Lincoln Middle School

1501 California Ave. • Santa Monica, CA 90403-4305 • (310) 393-9227 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Santa Monica-Malibu Unified School District
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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 the intellectual, artistic, technological, physical and social expression.

School Description

Lincoln Middle School is located 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 50 credentialed teachers—including seven who have received National Board Certification (NBC), three full-time administrators - one who was a 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, three part-time music instructional assistants, three security guards, 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.

Principal Culpepper'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. Our students are guided to be their best self in all settings. Who are you when you think no one is looking?

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	398
Grade 7	357
Grade 8	347
Total Enrollment	1,102

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.2
Asian	8.7
Filipino	1
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.1
White	57.5
Two or More Races	6.8
Socioeconomically Disadvantaged	19.7
English Learners	6.8
Students with Disabilities	12.1
Homeless	0.4

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

Teacher Credentials for Lincoln Middle School	17-18	18-19	19-20
With Full Credential			
Without Full Credential			
Teaching Outside Subject Area of Competence			

Teacher Credentials for Santa Monica-Malibu	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Lincoln Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 with new science materials purchased and implemented in the 2007-08 school year. Mathematics textbooks were adopted in summer 2014 to include California Common Core State Standards. In 2009-10, we implemented the newly adopted English language arts textbooks. All students, including English learners, have their own copy of textbooks that they leave at home. 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 recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials
Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Focus on Science, Prentice Hall 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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) **The textbooks listed are from most recent adoption:** Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincoln was built in 1924 and will be 90 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. A Technology Committee oversees our technology infrastructure, which currently provides two fully equipped student computer labs, computers and telephones in every classroom, ceiling-mounted projectors and document projector set-ups in all core classrooms as well as a closed-circuit student TV system that links our Homebase classes for weekly live and prerecorded announcements. We take pride in the cleanliness and appearance of our campus that is maintained by four custodial staff members (one daytime custodian and three night custodians) and the cooperative efforts of our students. As mentioned before, Lincoln is a closed campus during the school day. Before and after school, students may access campus from nine different entry points around campus. During the school day, visitors must sign in and obtain a visitor badge in order to enter campus. Parent volunteers and/or security staff monitor the visitor sign-in desk.

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 is expected to be completed by December 2014. 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.

