

Lincoln Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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	6-8
County-District-School (CDS) Code	19-64980-6061659

2025-26 District Contact Information

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

2025-26 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 become visionary, versatile thinkers; resourceful, lifelong 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

2025-26 School Description and Mission Statement

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 population of students enrolled in grades 6–8, with the vast majority matriculating from our three local feeder elementary schools. Lincoln is recognized as one of the leading middle schools in both California and the nation, having earned numerous distinctions, including California Gold Ribbon School, California Distinguished School, National Blue Ribbon School, and Disney Spotlight School of the Year.

In addition to a rigorous academic program, we integrate Mindfulness, Olweus, and Character Counts! to promote self-awareness, integrity, and compassion within our school community. Lincoln also has an award-winning music program led by three full-time music teachers: Director of Bands, Director of Orchestras, and Director of Choral Music. Students regularly compete in local, state, and national competitions, earning excellent and superior ratings, and perform in two school concerts each year in addition to local festivals.

Our staff includes 46 credentialed teachers—including seven who have achieved National Board Certification (NBC)—as well as three full-time administrators (one of whom is a former 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 members.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	321
Grade 7	293
Grade 8	300
Total Enrollment	914

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	49.6
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	11.7
Black or African American	6.6
Filipino	0.5
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.1
Two or More Races	7.1
White	54.5
English Learners	4.5
Homeless	0.4
Socioeconomically Disadvantaged	29.8
Students with Disabilities	13.1

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.

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)	38.2	86.58	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	4.59	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.65	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	3.1	7.1	37.1	7.7	15831.9	5.67
Total Teaching Positions	44.2	100	482.9	100	279044.8	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.

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	84.37	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0.1	0.24	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	4.1	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	5	11.24	38.6	8.08	14303.8	5.15
Total Teaching Positions	45.1	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	39.3	89.86	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	5.02	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.48	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	2	4.59	35.3	7.8	13705.8	4.91
Total Teaching Positions	43.8	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.8	1
Misassignments	2.00	1	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	1.8	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.70	0	0.2
Total Out-of-Field Teachers	0.70	0	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8	0.6	2.3
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	0

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

2025-26 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. 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017	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	0
Science	Amplify Science, adopted 2022, Prentice Hall 2007, adopted 4/19/2007	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)	
Foreign Language	Encuentros 1: comunicacion y cultura Vista Higher Learning, 2022 Boe adopted 6/30/22	

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

School Facility Conditions and Planned Improvements

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

8/1/2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	78	77	72	72	47	48
Mathematics (grades 3-8 and 11)	64	62	59	59	35	37

2024-25 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	928	899	96.88	3.12	76.97
Female	469	451	96.16	3.84	83.15
Male	458	448	97.82	2.18	70.76
American Indian or Alaska Native	--	--	--	--	--
Asian	112	109	97.32	2.68	78.90
Black or African American	56	54	96.43	3.57	46.30
Filipino	--	--	--	--	--
Hispanic or Latino	177	173	97.74	2.26	61.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	67	100.00	0.00	85.07
White	506	486	96.05	3.95	83.95
English Learners	40	35	87.50	12.50	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	191	95.02	4.98	60.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	111	90.24	9.76	37.84

2024-25 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	928	905	97.52	2.48	61.99
Female	469	451	96.16	3.84	62.08
Male	458	454	99.13	0.87	61.89
American Indian or Alaska Native	--	--	--	--	--
Asian	112	111	99.11	0.89	75.68
Black or African American	56	54	96.43	3.57	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	177	174	98.31	1.69	41.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	67	100.00	0.00	71.64
White	506	489	96.64	3.36	68.92
English Learners	40	40	100.00	0.00	32.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	201	193	96.02	3.98	38.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	113	91.87	8.13	25.66

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	66.67	52.16	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	309	301	97.41	2.59	52.16
Female	152	148	97.37	2.63	54.73
Male	157	153	97.45	2.55	49.67
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	50.00
Black or African American	19	19	100.00	0.00	26.32
Filipino	0	0	0	0	0
Hispanic or Latino	59	58	98.31	1.69	32.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	64.00
White	177	170	96.05	3.95	60.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.45	4.55	25.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	41	93.18	6.82	26.83

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.

2024-25 California Physical Fitness Test Participation Rates					
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	96	99	99	96	98

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.

2025-26 Opportunities for Parental Involvement

A strong Parent Teacher Student Association (PTSA) and numerous parent volunteers are vital in supporting the work we do at LMS. Parental involvement looks different for every family, and we strive to provide multiple pathways for engagement. One of the most traditional ways to volunteer is through various PTSA committees.

Parents with an approved volunteer application on file at LMS may support student supervision during lunch through our Parent Eyes program. Additional information is available at lmsptsa.org.

