. The auditorium roof was repaired. We were also able to resurface very badly damaged parking lots.

In December of 2020, the interior of the auditorium and lobby was painted. The audience seats, theatre carpeting, and lobby flooring are expected to be replaced by Summer 2021. Security camera installation was completed in the January of 2021. LMS is slated to have a new HVAC system installed in phases over the next couple of years. Updates are also expected for the 300s classroom wing.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	80	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	64	N/A	58	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	925	899	97.19	2.81	79.53
Female	435	426	97.93	2.07	83.33
Male	486	469	96.50	3.50	76.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	91	85	93.41	6.59	90.59
Black or African American	52	52	100.00	0.00	59.62
Filipino	--	--	--	--	--
Hispanic or Latino	196	188	95.92	4.08	61.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	129	124	96.12	3.88	86.29
White	450	443	98.44	1.56	85.78
English Learners	28	21	75.00	25.00	23.81
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	204	96.23	3.77	61.76
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	124	117	94.35	5.65	35.04

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	925	904	97.73	2.27	63.79
Female	435	427	98.16	1.84	62.30
Male	486	473	97.33	2.67	65.25
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	91	88	96.70	3.30	79.55
Black or African American	52	52	100.00	0.00	34.62
Filipino	--	--	--	--	--
Hispanic or Latino	196	189	96.43	3.57	40.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	129	126	97.67	2.33	72.80
White	450	442	98.22	1.78	71.72
English Learners	28	25	89.29	10.71	4.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	212	205	96.70	3.30	39.02
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	124	117	94.35	5.65	17.95

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	63.58	54.7	55.03	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	332	324	97.59	2.41	63.58
Female	147	144	97.96	2.04	62.5
Male	183	178	97.27	2.73	64.04
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	78.57
Black or African American	16	16	100	0	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	76	75	98.68	1.32	48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	56	98.25	1.75	64.29
White	150	145	96.67	3.33	73.1
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	78	97.5	2.5	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	21.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	88%	93%	93%	93%	93%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

A strong Parent Teacher Student Association (PTSA) and numerous parent volunteers are vital in supporting the work that we do at LMS. Parental Involvement looks different for different families. The most traditional way of volunteering at LMS is through various PTSA committees.

Parents who have a cleared parent volunteer application on file at LMS can also volunteer to help supervise students during lunch through our Parent Eyes program. Visit lmsptsa.org to learn more.

Parents can help support LMS by serving on our English Language Advisory Committee (ELAC), School Site Council (SSC), Olweus Bullying Prevention Coordinating Committee (OBPCC), or our School Safety Committee. Visit <http://www.lincoln.smmusd.org> to learn more. Parents are invited to participate in our ongoing Special Education Support Group meetings as well as various parent education opportunities on a variety of topics. We appreciate it when parents are available to help chaperone field trips, volunteer to support major school events such as Camp Lincoln, the 5th grade tour, school tours, the Fun Run, Attitude of Gratitude Breakfast, and so much more.

If your schedule doesn't allow you to donate time on campus during school hours, you can stay involved by reading all communication from the school, attending evening performances, morning events during late start or making donations to school and district pledge drives and using Illuminate and teacher webpages to help your child stay on track academically.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	945	938	121	12.9
Female	444	440	48	10.9
Male	496	493	72	14.6
American Indian or Alaska Native	0	0	0	0.0
Asian	96	94	9	9.6
Black or African American	52	52	14	26.9
Filipino	6	6	0	0.0
Hispanic or Latino	202	199	35	17.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	125	124	14	11.3
White	460	459	48	10.5
English Learners	48	48	7	14.6
Foster Youth	1	1	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	226	225	44	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	132	35	26.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.38	1.55	2.45
Expulsions	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.29	4.02	0.20	2.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.02	0.00
Female	1.13	0.00
Male	6.65	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.04	0.00
Black or African American	9.62	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.20	0.00
White	3.48	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.27	0.00

