Lincoln Middle School
2021 School Accountability Report Card

LINCOLN MIDDLE SCHOOL

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Florence Culpepper Richardson
Email Address	fculpepper@smmusd.org
School Website	
County-District-School (CDS) Code	19-64980-6061659

2021-22 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2021-22 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.

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	311
Grade 7	356
Grade 8	387
Total Enrollment	1,054

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
Asian	10.1
Black or African American	4.7
Filipino	0.8
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12
White	50.4
English Learners	5
Homeless	0.2
Socioeconomically Disadvantaged	17.6
Students with Disabilities	12.7

A. Conditions of Learning	State Priority: Basic

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

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

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)	40.9	88.8	435.1	86.5	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.6	0.3	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.1	9.0	33.6	6.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.7	8.8	1.8	12115.8	4.4
Unknown	0.2	0.4	23.7	4.7	18854.3	6.9
Total Teaching Positions	46.1	100.0	503.1	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.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	4.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.1

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2
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

2021-22 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	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 slate 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	10.13.2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			ADMIN: 2. HVAC END CAP IS LOOSE. 4. CEILING TILE IS BROKEN 7. TWO CAN LIGHTS ARE OUT
Interior: Interior Surfaces	X			103:00:00 ADMIN: 2. HVAC END CAP IS LOOSE. 4. CEILING TILE IS BROKEN 7. TWO CAN LIGHTS ARE OUT COMMUNITY LIASON 105: CEILING TILES HAS HOLE (ALSO IN HALLWAY) CEILING TILE BROKEN (HALLWAY) CONFERENCE: CEILING TILE HAS HOLE OFFICE 109:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			ADMIN: 2. HVAC END CAP IS LOOSE. 4. CEILING TILE IS BROKEN 7. TWO CAN LIGHTS ARE OUT

School Facility Conditions and Planned Improvements

			PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHANGED, PLUG IN AIR FRESHNER, FIRE EXTINGUISHER TAG OUTDATED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		UNISEX RESTROOM: FAUCET LEAKS AT HANDLE
Safety: Fire Safety, Hazardous Materials	X		PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHANGED, PLUG IN AIR FRESHNER, FIRE EXTINGUISHER TAG OUTDATED.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1021	9	0.88	99.12	--
Female	478	3	0.63	99.37	--
Male	543	6	1.1	98.9	--
American Indian or Alaska Native	0	0	0	0	0
Asian	99	0	0	100	--
Black or African American	50	3	6	94	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	5	2.33	97.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	145	1	0.69	99.31	--
White	504	0	0	100	--
English Learners	49	1	2.04	97.96	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	201	5	2.49	97.51	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	131	9	6.87	93.13	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1021	9	0.88	99.12	--
Female	478	3	0.63	99.37	--
Male	543	6	1.10	98.90	--
American Indian or Alaska Native	0	0	0	0	0
Asian	99	0	0.00	100.00	--
Black or African American	50	3	6.00	94.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	5	2.33	97.67	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	145	1	0.69	99.31	--
White	504	0	0.00	100.00	--
English Learners	49	1	2.04	97.96	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	201	5	2.49	97.51	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	131	9	6.87	93.13	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	1113	1003	90%	10%	68%
Female	511	473	93%	7%	73%
Male	599	527	88%	12%	65%
Asian	109	97	89%	11%	73%

