Lincoln Middle School

1501 California Ave. • Santa Monica, CA 90403-4305 • (310) 393-9227 • Grades 6-8
Florence Culpepper Richardson, Principal
fculpepper@smmusd.org

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Santa Monica-Malibu Unified School District
1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

District Governing Board

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Richard Tahvildaran-Jesswein

Ralph Mechur, Vice President

Jon Kean

Laurie Lieberman, President

District Administration

Ben Drati, Ed.D.
Superintendent

Dr. Jacqueline Mora
Asst. Superintendent, Educational Services

Dr. Mark Kelly
Asst. Superintendent, Human Resources

Melody Canady
Associate Superintendent, Business & Fiscal Services/CFO

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, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

School Description

Lincoln Middle School is located 1501 California Avenue, one block north of Wilshire Boulevard, in the beautiful beach community of Santa Monica, California. We serve a diverse community of students enrolled in grades 6-8. The vast majority of these students arrive from our three local feeder elementary schools. Lincoln is recognized as one of the leading middle schools in both California and the nation and has received many awards, such as, California Gold Ribbon Schools, California Distinguished Schools, National Blue Ribbon, and Disney Spotlight School of the Year. In addition to a rigorous academic program, we integrate Mindfulness, Olweus and Character Counts! to help promote self- awareness, integrity and compassion in our student community. Lincoln has an award-winning music program and has three full-time music teachers: Director of Bands, Director of Orchestras, and Director of Choral Music. Students compete in local, state, and national competitions winning excellent and superior ratings. Students perform two school concerts each year in addition to local festivals.

Our staff includes 49 credentialed teachers—including six who have received National Board Certification—three full-time administrators, three full-time counselors, a full-time librarian, a full-time nurse, a full-time school psychologist, a speech pathologist, a bilingual community liaison, 17 paraeducators, two instructional assistants, three part-time music instructional assistants, three security guards, six custodians, and five office staff personnel.

Lincoln Middle School Mission Statement

Lincoln Middle School is a safe learning environment where students are supported intellectually and emotionally to meet their highest potential. Adults work together as role models to provide clear expectations for student achievement and student behavior ensuring that every student feels supported and successful.

Principal Culpepper's Vision

Lincoln Middle School staff members work together to create a learning environment that is safe for students to explore the world and their place in it. Students are challenged to be active participants in their own learning; to be curious, ask questions, to admit what they don't know and to accept nurturing support when needed. Our students are guided to be their best self in all settings. Who are you when you think no one is looking?

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	352
Grade 7	366
Grade 8	351
Total Enrollment	1,069

