

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Lincoln Middle

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|------------------|-----------------------------|----------------|--|
| School Name | Lincoln Middle | District Name | Santa Monica-Malibu Unified |
| Street | 1501 California Ave. | Phone Number | (310)450-8338 |
| City, State, Zip | Santa Monica, CA 90403-4305 | Web Site | www.smmusd.org |
| Phone Number | 310 393-9227 | Superintendent | Dianne Talarico |
| Principal | Tristan Komlos | E-mail Address | dianne.talarico@smmusd.org |
| E-mail Address | | | |

School Description and Mission Statement

This section provides information about the school's goals and programs.

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a 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.

Lincoln Middle School is located at 1501 California Avenue in Santa Monica, one block north of Wilshire Boulevard. We serve a diverse community of students enrolled in grades six through eight. The vast majority of these students arrive from our three local feeder elementary schools. Our staff includes 60 credentialed teachers of which six are National Board Certified, three full-time administrators, three full-time counselors, a full-time librarian, a full-time nurse, a full-time school psychologist, a speech pathologist, 18 instructional assistants, two security guards, and six office staff personnel. Numerous parent volunteers also support our work. 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.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Lynn Leavitt

Contact Person Phone Number: (310) 453-3797

Parents may become involved in many ways, both in ongoing and in single event opportunities: They may assist in the library, the student store, the teacher copy room, the main office, or at the front gate, as well as participate in various school activities and fund raising efforts. The Lincoln Middle School PTSA's guiding premise is to "Positively Impact the Lives of All the Children at Lincoln Middle School through Advocacy, Leadership and Communication."

They offer over 35 volunteer committees to the community to get involved supporting the school in addition to monthly PTSA meetings.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|-------------|--------------------|------------------|--------------------|
| Grade 6 | 389 | Grade 8 | 409 |
| Grade 7 | 396 | Total Enrollment | 1194 |

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|----------------------------|-----------------------------|
| African-American | 8.00% | White (Not Hispanic) | 62.90% |
| American Indian or Alaska Native | 0.17% | Multiple or No Response | 2.35% |
| Asian | 7.04% | Economically Disadvantaged | 16.00% |
| Filipino | 0.00% | English Learners | 7.00% |
| Hispanic or Latino | 18.00% | Students With Disabilities | 11.00% |
| Pacific Islander | 1.59% | | |

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2004-05 | | | | 2005-06 | | | | 2006-07 | | | |
|----------------|----------------------|------|-------|------|----------------------|------|-------|------|----------------------|------|-------|-----|
| | Number of Classrooms | | | | Number of Classrooms | | | | Number of Classrooms | | | |
| | Avg. Class Size | 1-22 | 23-32 | 33+ | Avg. Class Size | 1-22 | 23-32 | 33+ | Avg. Class Size | 1-22 | 23-32 | 33+ |
| English | 21.2 | 13.0 | 12.0 | 2.0 | 20.6 | 12.0 | 12.0 | -- | 20 | 8.0 | 16.0 | -- |
| Mathematics | 28.8 | 6.0 | 26.0 | 11.0 | 25.1 | 14.0 | 27.0 | 5.0 | 25 | 17.0 | 26.0 | 3.0 |
| Science | 30.9 | 2.0 | 21.0 | 18.0 | 27.6 | 5.0 | 27.0 | 10.0 | 27 | 8.0 | 27.0 | 7.0 |
| Social Science | 31.4 | -- | 6.0 | 8.0 | 26.4 | 2.0 | 14.0 | 2.0 | 25 | 4.0 | 12.0 | -- |

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II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

