



School Accountability Report Card (SARC) 2002-2003

Lincoln Middle School

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SCHOOL ACCOUNTABILITY REPORT CARD (SARC)

The California Constitution requires that a School Accountability Report Card (SARC) be prepared annually for each school. The Education Code states that the SARC “shall provide data by which parents can make meaningful comparisons between public schools enabling them to make informed decisions on which school to enroll their children.” We believe that information contained in this report will enable you, the reader, to gain an accurate and realistic picture of Lincoln Middle School.

Vision Statement

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multi-lingual 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.

Santa Monica-Malibu Unified School District

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School Board Members

José Escarce, *President*, Emily Bloomfield, *Vice President*,
 Julia Brownley, Oscar de la Torre, Mike Jordan, Maria Leon-Vazquez,
 Shane McLoud, John Deasy, *Superintendent of Schools*

Principal's Message

Lincoln Middle School currently serves 1,360 students in grades six, seven, and eight. Lincoln exemplifies the best of current teaching practices and high student achievement for all students at the middle level. The school is organized into nine interdisciplinary teams that work together to support the academic, social, and emotional development of their students. In addition to their team of teachers, students are assigned one counselor and an assistant principal to support their growth during their three years at Lincoln. Our school blends rigor with caring and models a positive and supportive learning climate for the developmental needs of early adolescents, aged 11-14. We have an exemplary music program at Lincoln with directors of choral, orchestra, and band and a high percentage of student participation throughout. Consistent, on-going, professional development occurs with our teachers in collaborative teams. These professional development teams focus on State standards for curriculum, common benchmark assessments for students, technology, and

a variety of research-based instructional strategies to further the academic achievement of our students. Lincoln Middle School is an exciting place to be, with its positive, cooperative environment for teachers, a respectful and appropriate climate for students, and its team approach toward continuous improvement.



Hank Harris, Principal

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ABOUT OUR SCHOOL

School Description

Lincoln Middle School is located at 1501 California Avenue in Santa Monica, one block north of Wilshire Boulevard. We serve a diverse community of 1,360 students enrolled in grades six through eight. Our staff includes 70 credentialed teachers, three full-time counselors, a full-time librarian, a full-time nurse, a part-time school psychologist, a speech pathologist, instructional assistants, two security guards, and six office staff personnel. We are also served by numerous parent volunteers. Recognized as one of the leading middle schools in both California and the nation, Lincoln received the 2001 Disney Spotlight School of the Year Award, the 2000 National Blue Ribbon School of Excellence Award, and the State Distinguished School Award in the years 1994 and 1999.

School Mission Statement

Three schoolwide goals guide us in our work to help all students achieve at high levels:

- 1) USE OF CLEAR EXPECTATIONS AND ACCOUNTABLE TALK. Clear, visible models and directions will be used so that students are aware of academic standards and what is expected of them; teachers and students will also practice accountable talk principles in classroom exchanges and discussions.
- 2) USE OF TECHNOLOGY. Technology will be used as a tool for writing and to facilitate learning, research, exploration, and communication.
- 3) USE OF STANDARDS FOR CURRICULUM DEVELOPMENT. Current state academic and performance standards will be used to develop common grade-level and departmental lesson plans, assessments, and grading criteria; to evaluate student work; and to implement strategies to help students achieve equitably.

Opportunities for Parent Involvement

PTSA President: Russ Bodga (310) 393-9227

Community Liaison: Nancy Gutierrez 393-9227 X109

Assistant Principals: Kathy Scott and Carl Hobkirk (310) 393-9227

Governance Council Chair: Alan Rogers (310) 393-9227

Parents may become involved in many ways, both in ongoing and in single event opportunities: They may assist in the library, the nurse's office, or in the main office, as well as participate in various school activities and fund raising efforts.