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.1
Asian	8
Filipino	1.3
Hispanic or Latino	18.1
Native Hawaiian or Pacific Islander	0.2
White	60.4
Two or More Races	6.5
Socioeconomically Disadvantaged	17.1
English Learners	6.3
Students with Disabilities	9.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln Middle School	15-16	16-17	17-18
With Full Credential	46	46	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	2	0	
Santa Monica-Malibu Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Middle School	15-16	16-17	17-18
Teachers of English Learners	2	3	
Total Teacher Misassignments	2	3	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All students at Lincoln have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year. Mathematics textbooks were adopted in summer 2014 to include California Common Core State Standards. In 2009-10, we implemented the newly adopted English language arts textbooks. All students, including English learners, have their own copy of textbooks that they leave at home. The PTSA has generously purchased classroom sets of textbooks so that students can leave their copies at home. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: May 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	California Literature, McDougal Littell 2009, adopted 5/21/2009 **The textbooks listed are from most recent adoption:** Yes
Mathematics	Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014 California Mathematics Geometry, Holt 2008, adopted 4/3/2008 CME Algebra, Pearson 2014, adopted 5/15/2014 **The textbooks listed are from most recent adoption:** Yes
Science	Focus on Science, Prentice Hall 2007, adopted 4/19/2007 **The textbooks listed are from most recent adoption:** Yes
History-Social Science	History Alive!, TCI 2006, adopted 6/1/2006 **The textbooks listed are from most recent adoption:** Yes
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The construction contract for the Lincoln Modernization project was awarded to Erickson-Hall Inc. in October 2012. Construction includes demolition and remodel of our west wing building (located on the 14th Street side of campus) to build a new building containing a library, choral room, outdoor amphitheater, six classrooms, and two science labs. Construction began on December 21, 2012 and is expected to be completed by December 2014. As part of the Technology project, 20 existing classrooms were upgraded to the district's new technology standards. The standard includes projectors, document cameras, and a sound system with wireless microphones.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/4/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			503: a/c units 2 no vents, lights out, windows old Swimming pool: Vents Loose and missing, paint peeling, windows off track
Interior: Interior Surfaces			X	112:00:00 118:00:00 806:00:00 101: carpets old, unsecure cabinets but cabinet is covering panel, floor tiles cracked 102: missing wall tile,freyed pipe insulation 103: freyed pipe insulation, overhead storage 105: windows old 106: windows old, door needs 108 Custodian: ceiling repair needed 110 Nurse: ceiling tiles broken 112A: ceiling tiles missing lights out 112B: 113 attendance: 115 Main office: 123: lights out ceiling tiles stained freyed pipe insulation 140: light bulbs out 202: light out 203: windows old, staples for artwork, freyed pipe insulation 204: Unsecure cabinetm lights out 205: windows old, unsecured cabinet 206: unsecure cabinet, overhead storage 209: windows old, wall damage from staples 212: desk blocking eye wash and shower 216: lights out 216: staples in walls, vents dirty

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/4/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				220: windows old, lights out, fire extinguisher not mounted 308: lights out, wall damage 310: Light bulbs out, old windows, unsecured cabinets. 310: lights out, old windows, data port out of wall 311: no vent for oven, baseboards danaged damaged window screens 312: Light bulbs out, windows old, room used for old funiture storage. If items not needed they should be discarded 314: old windows, Nasty janitor closet, unsecure sink 321: Light bulbs out, floor tile damage, damaged ceiling tile, torn window screens, 324: Light bulbs out, ceiling tiles stained, windows old 400: lights out windows 401: Light bulbs out, windows old, Missing cover plate 402: windows old, 501: overhead storage,, unaproved shelving in closet, 502: hole in wall, wall damage, vents dirty, unsecured shelves 503: a/c units 2 no vents, lights out, windows old 504: door paint pealing, wall damage 505: vents dirty, windows old 506: minor wall damage, windows old 507 woodshop: 508: windows old 510 Crest: lights out, windows old, vents dirty 513: Unsecure Cabinet 606 Gym: Ceiling tiles loose broken missing, emergency light broken, vents dirty, coverplate missing, paint on doors pealing floor tiles cracked, lights need service termite damage, holes in wall. 800 Cafeteria: Auditorium: carpet transition strip missing, wall damage west wall Swimming pool: Vents Loose and missing, paint peeling, windows off track
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			107: lights out, dirty vents
Electrical: Electrical	X			401: Light bulbs out, gfci missing, windows old, Missing cover plate
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			506: overhead storage, lights out, minor wall damage, ceiling tile missing, windows old

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/4/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Safety: Fire Safety, Hazardous Materials	X			507 woodshop: 606 Gym: Ceiling tiles loose broken missing, emergency light broken, vents dirty, coverplate missing, paint on doors pealing floor tiles cracked, lights need service termite damage, holes in wall.
Structural: Structural Damage, Roofs	X			131 Climbing wall: non approved hole in I beam, cracked foolr tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		404:00:00 105: windows old 106: windows old, door needs 116: overhead storage windows old, Shelves unsecure 205: windows old, unsecured cabinet 209: windows old, wall damage from staples 211: windows old 220: windows old, lights out, fire extinguisher not mounted 222: windows not working, 310: lights out, old windows, data port out of wall 312: Light bulbs out, windows old, room used for old funiture storage. If items not needed they should be discarded 314: old windows, Nasty janitor closet, unsecure sink 324: Light bulbs out, ceiling tiles stained, windows old 400: lights out windows 401: Light bulbs out, windows old, Missing cover plate 402: windows old, 503: a/c units 2 no vents, lights out, windows old 504: door paint pealing, wall damage 505: vents dirty, windows old 506: minor wall damage, windows old 508: windows old 509: windows old 510 Crest: lights out, windows old, vents dirty 512: Door paint pealing 606 Gym: Ceiling tiles loose broken missing, emergency light broken, vents dirty, coverplate missing, paint on doors pealing floor tiles cracked, lights need service termite damage, holes in wall.

