Lincoln Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

EST.1912

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Jose Cuevas, Principal
Email Address	jcuevas@smmusd.org
School Website	https://www.smmusd.org/lincoln
Grade Span	
County-District-School (CDS) Code	19-64980-6061659

2024-25 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	p.miller@smmusd.org
District Website	www.smmusd.org

2024-25 School Description and Mission Statement

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.

2024-25 School Description and Mission Statement

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

Our mission is to create an inclusive learning environment where culturally responsive teaching inspires curiosity, empowers students to reach their full potential, and fosters a strong sense of belonging for all.

Principal Cuevas's Vision
Lincoln Middle School is dedicated to fostering curiosity, empowerment, and belonging by using culturally responsive teaching to honor diverse perspectives, inspire meaningful learning, and support every student's success.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	284
Grade 7	289
Grade 8	310
Grade 9	1
Total Enrollment	884

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.3
Non-Binary	0
American Indian or Alaska Native	0.3
Asian	10.1
Black or African American	5.5
Filipino	0.2
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.3
White	54.6
English Learners	4.5
Homeless	0.3
Socioeconomically Disadvantaged	24.7
Students with Disabilities	13.8

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.00	84.37	408.20	85.38	231142.40	100.00
Intern Credential Holders Properly Assigned	0.10	0.24	1.60	0.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	4.10	20.50	4.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.10	1.90	11746.90	4.23
Unknown/Incomplete/NA	5.00	11.24	38.60	8.08	14303.80	5.15
Total Teaching Positions	45.10	100.00	478.10	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.8
Misassignments	4.10	2.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.10	2.00	1.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00	0
Local Assignment Options	0.00	0.70	0
Total Out-of-Field Teachers	0.80	0.70	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.20	3.8	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017	Yes	0
Mathematics	Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015	Yes	0
Science	Amplify Science, adopted 2022, Prentice Hall 2007, adopted 4/19/2007	Yes	0
History-Social Science	History Alive! The Ancient World (TCI) (5/2019) History Alive: The Medieval World and Beyond (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	Encuentros 1: comunicacion y cultura Vista Higher Leaning, 2022 Boe adopted 6/30/22	Yes	

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

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 recently had new HVAC systems installed. Updates are also expected for the 500s classroom wing.

Year and month of the most recent FIT report	September, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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).

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	77	78	72	72	46	47
Mathematics (grades 3-8 and 11)	59	64	57	59	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	898	871	96.99	3.01	77.59
Female	452	433	95.80	4.20	84.95
Male	443	435	98.19	1.81	70.11
American Indian or Alaska Native	--	--	--	--	--
Asian	92	89	96.74	3.26	83.15
Black or African American	50	49	98.00	2.00	51.02
Filipino	--	--	--	--	--
Hispanic or Latino	181	172	95.03	4.97	63.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	82	97.62	2.38	87.80
White	485	473	97.53	2.47	82.45
English Learners	39	34	87.18	12.82	32.35
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	232	96.27	3.73	58.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	110	93.22	6.78	37.27

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	897	870	96.99	3.01	63.68
Female	451	430	95.34	4.66	66.74
Male	443	437	98.65	1.35	60.64
American Indian or Alaska Native	--	--	--	--	--
Asian	92	91	98.91	1.09	73.63
Black or African American	50	49	98.00	2.00	26.53
Filipino	--	--	--	--	--
Hispanic or Latino	180	173	96.11	3.89	42.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	84	81	96.43	3.57	77.78
White	485	470	96.91	3.09	70.64
English Learners	39	38	97.44	2.56	36.84
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	234	97.10	2.90	39.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	109	92.37	7.63	22.02

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	63.08	66.67	57.29	57.44	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	302	95.27	4.73	65.56
Female	161	151	93.79	6.21	70.20
Male	153	148	96.73	3.27	60.81
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	74.19
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	67	60	89.55	10.45	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	44	42	95.45	4.55	85.71
White	161	155	96.27	3.73	70.97
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	80	95.24	4.76	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	38	88.37	11.63	21.05

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.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	46%	46%	46%	46%	46%

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.

2024-25 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), Restorative Justice Trainings, 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, Diversity, Equity, Inclusion, & Accessibility Committee, Coffee with the Principal 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, Spring Breakout, 6th Grade Student Led Conferences, dances, festivals, 8th grade activities, 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	911	903	114	12.6
Female	460	454	58	12.8
Male	448	446	56	12.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	93	7	7.5
Black or African American	51	51	6	11.8
Filipino	--	--	--	--
Hispanic or Latino	184	182	39	21.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	84	84	7	8.3
White	492	487	55	11.3
English Learners	46	45	7	15.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	244	243	49	20.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	127	127	24	18.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.02	4.08	3.95	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.95	0.00
Female	1.52	0.00
Male	6.47	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	2.13	0.00
Black or African American	9.80	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.66	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.97	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.87	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 September 2023. Lincoln's Emergency Safety Plan is updated annually. The current safety plan was approved by the SSC on September 27, 2023.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	17	18	1
Mathematics	21	15	17	
Science	23	10	14	3
Social Science	22	11	16	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	19	17	13	4
Mathematics	22	14	14	2
Science	25	5	13	5
Social Science	25	5	13	5

2023-24 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	294.67

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,111	$0	$8,111	$113,544
District	N/A	N/A	$7,242	$95,359
Percent Difference - School Site and District	N/A	N/A	11.3	17.4
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-28.2	18.1

Fiscal Year 2023-24 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 data articulation meetings, summer planning hours, 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 instructional materials 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!

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$56,079	$58,855
Mid-Range Teacher Salary	$83,731	$92,519
Highest Teacher Salary	$112,731	$114,665
Average Principal Salary (Elementary)	$145,586	$142,791
Average Principal Salary (Middle)	$151,118	$151,078
Average Principal Salary (High)	$159,108	$167,094
Superintendent Salary	$246,996	$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%

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

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

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

Lincoln has a late start schedule every Friday 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:

Professional Development

- Developing effective School Leadership Teams and Professional Learning Communities

- Literacy and Mathematics—standards-based curriculum and instructional delivery

- Using data (formative & summative) to improve classroom instruction

- Social-Emotional Supports for Students

- Culturally relevant and responsive pedagogy

- Supporting students with special needs

- Differentiated instruction for all students, including English learners

- Integration of Technology into classroom instruction

- Blended Learning

- Restorative Justice

- Social Justice Standards

- Project Based Learning

A variety of methodologies are used to provide professional development, including coaching, mentoring, and modeling. The number of days dedicated to professional development is determined by the district school calendar. For the 2024-25 school year, we were allotted additional professional development time at the start of the year due to the Covid-19 Pandemic. For the 2021-23 school year, we are using these days to help provide professional development in line with our School Implementation Plan, with an educational focus of Differentiation. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	25	25