School Enrollment and Demographic Information

Racial/Ethnic Category	Number of Students	Percent of Students	Grade Level	Enrollment
African-American	91	6.7	Grade 6	444
American Indian or Alaska Native	0	0.0	Grade 7	480
Asian	84	6.2	Grade 8	436
Filipino	5	0.4	Total Enrollment	1,360
Hispanic or Latino	231	17.0		
Pacific Islander	5	0.4		
White (Not Hispanic)	944	69.4		
Multiple or No Response	0	0.0		

School Safety, Discipline and Climate for Learning

Updated in October 2003, Lincoln's School Safety Plan supports a secure campus environment. Once the school day begins, the only open entrance is the front gate, where all visitors are required to sign in and obtain identification badges. Two full-time security guards work with the administration and the support staff, including parent volunteers.

Lincoln provides many programs and practices that promote a positive learning environment for all students. Our Student Council includes representatives from every homeroom and meets daily to develop activities that enable students to feel like active participants in the Lincoln community. Peer Mediation Services coordinators work with school staff, students, and parents on violence prevention, tolerance of diversity, and the development of communication skills. Student-centered, grade level themes such as, "What is a Worthwhile Life?" in seventh grade and, "What is a Good Citizen of the Community?" in eighth grade also help students to become responsible adults.



Notes regarding the source and currency of data: Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. Data used for suspensions and expulsions, instructional minutes, types of services funded, minimum day and class size reduction were provided by the District staff.



Suspensions and Expulsions

Students, teachers, administrators, parents, and other staff members all serve together on the Site Governance Committee to ensure that a safe and productive learning environment is in place for all students. Printed in the mandatory student Binder Reminder, the site-developed Lincoln Discipline Rubric and the Lincoln Code of Conduct provide students with clear expectations for acceptable behavior.

Data reported by the CDE does not differentiate between students who have been suspended for one day and those who have been suspended for twenty days. Neither does it differentiate between students who are disobedient from those who have committed an assault. The CDE SARC Advisory Committee is aware of this and is working to simplify data reporting to allow better comparisons between schools.

The table to the right shows the number of incidents and rate. The number of suspensions is the total number of incidents. The rate of suspensions is the total number of incidents divided by the schools California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100. The District does not expel elementary students.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	78	115	111	714	828	664
Rate of Suspensions	5.97	8.81	8.16	10.15	11.39	9.03
Number of Expulsions	1	0	1	7	1	9
Rate of Expulsions	.08	.09	0.07	0.17	0.00	0.12

School Facilities

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. Classrooms and facilities have recently undergone improvement and expansion projects, including our science labs, auditorium, pool, and exterior stairwells. A Technology Committee oversees our technology infrastructure, which currently boasts three fully stocked student computer labs, computers and telephones in every classroom, and TV/VCR set ups in all core classrooms. We take pride in the cleanliness and appearance of our campus which is maintained by an outstanding, five-person custodial staff and the cooperative efforts of our students.



ABOUT OUR STUDENTS

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - All Students

Data reported are the percent of students achieving at the proficient

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	63	63	69	54	55	56	30	32	35
Mathematics		59	62		48	51		31	35
Science					52	52		30	27
History/Social Science			51		40	44		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Mathematics	32		82		38		69
Science							
History/Social Science	25		48		28		59

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Subject	Male	Female	English Learners	Socio-economically Disadvantaged		Students With Disabilities	
				Yes	No	Yes	No
English Language Arts	65	74	30	41	73	20	75
Mathematics	63	60	41	40	65	15	67
Science							
History/Social Science	54	49	26	22	55	18	54

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	83	80	72	68	67	62	44	45	43
Mathematics	83	78	76	72	73	68	53	55	50

NRT - Racial/Ethnic Groups

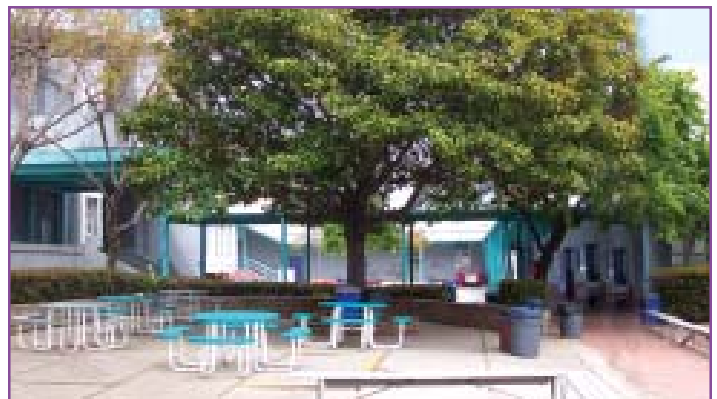
Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	46		82		52		79
Mathematics	48		93		53		82