Overall Rating	**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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	86	87	78	77	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	80	71	74	48	48
Math	68	64	60	61	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.9	25.6	48.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	342	322	94.2	87.0
Male	168	154	91.7	85.7
Female	174	168	96.6	88.1
Black or African American	26	24	92.3	75.0
Asian	33	29	87.9	89.7
Hispanic or Latino	71	68	95.8	73.5
White	200	191	95.5	92.7
Socioeconomically Disadvantaged	65	59	90.8	74.6
English Learners	11	8	72.7	37.5
Students with Disabilities	36	25	69.4	68.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	1,066	1,038	97.37	80.15
Male	558	545	97.67	75.41
Female	508	493	97.05	85.4
Black or African American	56	55	98.21	58.18
American Indian or Alaska Native	--	--	--	--
Asian	85	80	94.12	85
Filipino	12	12	100	100
Hispanic or Latino	197	193	97.97	60.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	634	616	97.16	86.2
Two or More Races	76	76	100	89.47
Socioeconomically Disadvantaged	195	191	97.95	57.59
English Learners	149	143	95.97	59.44
Students with Disabilities	110	99	90	37.37
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	1,066	1,038	97.37	64.21
Male	558	546	97.85	61.37
Female	508	492	96.85	67.33
Black or African American	56	55	98.21	31.48
American Indian or Alaska Native	--	--	--	--
Asian	85	81	95.29	81.16
Filipino	12	12	100	91.67
Hispanic or Latino	197	192	97.46	34.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	634	617	97.32	73.52
Two or More Races	76	76	100	69.57
Socioeconomically Disadvantaged	195	189	96.92	36.81
English Learners	149	145	97.32	43.17
Students with Disabilities	111	99	89.19	26.53
Foster Youth	--	--	--	--

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

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

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

C. Engagement

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

Opportunities for Parental Involvement (School Year 2017-18)
A strong Parent Teacher Student Association (PTSA) and numerous parent volunteers are vital in supporting the work that we do. Parental Involvement looks different for different families. The most traditional way of volunteering at LMS is through the various PTSA committees available.

Parents who have a cleared parent volunteer application on file at LMS can also volunteer to help supervise students during lunch through our Parent Eyes program. Visit LMSPTSA.org to learn more.

Additionally, parents can help support LMS by serving on our English Language Advisory Committee (ELAC), School Site Council (SSC), Olweus Bullying Prevention Coordinating Committee (OBPCC), Advancement Via Individual Determination (AVID) Site Team, or our School Safety Committee. Visit http://www.lincoln.smmusd.org to learn more.

If your schedule doesn't allow you to donate time on campus, you can stay involved by reading communication from the school, attending evening performances, making donations to school drives and using Illuminate and teacher webpages to help your child stay on track academically.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
We have two full-time security officers who work a staggered schedule five days a week. One officer works from 7:30 a.m. to 4 p.m., and the other officer works from 9:30 a.m. to 6 p.m. Their primary responsibility is to patrol the campus and the buildings throughout the day. The office staff and administrators maintain contact with the security officers via radios. All administrators and security officers are available by cellphone as well. 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 or parent volunteers man this gate during school hours. Visitors must sign in with their destination. The classroom space is large enough to accommodate the class size of 32-36 students. Grade levels are located in the same area of the building, and the interdisciplinary teams are located next door or across the hall from each other which allows for better collaboration and communication. We have a systematic emergency evacuation plan that is used for both fire drills and earthquake drills. Students are informed of the correct path to take to the field on the north side of the school where they meet their Homebase teachers for attendance and further instructions. Administrators and classified staff have specific duties during drills from gathering attendance sheets to securing grounds and looking for victims. An emergency drill is conducted once every six weeks, and an earthquake drill is conducted at least twice each year. In addition to fire and earthquake drills, we also have a lockdown drill procedure. This drill is rehearsed every six weeks—during classroom time and during "free" time such as during nutrition, lunch, or passing periods.

