

# Lincoln Middle School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Lincoln Middle School
<b>Street</b>	1250 Fernside Boulevard
<b>City, State, Zip</b>	Alameda, CA, 94501
<b>Phone Number</b>	510-748-4018
<b>Principal</b>	Sheila SatheWarner
<b>Email Address</b>	ssathewarner@alamedaunified.org
<b>School Website</b>	<a href="https://lincoln.alamedaunified.org/">https://lincoln.alamedaunified.org/</a>
<b>County-District-School (CDS) Code</b>	01611196090054

## 2022-23 District Contact Information

<b>District Name</b>	Alameda Unified School District
<b>Phone Number</b>	(510) 337-7000
<b>Superintendent</b>	Pasquale Scuderi
<b>Email Address</b>	pscuderi@alamedaunified.org
<b>District Website Address</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2022-23 School Overview

### Mission Statement

Lincoln Middle School meets the needs of students in academic, social and physical development. It prepares competent, respectful citizens with a positive self image, who are able to meet the challenges of a multi-cultural and diverse community and world.

### School Description

Lincoln Middle School serves nearly 900 students in the 6th-8th grades. We strive to provide a safe and supportive environment for learning for all of our students. We will work with each student as a whole person with personal, social, physical, and intellectual needs, and to create an environment that is respectful of each student's culture, gender, beliefs, and/or other individual differences. We will do all of this within an educational setting that promotes cooperative effort, provides a challenging and engaging curriculum, celebrates diversity, and has high expectations for all students.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	272
Grade 7	287
Grade 8	260
<b>Total Enrollment</b>	<b>819</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.5
American Indian or Alaska Native	0.1
Asian	28.9
Black or African American	2.3
Filipino	3.1
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	18.7
White	31.9
English Learners	4.9
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	14.0
Students with Disabilities	11.2

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.30	83.31	448.70	83.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.81	9.40	1.75	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	10.05	48.90	9.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	1.65	17.80	3.32	12115.80	4.41
<b>Unknown</b>	1.10	3.16	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	36.40	100.00	539.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.30	73.64	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	7.80	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.00	13.00	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.68	12.80	2.48	11953.10	4.28
<b>Unknown</b>	1.80	4.86	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	38.40	100.00	518.40	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.60	5.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.60</b>	<b>5.00</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0.10
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	<b>0.20</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.40	12.10
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	0.00

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

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

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Inquiry by Design Units Middle School Units Supplemental texts and resources  Previous Adoption: Prentice Hall: Timeless Themes, 2002 (Pearson) Adopted 5.28.02	Yes	0.0 %
<b>Mathematics</b>	California Math Courses 1-3 Carnegie Learning 6-8, 2022 Adopted 6.14.2022, Implemented Fall 2022	Yes	0.0 %
<b>Science</b>	Full Option Science System (FOSS), Delta Education, Adopted 6.12.07 NGSS Updates as available Additional MS Texts: Prentice Hall (Pearson), 'Focus on' Series. Adopted 6.12.07. Big Ideas Math: Algebra 1, Geometry, Algebra 2 Big Ideas Learning LLC, 2015. Adopted 5.24.16, Implemented Fall 2016.	Yes	0.0 %
<b>History-Social Science</b>	Previous Adoption: CA Discovering our Past. Glencoe/McGraw -Hill, 2006. Current Materials: Teacher's Curriculum Institute (TCI) History Alive! Series.	Yes	0.0 %
<b>Foreign Language</b>	Mandarin: Mandarin I-IV. Cheng & Tsui texts/workbooks. French: Bien Dit!, French 1-3. HMH, 2018. AP Themes 1e (AP French 4-5). Vista Higher Learning, 2016. Adopted 5.23.17. Spanish: ¡Avancemos!, Spanish 1-4. HMH, 2018. Adopted 5.23.17.	Yes	0.0 %
<b>Health</b>	Health standards guide our programming.	No	0.0 %
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	No	0.0 %

## School Facility Conditions and Planned Improvements

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

Year and month of the most recent FIT report

8/3/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			200 Boys Restroom: Soap dispenser is broken 901C Restroom: Floor has puddle may be from a leak
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			901: T1-11 sidings show dryrot 924: Gutter needs repair 925: Gutter needs repair
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			713: Storm drain needs to be snaked 714: Storm drain needs to be snaked