2022-23 School Safety Plan

School Safety

We have three full-time security officers who work a staggered schedule five days a week which allows us to have at least one officer on campus from 7:30 am - 4:30 pm. Their primary responsibilities are to screen campus visitors at the entrance and to patrol the campus and the buildings throughout the day. The office staff and administrators maintain contact with the security officers via radios. During the school day, there is no unauthorized access to the school campus. Only one entrance is open during school hours, and school security staff monitor this gate during school hours. Visitors are signed in using our Raptor Visitor Management System. The typical classroom space is large enough to accommodate the class size of 32-36 students. Grade levels are clustered and interdisciplinary teams are located next door or across the hall from each other which allows for better collaboration and communication. We have a systematic emergency evacuation plan. For drills or an emergency during class time, students stay with their current teacher. If an emergency occurs before school or during an unstructured time, students are informed of the correct path to take to the field on the north side of the school where they meet their Homebase teachers for attendance and further instructions. Administrators and classified staff have specific duties during drills from gathering attendance sheets to securing grounds and looking for victims. An emergency drill is conducted once every six weeks, and an earthquake drill is conducted at least twice each year. In addition to fire and earthquake drills, we also have a lockdown drill procedure. This drill can occur during classroom time and during “free” time such as during nutrition, lunch, or passing periods.

The School Safety Plan was most recently reviewed and discussed with school faculty in August 2020. Lincoln's Emergency Safety Plan is updated annually. The current safety plan was approved by the SSC on November 16, 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	18	5
Mathematics	23	14	15	4
Science	26	5	16	8
Social Science	27	4	14	9

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	18	5
Mathematics	25	12	14	5
Science	27	6	13	9
Social Science	28	2	16	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	10	15	4
Mathematics	21	13	16	
Science	23	9	15	2
Social Science	26	4	13	6

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	302.67

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,948	0	\$6,948	\$87,673.62
District	N/A	N/A	\$7,242	\$86,935
Percent Difference - School Site and District	N/A	N/A	-4.1	0.8
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	5.2	5.4

2021-22 Types of Services Funded

We use Lottery funds to purchase supplementary instructional materials for our core classes as well as for ELD (English Language Development) programs. Our site funds help provide our teachers with professional development opportunities such as participating in Lesson Link, Learning Walks, attending conferences, grading, and norming. These funds cover subs needed, hourly teacher pay, and/or conference and travel monies. We use stretch grant funding to support student groups who are not performing as well as the school as a whole through support programs; and our Transition Program with our elementary feeder schools, so that the transition from fifth to sixth grade is as smooth as possible. Our PTSA generously provides funding to purchase extra supplies that are not covered by the district/school, copiers, technology as well as many other activities including parent educational evenings, grade-level enrichment activities, reward activities, and more!

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,531	\$52,478
Mid-Range Teacher Salary	\$76,941	\$80,810
Highest Teacher Salary	\$103,590	\$101,276
Average Principal Salary (Elementary)	\$130,757	\$127,080
Average Principal Salary (Middle)	\$134,664	\$134,264
Average Principal Salary (High)	\$144,513	\$147,200
Superintendent Salary	\$243,648	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators.

Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link and Learning Walks
- Engaging in Inquiry Cycles
- Literacy and Mathematics—standards-based curriculum and instructional delivery
- Using data to improve classroom instruction
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Board Teachers, literacy and ELD coaching, School Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to district-wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification are supported in their efforts.

In addition, each year at individual school sites teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade-level teams as appropriate. At Lincoln, we focus on the above district initiatives as well as putting emphasis on technology integration in all curricular areas, strengthening school-home communication, and embedding mindfulness strategies to support student social-emotional growth.

Lincoln has a late start schedule every Wednesday morning which allows teachers 90 minutes to meet for continuous professional growth around 26 mornings out of the year (this number varies from year to year due to holidays). Our school-wide focus centers on helping students use precise academic language and evidence to communicate and demonstrate deep and complex understanding in all content areas. In addition, we are allotted one full day for site-based professional development each year and two pupil free days. Outside of this time, teachers have opportunities to engage in professional development offered by our district Educational Services team. Topics include but are not limited to:

- Developing Effective School Leadership Teams and Professional Learning Communities
- Literacy and Mathematics—standards-based curriculum and instructional delivery
- Using data (formative & summative) to improve classroom instruction
- Social-Emotional Supports for Students
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Integration of Technology into classroom instruction
- Blended Learning
- Restorative Justice
- Social Justice Standards
- Project Based Learning

A variety of methodologies are used to provide professional development, including coaching, mentoring, and modeling. The number of days dedicated to professional development is determined by the district school calendar. For the 2015-20 school years, there was one full day for site-based professional development each school year. For the 2020-21 school year, we were allotted additional professional development time at the start of the year due to the Covid-19 Pandemic. We use site funds to allow additional opportunities for teachers to work together to impact student learning. Common activities include norming, learning new curriculum, learning walks, attending conferences, and other training offered outside of our district.

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

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5