The School Safety Plan was most recently reviewed and discussed with school faculty in October 2016. Lincoln's Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.8	2.0	3.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.8	2.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	337:1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	24	23	21	10	13	14	12	11	12	8	9	9
Mathematics	23	23	23	7	10	10	19	18	16	4	3	5
Science	29	29	28	3	4	4	8	4	7	12	16	14
Social Science	30	29	28	3	4	4	7	9	5	13	11	16

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 70 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link and Learning Walks
- Literacy and Mathematics—standards-based curriculum and instructional delivery, as well as transitioning from California State Standards to Common Core State Standards.
- 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, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification are supported in their efforts.

In addition, each year at individual school sites teachers and administrators review data, discuss options and select additional areas of focus for the staff as a whole as well as for departments and/or grade-level teams as appropriate. At Lincoln, we focus on the above district initiatives as well as putting emphasis on incorporating technology into all curricular areas and strengthening school-home communication. For the 2012-13 school year, we dedicated one day to professional development. In the 2013-14 and 2014-15 school years, there were two days dedicated to professional development.

Lincoln has a late start schedule every Wednesday morning which allows teachers 80 minutes to meet for continuous professional growth 27 mornings out of the year. Our school wide focus centers on helping students use precise academic language and evidence to communicate and demonstrate deep and complex understanding in all content areas. In addition, we are allotted one full day for site based professional development each year and two pupil free days. Outside of this time, teachers have opportunities to engage in professional development offered by our district Educational Services team. Topics include but are not limited to:

- Developing Effective School Leadership Teams and Professional Learning Communities

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

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

- Social-Emotional Supports for Students

- Culturally relevant and responsive pedagogy

- Supporting students with special needs

- Differentiated instruction for all students, including English learners

- Integration of Technology into classroom instruction

- Blended Learning

A variety of methodologies are used to provide professional development, including coaching, mentoring and modeling. The numbers of days dedicated to professional development is determined by the district school calendar. For the 2015-18 school years, there was one full day for site-based professional development each school year. We use site funds to allow additional opportunities for teachers to work together to impact student learning. Common activities include norming, learning new curriculum, learning walks, attending conferences and other trainings offered outside of our district.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$48,881	$48,522
Mid-Range Teacher Salary	$68,853	$75,065
Highest Teacher Salary	$98,263	$94,688
Average Principal Salary (ES)	$122,032	$119,876
Average Principal Salary (MS)	$133,390	$126,749
Average Principal Salary (HS)	$134,747	$135,830
Superintendent Salary	$255,460	$232,390
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site				
District	♦	♦		$80,428
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.

Types of Services Funded

We use Lottery funds to purchase supplemental instructional materials for our core classes as well as for AVID (Advancement Via Individual Achievement) and ELD (English Language Development) programs. Our Tier III funds help provide our teachers with professional development opportunities such as participating in Lesson Link, Learning Walks, attending conferences, grading, and norming. These funds cover subs needed, hourly teacher pay, and/or conference and travel monies. We use Equity Fund and Gift Money to support student groups who are not performing as well as the school as a whole through mentoring and support programs; AVID (for program support, conference and travel for training, field trips for students and paying college-aged tutors); and our Transition Program with our elementary feeder schools, so that the transition from fifth to sixth grade is as smooth as possible. Our PTSA generously provides teachers accounts to purchase extra supplies that are not covered by the school, copiers, technology (such as response clickers in our science classrooms to provide immediate feedback for experiment purposes) as well as many other activities including parent educational evenings, grade-level enrichment activities in history, core projects, and reward activities and more!

DataQuest

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

Internet Access

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