Black or African American	56	42	75%	25%	45%
Filipino	<11	<11	80%	20%	60%
Hispanic or Latino	242	212	88%	12%	50%
Native Hawaiian or Pacific Islander	<11	<11	100%	0%	100%
Two or More Races	138	128	93%	7%	80%
White	556	513	92%	8%	75%
English Learners	43	35	81%	19%	12%
Foster Youth	<11	<11	100%	0%	100%
Socioeconomically Disadvantaged	337	293	87%	13%	50%
Students with Disabilities	144	105	73%	27%	31%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	1113	985	88%	12%	64%
Female	511	465	91%	9%	65%
Male	599	517	14%	63%	376
Asian	109	92	84%	16%	77%
Black or African American	56	44	79%	21%	43%
Filipino	<11	<11	100%	0%	80%
Hispanic or Latino	242	213	88%	12%	48%
Native Hawaiian or Pacific Islander				<11	
Two or More Races	22%	33%	122	138	67%
White	67%	12%	504	556	88%
English Learners	43	31	72%	28%	23%
Foster Youth	<11	<11	100%	0%	100%
Socioeconomically Disadvantaged	0%	100%	294	337	0%
Students Receiving Migrant Education Services	86%				
Students with Disabilities	47%	13%	97	144	87%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	367	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	181	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	30	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	80	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	47	NT	NT	NT	NT
White	198	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1047	1037	25	2.4
Female	486	481	8	1.7
Male	561	556	17	3.1
American Indian or Alaska Native	0	0	0	0.0
Asian	102	101	2	2.0
Black or African American	50	50	6	12.0
Filipino	8	8	0	0.0
Hispanic or Latino	222	221	8	3.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	125	125	2	1.6
White	518	510	6	1.2
English Learners	56	55	2	3.6
Foster Youth	0	0	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	207	205	11	5.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	140	18	12.9

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.00	0.29	1.98	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0.00
Female	0.00	0.00
Male	0.53	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.60	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.70	0.00

2021-22 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 December 16, 2020.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	15	6
Mathematics	21	14	16	3
Science	28	4	10	11
Social Science	28	4	11	10

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

2020-21 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	351.3

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6711	24	6687	83040
District	N/A	N/A	$8,432	$86,443
Percent Difference - School Site and District	N/A	N/A	-23.1	-4.0
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-23.2	2.4

2020-21 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!

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$50,980	$51,029
Mid-Range Teacher Salary	$76,119	$78,583
Highest Teacher Salary	$102,483	$99,506
Average Principal Salary (Elementary)	$124,753	$124,576
Average Principal Salary (Middle)	$130,846	$131,395
Average Principal Salary (High)	$153,122	$144,697
Superintendent Salary	$240,000	$240,194
Percent of Budget for Teacher Salaries	33%	34%
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
- 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

Professional Development

- 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.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Santa Monica-Malibu Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Ben Drati, Ed.D.
Email Address	bdrati@smmusd.org
District Website Address	www.smmusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	139	2.66	97.34	65.22
Female	2569	62	2.41	97.59	77.42
Male	2660	77	2.89	97.11	55.26
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	25	1.58	98.42	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	45.45
White	2515	92	3.66	96.34	74.73
English Learners	403	13	3.23	96.77	23.08
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	29	2.20	97.80	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	22.86

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

American Indian or Alaska Native	9	5	56%	44%	44%
Asian	313	281	90%	10%	75%
Black or African American	350	283	81%	19%	43%
Filipino	29	26	90%	10%	72%
Hispanic or Latino	1672	1482	89%	11%	51%
Native Hawaiian or Pacific Islander	<11	<11	86%	14%	43%
Two or More Races	438	390	89%	11%	78%
White	2664	2318	87%	13%	74%
English Learners	364	311	85%	15%	26%
Foster Youth	<11	<11	83%	17%	83%
Homeless	<11		0%	100%	0%
Socioeconomically Disadvantaged	2001	1711	86%	14%	48%
Students with Disabilities	793	618	78%	22%	32%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4529	82%	18%	51%
Female	2685	2232	83%	17%	51%
Male	2810	2289	19%	52%	1449
American Indian or Alaska Native	<11	<11	67%	33%	33%
Asian	313	259	83%	17%	69%
Black or African American	350	278	79%	21%	36%
Filipino	29	29	100%	0%	59%
Hispanic or Latino	1672	1409	84%	16%	39%
Native Hawaiian or Pacific Islander			<11	<11	
Two or More Races	25%	31%	364	438	69%
White	61%	17%	2160	2664	83%
English Learners	364	295	81%	19%	26%
Foster Youth	<11	<11	83%	17%	33%
Homeless	<11	<11	60%	40%	0%
Socioeconomically Disadvantaged	0%	29%	1718	2001	71%

Students Receiving Migrant Education Services	81%				
Students with Disabilities	36%	14%	548	793	86%

*At or above the grade-level standard in the context of the local assessment administered.