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	74	N/A	65	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	62	N/A	53	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	824	819	99.39	0.61	74.21
<b>Female</b>	396	393	99.24	0.76	82.91
<b>Male</b>	426	424	99.53	0.47	66.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	238	238	100.00	0.00	81.01
<b>Black or African American</b>	22	21	95.45	4.55	38.10
<b>Filipino</b>	27	27	100.00	0.00	74.07
<b>Hispanic or Latino</b>	115	114	99.13	0.87	63.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	162	159	98.15	1.85	72.96
<b>White</b>	258	258	100.00	0.00	76.36
<b>English Learners</b>	31	31	100.00	0.00	12.90
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	124	123	99.19	0.81	47.54
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	93	92	98.92	1.08	21.74

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	824	818	99.27	0.73	62.35
<b>Female</b>	396	394	99.49	0.51	62.94
<b>Male</b>	426	422	99.06	0.94	61.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	238	238	100.00	0.00	76.05
<b>Black or African American</b>	22	21	95.45	4.55	28.57
<b>Filipino</b>	27	26	96.30	3.70	57.69
<b>Hispanic or Latino</b>	115	114	99.13	0.87	45.61
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	162	159	98.15	1.85	59.12
<b>White</b>	258	258	100.00	0.00	62.02
<b>English Learners</b>	31	30	96.77	3.23	23.33
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	124	123	99.19	0.81	41.46
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	93	92	98.92	1.08	20.65

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	66.41	NT	50.32	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	259	256	98.84	1.16	66.41
<b>Female</b>	107	106	99.07	0.93	66.04
<b>Male</b>	151	149	98.68	1.32	66.44
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	78	78	100	0	78.21
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	47	47	100	0	72.34
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	45	45	100	0	57.78
<b>White</b>	69	69	100	0	60.87
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	42	40	95.24	4.76	55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	31	29	93.55	6.45	24.14

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95.8%	96.2%	96.5%	95.5%	96.5%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Parent participation is strongly encouraged through attending meetings for our PTA, SSC and ELAC (all available on Zoom or in person). Our Go Green, Ocean Guardian and music programs' success would not be possible without the support of parents.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	842	836	66	7.9
Female	404	402	33	8.2
Male	436	432	32	7.4
American Indian or Alaska Native	1	1	0	0.0
Asian	244	241	6	2.5
Black or African American	23	23	9	39.1
Filipino	27	27	3	11.1
Hispanic or Latino	116	116	17	14.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	154	153	12	7.8
White	266	264	18	6.8
English Learners	51	50	7	14.0
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	138	137	28	20.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	100	19	19.0

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.21	1.63	2.45
Expulsions	0.00	0.02	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.23	1.78	0.09	1.76	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.78	0.00
Female	0.25	0.00
Male	3.21	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.41	0.00
Black or African American	8.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.30	0.00
White	2.63	0.00
English Learners	1.96	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.90	0.00

## 2022-23 School Safety Plan

Lincoln Middle School consistently strives to maintain high safety standards. We routinely schedule and practice various safety drills to ensure we are prepared for a potential disaster. We use the Share911 application as a means to communicate with staff at the site and district level, as well as local police and fire departments. The plan was reviewed during August of 2019 and has been addressed at staff meetings during the 2019-2020 academic year.

### I. EARTHQUAKE:

#### DEFINITION/DESCRIPTION:

An earthquake will be signaled by actual earthquake. During an earthquake, the teacher or other staff member should shout the command "DROP". The students and teacher/staff members are to "duck, cover and hold."

If INSIDE the school building students and school employees shall:

A. Get under equipment (desks, tables, etc...) where available and away from windows.

Drop to knees with back to windows and knees together. Clasp both hands behind neck, close eyes, cover ears with forearms, and protect face with arms. Make body as small an object as possible.

If OUTSIDE the school building (noon time, between classes, etc.)

A. Duck and cover.

B. Stay away from walls, power poles or other structures that might fall.

Walk quickly (do not run) by the safest route to your period One number on the yard.

D. Await further instructions from those in charge.

### II. FALLEN AIRCRAFT:

#### DEFINITION/DESCRIPTION:

Warning of fallen aircraft is usually by light, sound or fire. If an aircraft falls near school the following actions will be taken:

The principal (Incident Commander) will determine when emergency action would be implemented. When necessary, teachers will take immediate action to ensure the safety of students if the principal or designee is unable to direct emergency action.

Students and staff are to be kept a safe distance from the aircraft, as it may explode.