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Performance Level	Male	Female	English Learners	Socio-economically Disadvantaged		Students with Disabilities	
				Yes	No	Yes	No
Reading	68	77	34	49	75	31	76
Mathematics	75	77	49	53	79	27	81



Local Assessment

For the 2002-3 school year, the District opted to use the Norm-Referenced Test (NRT) and the California Standards Tests (CST) for its local assessment. Those results are listed in the previous section. The District will be instituting a new, local assessment in the 2003-04 school year and results will be included in the SARC for that year.



California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	22.6	28.1	17.6	20.3	23.4	17.5	27.8	29.6	26.0



Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

Schoolwide API

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	99	100	99	Percent Tested	100	99	99
API Base Score	850	839	823	API Growth Score	857	825	841
Growth Target	A	A	A	Actual Growth	7	-14	18
Statewide Rank	10	10	10				
Similar Schools Rank	9	9	8				

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.



API Subgroups - Racial/Ethnic Groups

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Base Score			
Growth Target				Growth Target			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Base Score			
Growth Target				Growth Target			
Asian				Asian			
API Base Score				API Base Score			
Growth Target				Growth Target			
Filipino				Filipino			
API Base Score				API Base Score			
Growth Target				Growth Target			
Hispanic or Latino				Hispanic or Latino			
API Base Score	715	720	696	API Base Score	742	689	721
Growth Target	1	1	1	Growth Target	27	-31	25
Pacific Islander				Pacific Islander			
API Base Score				API Base Score			
Growth Target				Growth Target			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	885	876	864	API Base Score	890	871	876
Growth Target	A	A	A	Growth Target	5	-5	12

"A" means the school or subgroup scored at or above the interim statewide performance Target of 800.

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	670	689	662	API Base Score	714	670	720
Growth Target	1	1	1	Growth Target	44	-19	58



Awards and Intervention Programs

School				District			
Federal Programs	2000	2001	2002	Federal Programs	2000	2001	2002
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	1
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	6.3
Exited Title 1 Program Improvement	No	No	No	Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.			
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	No	N/A				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				



Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Groups	School			District		
	2000	2001	2002	2000	2001	2002
All Students	---	---	YES	---	---	YES
African American	---	---	N/A	---	---	NO
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	NO
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	YES	---	---	YES
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	YES	---	---	YES
Socioeconomically Disadvantaged	---	---	YES	---	---	YES
English Learners	---	---	YES	---	---	YES
Students with Disabilities	---	---	NO	---	---	NO



WHAT WE TEACH

Instruction and Leadership/Curriculum Improvement

Lincoln is recognized for its exemplary teaching practices and its shared, broad-based leadership team. Classrooms consistently model proven teaching methods that are research-based and include the Principles of Learning, Clear Expectations, and Accountable Talk. Cooperative learning strategies, directed instruction, discovery and practical projects help to engage students in the instructional program in ways that support a variety of learning styles that focus on high achievement for all students. Leadership is shared by the Principal, two assistant principals, program coordinators, grade level coordinators, department chairs and a technology coordinator. Our governance council represents all stakeholder groups of parents, students, teachers, staff and administrators.

Quality and Currency of Textbooks

The District adopts basic textbooks and instructional materials for students in grades K-8 in compliance with the adoption cycle of the State Department of Education. Textbooks and instructional materials are reviewed and selected by ad hoc committees consisting of teachers, administrators, and parents and/or community members. Textbooks for students in grades 9-12, which are also approved and adopted by the Board of Education, meet the curricular requirements of each course. Subject matter teachers and department chairs meet on a continuing basis to evaluate and make recommendations for textbook adoptions. Students in all of our schools have access to all basic and supplemental textbooks, as well as other instructional materials in sufficient quantity to effectively support the schools. Instructional programs and promote student learning and achievement. At each of our schools, additional resources (materials, supplies and equipment) are provided to support the instructional program. These resources are generally funded through categorical funds, such as School Improvement (SI), Title I, and Title VI; grants from the state, such as AB3482, The Santa Monica-Malibu Education Foundation, and other agencies, as well as community and local school efforts.



Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The table below compares the number of instructional minutes offered at the school level to the state requirement for each grade. Each site considers these requirements when scheduling minimum days to insure that standards are maintained or exceeded.

The table below shows the number of minimum days at Lincoln Middle School. These days allow teachers and administrators to collaborate on curriculum and instructional issues, to review school goals and progress in meeting those goals. Minimum days also provide school staff the opportunity to prepare for educational programs, parent conferences and school and District sponsored events.

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

2002-2003 Grade Level	Number of minimum days	Total Instructional Minutes	1982/83 Required by State
6 - 8	4	61,238	54,480

Use of Technology

“The Santa Monica-Malibu Unified School District will prepare students for life in the information age. Through effective and creative use of multi-media, telecommunication, computer and other related technologies to facilitate learning, students will build a working foundation of knowledge and prepare for future success.” *SMMUSD Technology Use Plan* <http://www.tech.smmusd.org/Site%20Folder/Pages/TUP.html>

The Santa Monica-Malibu Unified School District continues to provide rich resources to all school sites: filtered Internet access, on-line electronic resources, multimedia computers in every classroom, 100% district Internet connectivity, well managed school libraries, school web sites, and laptops for teachers. SMMUSD has set high standards in technology for all students and teachers. The district's goals for technology include:

- All students will have access to technology.
 - Technology will be integrated into all curricular areas.
 - Students will use a variety of technology tools for learning, literacy, intellectual growth and problem solving.
 - Teachers will be trained in the use of technology and how to integrate it into all curricular areas.
 - Public and private partnerships will be established and maintained in order to develop resources and stay current with workforce technology needs.
 - Students and staff will practice positive, ethical attitudes about technology.
 - Students and staff will practice appropriate and safe use of technology.
- SMMUSD access to technology continues to positively impact student achievement.



TEACHERS AND STAFF

Average Teaching Load & Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Subject	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.43	12	30	9	25.45	9	32	10	24.37	14	32	5
Mathematics	30.30	2	15	10	30.37	1	16	10	30.96	2	13	13
Science	30.96	2	10	14	31.07	1	13	13	31.36	1	12	15
Social Science	29.00	2	4	8	29.80	2	6	7	29.67	1	9	5

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
3	439.33



Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	62	64	59
Teachers with Full Credential (full credential and teaching in subject area)	61	60	54
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	2	2	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)		2	2

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Staff Education Level and Service Report for Certificated Staff by School for the Year 2002-03