Parents and families are encouraged to participate in the life of our school in a variety of meaningful ways. Opportunities include serving as "Parent Eyes," assisting with Field Day, and supporting Camp Lincoln. Families may also participate on the English Language Advisory Committee (ELAC), School Site Council (SSC), Restorative Justice trainings, or the School Safety Committee.

Parents are invited to join our ongoing Special Education Support Group; the Diversity, Equity, Inclusion & Accessibility (DEIA) Committee; Coffee with the Principal; and a range of parent education events offered throughout the year.

We greatly value parent involvement in chaperoning field trips and supporting major school events such as Camp Lincoln, the Fifth Grade Tour, school tours, Spring Breakout, Sixth Grade Student-Led Conferences, dances, festivals, Eighth Grade activities, and many other celebrations throughout the year.

For more information, please visit our school website at <http://www.lincoln.smmusd.org>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	943	937	114	12.2
Female	475	472	56	11.9
Male	467	464	57	12.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	114	114	10	8.8
Black or African American	60	60	8	13.3
Filipino	--	--	--	--
Hispanic or Latino	178	178	24	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	67	67	4	6.0
White	514	508	67	13.2
English Learners	59	59	8	13.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	298	297	55	18.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	130	27	20.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.08	3.95	2.55	2.12	1.85	1.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.55	0.00
Female	0.21	0.00
Male	4.93	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.75	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.99	0.00
White	2.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.82	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.

2025-26 School Safety Plan

School Safety
We prioritize creating a safe, welcoming, and inclusive environment for all students. As part of our approach to school safety, Lincoln Middle School takes a restorative approach to student discipline—focusing on repairing harm, strengthening relationships, and using mistakes as teachable moments rather than relying on punitive measures. This philosophy aligns with our commitment to fostering a sense of belonging and supporting students’ social-emotional growth.

We have three full-time security officers who work a staggered schedule five days a week, ensuring that at least one officer is on campus from 7:30 a.m. to 4:30 p.m. Their primary responsibilities include screening campus visitors and patrolling the campus and buildings throughout the day. Office staff and administrators maintain regular communication with security officers via radios. During the school day, only one entrance is open and actively monitored, ensuring that there is no unauthorized access to campus. All visitors are signed in using our Verkada system.

Typical classroom spaces are large enough to accommodate class sizes of 32–36 students, and grade levels are clustered so interdisciplinary teams are located near one another, supporting communication and collaboration.

The school has a systematic emergency evacuation plan. During drills or emergencies occurring during class time, students remain with their classroom teacher. If an emergency occurs before school or during unstructured times, students follow designated routes to the field on the north side of campus, where they meet their Homebase teacher for attendance and further instructions. Administrators and classified staff carry out assigned responsibilities during drills, from securing grounds to accounting for students and identifying potential safety concerns.

Lincoln conducts an emergency drill every six weeks and an earthquake drill at least twice a year. In addition to fire and earthquake drills, we also conduct lockdown drills, which may take place during class periods or during unstructured times such as nutrition, lunch, or passing periods.

The School Safety Plan was most recently reviewed with faculty in December 2024 and is updated annually. The current plan is scheduled for approval at the December SSC meeting.

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	0
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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	13	3
Mathematics	22	14	10	5
Science	24	9	12	6
Social Science	24	11	10	6

2024-25 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

2024-25 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	2.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$100,861
Percent Difference - School Site and District	N/A	N/A	11.3	17.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-28.2	18.1

Fiscal Year 2024-25 Types of Services Funded

We use Lottery funds to purchase supplementary instructional materials for our core classes as well as for our English Language Development (ELD) programs. Site funds support professional development for teachers, including data articulation meetings, summer planning, Learning Walks, conference attendance, grading, and norming. These funds also cover substitute costs, hourly teacher pay, and conference or travel expenses.

Stretch grant funding is used to support student groups who may not be performing at the same level as the school as a whole through targeted support programs. These funds also help sustain our Transition Program with elementary feeder schools to ensure a smooth fifth-to-sixth grade transition. In addition, stretch funds provide enriching opportunities such as drama and help us purchase supplemental instructional materials, software, and needed facilities upgrades.

Our PTSA generously contributes funding for instructional materials not covered by the district or school, copier and technology needs, and a wide range of school activities, including parent education events, grade-level enrichment activities, reward activities, and more.

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

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, Tier 2/3 Vocabulary Instruction- 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 coaching opportunities through our instructional coach. 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

Professional Development

centers on helping students use precise academic language and evidence to communicate and demonstrate deep and complex understanding in all content areas. In addition, we are allotted one full day for site-based professional development each year and two pupil free days. Outside of this time, teachers have opportunities to engage in professional development offered by our district Educational Services team. Topics include but are not limited to:

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25