2018 saw the completion of a new soccer field and track complete with new restrooms. We were also able to address the roof at the theater by installing complete new roof. We were also able to resurface very badly damage parking lots. With the infusion of operational dollar we will continue to address deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/20/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	513: 2. VENT COVER IS MISSING. ADMIN: 2. HEATER MAKES LOUD BANGING NOISES (THROUGHOUT CAMPUS). 4. CEILING TILE IS BROKEN. POOL: 2. VENTILATION DUCTS ARE RUSTED. VENT COVERS ARE MISSING. 11. PAINT IS PEELING ON THE WALL.
Interior: Interior Surfaces	Poor	101: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. HOLE IN WALL ABOVE WHITE BOARD. HOLE/SOFT SPOT IN FLOOR IN FRONT OF WHITE BOARD. 102: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 103: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS BROKEN. 104: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS BROKEN. 105/ COMMUNITY LIASON: 4. CEILING TILES HAVE HOLES (ALSO IN HALLWAY). CEILING TILES ARE BROKEN (HALLWAY). 106: 4. CEILING TILES HAVE HOLES (HALLWAY ALSO). CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. PIPE INSULATION IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 109/ OFFICE: 4. CEILING TILE HAS A HOLE. 110/ NURSE: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. FAN SWITCH PLATE IS MISSING IN RR. 112A: 4. CEILING TILES ARE BROKEN. CEILING TILE IS MISSING. 112D: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 112F: 4. CEILING TILE HAS A WATER STAIN. 113A: 4. CEILING TILE IS BROKEN. 116: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 120: 4. CEILING TILE HAS A HOLE. 121/ SECURITY OFFICE: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS (HALLWAY) 123: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 140: 4. CEIILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 202: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO ELECTRICAL COVERS ARE BROKEN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		204: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS BROKEN. 205: 4. CEILING TILE T-BAR IS LOOSE/BROKEN. CEILING TILE IS BROKEN. 206: 4. CEILING TILES HAVE WATER STAINS. 210: 4. RUBBER MOLDING IS MISSING IN HALLWAY. 211: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 214/ SCIENCE PREP: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 215/ LOUNGE: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS MISSING. 217: 4. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 219A/ ELECTRICAL: 4. CEILING TILES HAVE WATER STAINS (STAIRWELL). CEILING TILE IS MISSING (STAIRWELL). CEILING TILES ARE BROKEN (STAIRWELL). 222: 4. CABINET DOORS ARE BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 308: 4. FLOOR TILE IS BROKEN. ATTIC HATCH IS MISSING. 310: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 311: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 312: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE WALL. 314: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 11. PAINT IS PEELING ON EXTERIOR LOCKERS. 321: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 322: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. ONE FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 324: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 402: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 501: 4. CEILING TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. FENCE POSTS ARE RUSTED AND CEMENT IS CHIPPING. 503: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON THE DOOR. 14. TOP OF LOCKERS IS LOOSE 504: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR FRAME. 505: 4. CEILING TILE IS LOOSE. 9. FAUCET HAS A LOW FLOW. 506: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 10. BURNED CANDLE IN ROOM. 507: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON EXTERIOR WALL. 508: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS BROKEN. 512: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON THE DOOR. 602: 4. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. ADMIN: 2. HEATER MAKES LOUD BANGING NOISES (THROUGHOUT CAMPUS). 4. CEILING TILE IS BROKEN. ATTENDANCE: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. BOYS LOCKER ROOM: 4. CEILING TILES AREVMISSING. RUBBER MOLDING IS MISSING. 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON THE WALL. BOYS REST ROOM: 4. ATTIC HATCH IS MISSING. BOYS REST ROOM: 4. CEILING TILE IS BROKEN (HALLWAY). SOAP DISPENSER TOP IS MISSING. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 4. SOAP DISPENSER IS MISSING (NO SOAP). 5. ROOM HAS A STRONG URINE ODOR. CONFERENCE: 4. CEILING TILE HAS A HOLE. CONFERENCE: 4. CEILING TILE HAS A WATER STAIN. COPY ROOM/ 801: 4. CEILING TILE IS MISSING. GIRLS LOCKER ROOM: 4. CEILING TILES ARE MISSING. TOP OF LOCKERS IS LOOSE. 7. THREE LIGHT PANELS ARE OUT. GIRLS REST ROOM: 4. WALL TILES ARE MISSING. GYM: 4. CEILING TILES HAVE HOLES (FOYER). CEILING TILES ARE MISSING (FOYER). 11. PAINT IS PEELING ON DOOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		12. STUCCO IS CHIPPING ON EXTERIOR WALL. PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	102: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TILE IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 103: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS BROKEN. 112B: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 118A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. EXTENSION CORD IS BEING PERMANENTLY USED. 123: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 140: 4. CEIILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 153/ CHORUS: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 202: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO ELECTRICAL COVERS ARE BROKEN. 209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR HANDLE STICKS. 211: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 217: 4. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOYS REST ROOM: 4. SOAP DISPENSER IS MISSING (NO SOAP). 5. ROOM HAS A STRONG URINE ODOR.
Electrical: Electrical	Fair	103: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ETHERNET COVER IS BROKEN. 104: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS BROKEN. 108/ CUSTODIAL: 7. ONLY ONE OF FOUR LIGHT BULBS IS WORKING. 110/ NURSE: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. FAN SWITCH PLATE IS MISSING IN RR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		112/ COUNSELING: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 118A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. EXTENSION CORD IS BEING PERMANENTLY USED. 156B/ OFFICE: 7. ONEVLIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 202: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO ELECTRICAL COVERS ARE BROKEN. 204: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS BROKEN. 212: 7. THREE LIGHT PANELS ARE OUT. LIGHTS ARE DIM. 216: 7. ELECTRICAL CONDUIT END CAP IS MISSING EXPOSING LIVE WIRES. 222: 4. CABINET DOORS ARE BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 312: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE WALL. 402: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 508: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. 7. ELECTRICAL COVER IS BROKEN. GIRLS LOCKER ROOM: 4. CEILING TILES ARE MISSING. TOP OF LOCKERS IS LOOSE. 7. THREE LIGHT PANELS ARE OUT. GIRLS LOCKER ROOM: 7. HAND DRYER BUTTON IS MISSING. 9. SINK CAPS ARE MISSING. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON THE WALL AT ENTRY. MENS REST ROOM (STAGE): 7. ELECTRICAL COVER IS MISSING IN CEILING. OUTLET COVER IS MISSING. PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. WOMENS REST ROOM: 7. ONE CAN LIGHT IS OUT (HALLWAY).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	156B/ OFFICE: 7. ONEVLIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 322: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. ONE FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 324: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CEILING TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 402: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 505: 4. CEILING TILE IS LOOSE. 9. FAUCET HAS A LOW FLOW. BOYS LOCKER ROOM: 4. CEILING TILES AREVMISSING. RUBBER MOLDING IS MISSING. 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON THE WALL. BOYS REST ROOM: 4. CEILING TILE IS BROKEN (HALLWAY). SOAP DISPENSER TOP IS MISSING. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 11. PAINT IS PEELING ON CEILING. GIRLS LOCKER ROOM: 7. HAND DRYER BUTTON IS MISSING. 9. SINK CAPS ARE MISSING. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON THE WALL AT ENTRY. GIRLS REST ROOM: 9. DRINKING FOUNTAIN HAS A LEAK (HALLWAY). GIRLS REST ROOM: 9. ONE FAUCET HAS NO FLOW. UNISEX REST ROOM: 9. FAUCET LEAKS AT HANDLE.
Safety: Fire Safety, Hazardous Materials	Fair	106: 4. CEILING TILES HAVE HOLES (HALLWAY ALSO). CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. PIPE INSULATION IS TORN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 123: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A STRONG ODOR. 11. PAINT IS PEELING ON THE INTERIOR WALL. 215/ LOUNGE: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS MISSING. 222: 4. CABINET DOORS ARE BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 310: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 312: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE WALL. 314: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. 11. PAINT IS PEELING ON EXTERIOR LOCKERS. 322: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE MISSING. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. ONE