School	Gender	Education Level							Total Staff	Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported		Avg. Years of Ed. Service	Avg. Years in the District
LINCOLN MIDDLE	Female	0 (0.0 %)	4 (10.8 %)	11 (29.7 %)	15 (40.5 %)	7 (18.9 %)	0 (0.0 %)	0 (0.0 %)	37	10.4	6.7
	Male	1 (4.5 %)	4 (18.2 %)	3 (13.6 %)	11 (50.0 %)	3 (13.6 %)	0 (0.0 %)	0 (0.0 %)	22	15.3	13.6
Total		1 (1.7 %)	8 (13.6 %)	14 (23.7 %)	26 (44.1 %)	10 (16.9 %)	0 (0.0 %)	0 (0.0 %)	59	12.3	9.3
Districtwide	Female	10 (2.1 %)	100 (21.4 %)	133 (28.5 %)	192 (41.1 %)	32 (6.9 %)	0 (0.0 %)	0 (0.0 %)	467	13.1	9.6
	Male	9 (5.5 %)	44 (27.0 %)	26 (16.0 %)	64 (39.3 %)	20 (12.3 %)	0 (0.0 %)	0 (0.0 %)	163	14.1	11.8
Total		19 (3.0 %)	144 (22.9 %)	159 (25.2 %)	256 (40.6 %)	52 (8.3 %)	0 (0.0 %)	0 (0.0 %)	630	13.4	10.2
Countywide	Female	494 (0.9 %)	9,570 (16.5 %)	8,620 (14.9 %)	21,826 (37.6 %)	17,178 (29.6 %)	298 (0.5 %)	0 (0.0 %)	57,986	12.2	10.5
	Male	541 (2.2 %)	4,270 (17.6 %)	3,199 (13.2 %)	7,942 (32.8 %)	8,039 (33.2 %)	242 (1.0 %)	1 (0.0 %)	24,234	11.8	10.4
	None Reported	3 (1.3 %)	32 (14.1 %)	32 (14.1 %)	35 (15.4 %)	122 (53.7 %)	3 (1.3 %)	0 (0.0 %)	227	3.0	3.0
Total		1,038 (1.3 %)	13,872 (16.8 %)	11,851 (14.4 %)	29,803 (36.1 %)	25,339 (30.7 %)	543 (0.7 %)	1 (0.0 %)	82,447	12.1	10.4
Statewide	Female	1,706 (0.8 %)	31,314 (14.1 %)	35,051 (15.8 %)	109,573 (49.4 %)	43,614 (19.7 %)	645 (0.3 %)	16 (0.0 %)	221,919	12.6	10.3
	Male	1,524 (1.7 %)	14,462 (16.5 %)	13,335 (15.2 %)	38,317 (43.7 %)	19,389 (22.1 %)	583 (0.7 %)	12 (0.0 %)	87,622	13.2	11.0
	None Reported	3 (1.3 %)	33 (14.2 %)	33 (14.2 %)	35 (15.1 %)	122 (52.6 %)	3 (1.3 %)	3 (1.3 %)	232	8.3	2.3
Total		3,233 (1.0 %)	45,809 (14.8 %)	48,419 (15.6 %)	147,925 (47.8 %)	63,125 (20.4 %)	1,231 (0.4 %)	31 (0.0 %)	309,773	12.8	10.5





Teacher Evaluations

Non-tenured teachers are evaluated each year with three formal observations in the first year and two in subsequent years. Goals are established, observations validate progress toward these goals and periodic conferences with the evaluating administrator guide instructional work. Once a teacher is tenured, and teaches five successful years in Santa Monica-Malibu Unified School District (SMMUSD), he or she becomes eligible for a professional growth cycle of evaluation. All teachers participate in formal evaluation on a regular basis to ensure effective instructional practice, classroom management and professional growth. Professional development takes place on a regular basis at Lincoln. It starts with several conference days before the opening of the school year, and includes routine monthly meetings for the entire staff, one for each department and one for our interdisciplinary teams. In addition, collaborative planning meetings occur regularly so that department members can focus on improving instructional strategies, developing curriculum, assessments and analyzing student work.

Availability of Substitutes

Qualified, competent substitute teachers provide effective continuity when a teacher is absent. Many of our substitutes work regularly at Lincoln both by staff and by their own request. All teachers create substitute teaching plans to ensure consistent progress in the classroom. Appropriate student behavior and work habits are monitored and reinforced so that all instructional time is productive.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	3.00
Librarian	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

Professional Development

Professional development is woven throughout the school's practice on a consistent basis. We now implement a new site-based teacher support program, which includes regular meetings, peer support, common planning and coaching. Monthly staff meetings continue our work toward program improvement and increased student achievement, with large and small group work based upon research-established methods. In addition, departments continue to refine practices based upon the State standards for curriculum, a common core instructional program, common assessments, analysis of student work and the sharing of effective strategies. Also, our interdisciplinary teams meet each week to integrate instruction across the curriculum with parent involvement, common thematic units and student support enrichment activities. We also do "learning walks" several times each year to collaboratively assess progress toward school goals and to set targets and plan strategies for continued improvement.