The Incident Commander will direct further action as required.

The Incident Commander will notify the fire department, police department and the district superintendent.

### III. HAZARDOUS MATERIALS/CHEMICAL ACCIDENT or ANY SUSPICIOUS MAIL, OR IED:

#### DEFINITION/DESCRIPTION:

Warning is usually received from the fire or police department or from civil defense officials. An overturned tanker, broken fuel line, or an accident in a commercial establishment that uses chemicals are all potential hazards. If such accidents occur near the school and if the wind should carry fumes from such accidents to the school:

A determination will be made by the Incident Commander whether or not the site should be evacuated.

Move cross wind, never directly with or against the wind, the wind may be carrying fumes. Stay upwind.

Render first aid as necessary.

The Incident Commander should notify the fire department, police department, and the district superintendent.

The Incident Commander will direct further action as required.

Students and staff may not return to the school until the fire department and the School Superintendent has declared the area to be safe.

### IV. FIRE:

#### DEFINITION/DESCRIPTION:

Fire is indicated by a constant sound from the fire alarm.



## 2022-23 School Safety Plan

### EVACUATION ROUTE:

Follow the normal "Fire Drill" procedures then proceed to the Emergency Assembly Area (Blacktop) by the safest route possible.

Stay calm. Close windows and doors (but do not lock) if possible; unplug or turn off appliances.

Escort students (by the safest most direct route) to the EAA. Use the emergency exit route for your classroom.

Bring your class roster and classroom disaster kit. Have students line up in single file. Take roll and report any missing students to the Incident Commander through

Auxiliary Support, using the Classroom Accountability Report.

Await further instructions.

### V. INTRUDER ON CAMPUS / LOCKDOWN

**DEFINITION/DESCRIPTION:** This will usually occur when an unauthorized or suspicious person enters campus and notification is given to the office by a staff member or student. The purpose is to limit access to the intruder to potential hostages.

All AUSD school sites implement lockdown procedures developed in conjunction with the Alameda Police Department. These procedures are practiced with students and staff regularly. If you have any questions or would like to discuss this further, please contact the Principal of the school.

### VI BOMB THREAT

#### DEFINITION/DESCRIPTION:

A bomb threat will typically be received in writing or by telephone call. Also applies to any suspicious mail or possible IED. Responses will generally be the same with the initial exception of a person receiving a telephone threat. A copy of the Bomb Threat Checklist should be readily available for every administrative phone responder.

#### A. IMMEDIATE ACTION – Telephone Threat

##### 1. Person Receiving Call

Keep the caller on the line. Get as much information as possible from the caller.

Immediately after the caller hangs up, report all information to principal.

## 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	26	6	9	9
Mathematics	24	8	12	5
Science	35	1	2	16
Social Science	35	1	3	15

## 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	21	4	7	1
Mathematics	18	6	5	1
Science	25	2	2	5
Social Science	32		5	3

## 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	23	7	16	1
Mathematics	24	6	10	7
Science	28	2	12	5
Social Science	28	2	14	3

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	327.6

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,612.14	\$5,527.57	8,084.57	\$81,406.58
District	N/A	N/A	\$8,294.39	\$88,572
Percent Difference - School Site and District	N/A	N/A	-2.6	-8.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	20.3	-2.1

## 2021-22 Types of Services Funded

Services Funded include extra supports for our English Learner students, homeless/foster youth and students who qualify for free and reduced lunch. Study hall and special programs for our most vulnerable populations are available.

## 2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$58,975	\$52,478
<b>Mid-Range Teacher Salary</b>	\$82,694	\$80,810
<b>Highest Teacher Salary</b>	\$107,969	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$132,773	\$127,080
<b>Average Principal Salary (Middle)</b>	\$148,389	\$134,264
<b>Average Principal Salary (High)</b>	\$150,371	\$147,200
<b>Superintendent Salary</b>	\$240,000	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	34%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

Professional Development revolves arounds our 3 schoolwide goals: \*Build restorative practices in the classroom to promote student's socio-emotional safety and mental health. \*Use academic discourse and processing time to engage students in problem solving, critical thinking and activities that reveal depth and meaning of the subject  
 \* Organize curriculum, using priority standards, to support student inquiry and understanding of subject matter. We are also partnering with Gender Spectrum on providing PD to support Gender Fluid and Trans kids and Studio pathways to support moving towards integrated learning and STEAM curriculum integration.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	