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		FAUCET IS LOOSE AT THE BASE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 501: 4. CEILING TILES ARE BROKEN. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. FENCE POSTS ARE RUSTED AND CEMENT IS CHIPPING. 503: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON THE DOOR. 14. TOP OF LOCKERS IS LOOSE 504: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR FRAME. 506: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 10. BURNED CANDLE IN ROOM. 507: 4. CEILING TILES ARE LOOSE. 11. PAINT IS PEELING ON EXTERIOR WALL. 512: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON THE DOOR. AUDITORIUM: 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED. 11. PAINT IS PEELING ON THE INTERIOR WALL. BOYS LOCKER ROOM: 4. CEILING TILES AREVMISSING. RUBBER MOLDING IS MISSING. 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON THE WALL. BOYS REST ROOM: 4. CEILING TILE IS BROKEN (HALLWAY). SOAP DISPENSER TOP IS MISSING. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 8. ONE URINAL IS OUT OF ORDER. 11. PAINT IS PEELING ON CEILING. GIRLS LOCKER ROOM: 7. HAND DRYER BUTTON IS MISSING. 9. SINK CAPS ARE MISSING. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON THE WALL AT ENTRY. GYM: 4. CEILING TILES HAVE HOLES (FOYER). CEILING TILES ARE MISSING (FOYER). 11. PAINT IS PEELING ON DOOR. 12. STUCCO IS CHIPPING ON EXTERIOR WALL. MENS REST ROOM: 11. PAINT IS PEELING ON WALL (HALLWAY). POOL: 2. VENTILATION DUCTS ARE RUSTED. VENT COVERS ARE MISSING. 11. PAINT IS PEELING ON THE WALL. STORAGE: 11. PAINT IS PEELING ON CEILING. UNISEX REST ROOM: 10. EMERGENCY LIGHT IS LOOSE/BROKEN. 11. PAINT IS PEELING ON THE CEILING. UNISEX REST ROOM: 11. PAINT IS PEELING ON THE DOOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		WOMENS REST ROOM: 11. PAINT IS PEELING ON WALL (HALLWAY).
Structural: Structural Damage, Roofs	Good	GYM: 4. CEILING TILES HAVE HOLES (FOYER). CEILING TILES ARE MISSING (FOYER). 11. PAINT IS PEELING ON DOOR. 12. STUCCO IS CHIPPING ON EXTERIOR WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	120: 4. CEILING TILE HAS A HOLE. 209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR HANDLE STICKS. 502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 15. FENCE POSTS ARE RUSTED AND CEMENT IS CHIPPING. 503: 4. WALL PAPER IS TORN. 11. PAINT IS PEELING ON THE DOOR. 14. TOP OF LOCKERS IS LOOSE ACTIVITY ROOM: NO ACCESS. 14. CEMENT STEPS ARE BROKEN.
Overall Rating	**Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	79	79	75	74	50	50
Math	66	67	61	61	38	39