FISCAL SERVICES

Salaries

Average Salaries (Fiscal Year 2001-2002) Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,225	\$35,278
Mid-Range Teacher Salary	\$55,446	\$56,381
Highest Teacher Salary	\$76,890	\$72,141
Average Principal Salary (Elementary)	\$97,254	\$88,747
Average Principal Salary (Middle)	\$93,863	
Average Principal Salary (High)	\$114,273	
Superintendent Salary	\$151,324	\$145,316
Percent of Budget for Teacher Salaries	41.63	43.30
Percent of Budget for Administrative Salaries	5.83	5.44

Revenues and Expenditures

School districts rely on a variety of income sources for funding. The table below shows those sources for the most recently audited fiscal year and compares what SMMUSD receives to what all other unified school districts* statewide receive and to all other districts statewide. More detailed information regarding school finances is available at <http://www.ed-data.k12.ca.us/welcome.asp>.

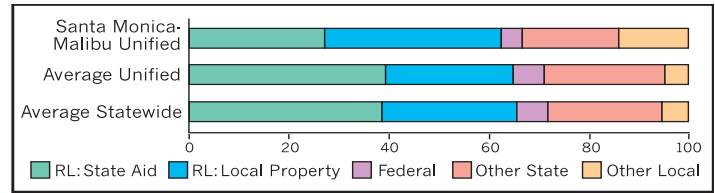
*There are three kinds of districts in California: Elementary, High School and Unified.

Financial Statement Charts: Revenues Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Revenue Limit - State Aid	2,094	26.6%	2,852	39.4%	2,802	38.7%
Revenue Limit - Local Property Taxes & Fees	2,802	35.6%	1,828	25.2%	1,924	26.6%
Federal Revenues	318	4.1%	485	6.7%	471	6.5%
Other State Revenues	1,536	19.5%	1,726	23.8%	1,646	22.7%
Other Local Revenues	1,109	14.1%	349	4.8%	393	5.4%
Total, Revenues	7,859	100%	7,239	100%	7,236	100%

Note: These numbers reflect the General Fund revenues for the school district (account codes 8010-8799). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Revenues by Category



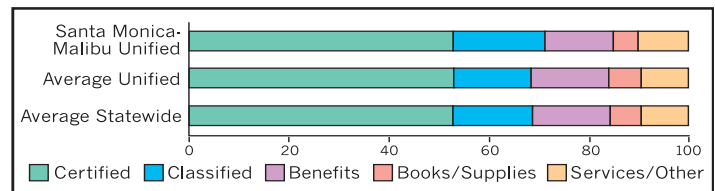
The table below roughly shows the cost of educating one pupil per year in SMMUSD and compares it with the statewide average for all unified school districts and for all districts in the state combined.

Financial Statement Charts: Expenditures Santa Monica-Malibu Unified, 2001-02						
	Santa Monica-Malibu Unified		Average Unified		Average Statewide	
	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage	\$/ Student (ADA)	Percentage
Certificated Salaries	4,239	52.8%	3,621	52.6%	3,593	52.6%
Classified Salaries	1,497	18.6%	1,101	16.0%	1,097	16.1%
Employee Benefits	1,104	13.7%	1,070	15.5%	1,059	15.5%
Books and Supplies	398	4.9%	443	6.4%	437	6.4%
Services, Other Operating Expenses	797	9.9%	647	9.4%	644	9.4%
Subtotal, Expenditures	8,035	100%	6,882	100%	6,830	100%

Note: These numbers reflect the costs of operating the school district (account codes 1000-5999). Not included are capital outlay (6000-6599), other outgo (7100-7299), and direct support/indirect costs (7300-7399). The charts below show the district amounts and percentages, the averages for the same type of district, and statewide averages for all districts.

Source: California Department of Education, School Fiscal Services Division - J200/SACS Reports.

Expenditures by Category



Expenditures (Fiscal Year 2001-2002) Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$95,707,012	\$7,919	\$6,770	\$6,719

Types of Services Funded

Per-pupil expenditures from categorical funds, based on district averages for services such as special education, counseling, library services, social work, psychology, child welfare and attendance, and LEP services is about \$2,283.