Note: 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.

Note: 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 Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.0	32.0	23.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1077	1037	96.29	78.98
Male	544	524	96.32	75.00
Female	533	513	96.25	83.04
Black or African American	60	59	98.33	54.24
American Indian or Alaska Native	--	--	--	--
Asian	93	90	96.77	82.22
Filipino	--	--	--	--
Hispanic or Latino	204	201	98.53	55.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	632	601	95.09	87.35
Two or More Races	75	74	98.67	91.89
Socioeconomically Disadvantaged	221	215	97.29	55.35
English Learners	142	136	95.77	48.53
Students with Disabilities	125	116	92.80	45.69
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 less, 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1077	1037	96.29	66.63
Male	544	522	95.96	64.37
Female	533	515	96.62	68.93
Black or African American	60	59	98.33	40.68
American Indian or Alaska Native	--	--	--	--
Asian	93	92	98.92	81.52
Filipino	--	--	--	--
Hispanic or Latino	204	200	98.04	38.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	632	600	94.94	75.00
Two or More Races	75	74	98.67	79.73
Socioeconomically Disadvantaged	221	214	96.83	42.52
English Learners	142	138	97.18	42.75
Students with Disabilities	125	114	91.20	26.32
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
A strong Parent Teacher Student Association (PTSA) and numerous parent volunteers are vital in supporting the work that we do. Parental Involvement looks different for different families. The most traditional way of volunteering at LMS is through the various PTSA committees available.

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), Advancement Via Individual Determination (AVID) Site Team, 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. Parents are invited 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 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.

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.

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 7:30am - 4:30pm. 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 man 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 located in the same area of the building, and the 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 that is used for both fire drills and earthquake drills. For drills or 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 is rehearsed every six weeks—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 2019. Lincoln's Emergency Safety Plan is updated each year at the end of November/December. The safety plan was approved by the SSC in December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.2	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.1	2.4	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	367.3

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.3

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	14	12	9	22	11	16	6	21	15	15	6
Mathematics	23	10	16	5	23	8	18	5	21	14	16	3
Science	28	4	7	14	27	5	7	14	28	4	10	11
Social Science	28	4	5	16	27	5	11	10	28	4	11	10

*　Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	29	27	27

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
- 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 districtwide 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 numbers 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. 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 trainings offered outside of our district.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,859	$51,374
Mid-Range Teacher Salary	$74,444	$80,151
Highest Teacher Salary	$100,278	$100,143
Average Principal Salary (ES)	$124,840	$126,896
Average Principal Salary (MS)	$138,074	$133,668
Average Principal Salary (HS)	$150,077	$143,746
Superintendent Salary	$240,000	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6711	24	6687	83040
District	N/A	N/A	$8,432	$82,621.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.1	0.5
School Site/ State	-11.5	1.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

We use Lottery funds to purchase supplemental instructional materials for our core classes as well as for AVID (Advancement Via Individual Achievement) and 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; AVID (for program support, conference and travel for training, field trips for students and paying college-aged tutors); 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!

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).

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.