We have two full-time Security Officers who work a staggered schedule five days a week. One Officer works from 8:00 am to 4:30 pm and the other Officer works from 9:30 am to 6:00 pm. 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. One officer carries a cell phone for emergencies only. 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 and/or parent volunteers staff this gate during school hours. Visitors must sign in and/or show ID. The classroom space is large enough to accommodate the class size of 30-35 students. Grade levels are located in the same area of the building and the interdisciplinary teams are located next door and/or across the hall from each other which allows for better collaboration and communication. There is enough space to hold faculty meetings in the library, plus there are four conference rooms varying in size to accommodate various groupings of personnel.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 | 2004-05 | 2005-06 | 2006-07 |
| Suspensions | 6.90% | 6.00% | 5.70% | 7.09% | 6.80% | 6.10% |
| Expulsions | 0.08% | 0.00% | 0.00% | 0.07% | 0.07% | 0.04% |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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 provides two fully-equipped student computer labs, computers and telephones in every classroom, TV/VCR 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 and the cooperative efforts of our students. Lincoln celebrated its 82nd birthday this year. The school facility is well maintained and is in well-functioning condition. Needed maintenance includes routine roof maintenance to keep warranties in effect, and deferred maintenance projects include flooring replacement, interior and exterior painting, and some light asphalt repairs. We are proud that our school district takes great efforts to ensure that our school is clean, safe, and functional. There are no emergency needs as defined by the Office of Public School Construction.

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School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|---|
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior and exterior) | X | | | |
| Interior Surfaces (walls, floors, and ceilings) | X | | | |
| Hazardous Materials (interior and exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior and exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside and outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | X | | | |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary | | X | | |

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IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2004-05 | 2005-06 | 2006-07 | 2006-07 |
| With Full Credential | 57 | 57 | 56 | 604 |
| Without Full Credential | 3 | 3 | 1 | 20 |
| Teachers Teaching Outside Subject Area | 11 | 5 | 13 | -- |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2005-06 | 2006-07 | 2007-08 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 11 | -- |
| Total Teacher Misassignments | 4 | 23 | -- |
| Vacant Teacher Positions | 0 | 0 | -- |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---------------------------------|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 93.5% | 6.5% |
| All Schools in District | 97.0% | 3.0% |
| Low-Poverty Schools in District | 96.5% | 3.5% |

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V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

| Title | Number of FTE Assigned to School | Academic Counselor |
|------------------------------------|----------------------------------|--------------------|
| Academic Counselor | 3.0 | 398 |
| Library Media Teacher (Librarian) | 1.0 | -- |
| Nurse | 0.8 | -- |
| Psychologist | 1.0 | -- |
| Speech/Language/Hearing Specialist | 0.8 | -- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts | Our adopted English Language Arts series is Holt Literature and Language Arts. | 0 |
| Mathematics | Prentice Hall and McDougal Littell are the adopted Mathematics texts that have been adopted and are in use. | 0 |
| Science | Prentice Hall is the current adopted Science curricula in all three grade levels. However, this is an adoption year for Science curricula and we will be selecting new curricula during the current year for implementation in the 07-08 school year | 0 |
| History-Social Science | Our History/ Social Sciences curriculum is TCI, which was just adopted in the most recent textbook adoption. | 0 |
| Foreign Language | Our Spanish text is Prentice-Hall's Realidades and in the French classes we use Holt's Allez Viens! | 0 |
| Health | | 0 |
| Science Laboratory Equipment (grades 9-12) | | |

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$4,398.00 | \$174.00 | \$4,224.00 | \$61,498.00 |
| District | -- | -- | -- | \$61,498.00 |
| Percent Difference - School Site and District | -- | -- | -- | 0% |
| State | -- | -- | \$4,943.00 | \$59,934.00 |
| Percent Difference - School Site and State | -- | -- | 15% | -3% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

No Data Available

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,999.00 | \$38,478.00 |
| Mid-Range Teacher Salary | \$61,216.00 | \$60,735.00 |
| Highest Teacher Salary | \$82,418.00 | \$76,906.00 |
| Average Principal Salary (Elementary) | \$104,551.00 | \$96,766.00 |
| Average Principal Salary (Middle) | \$111,415.00 | \$102,730.00 |
| Average Principal Salary (High) | \$122,813.00 | \$110,489.00 |
| Superintendent Salary | \$162,181.00 | \$169,243.00 |
| Percent of Budget for Teacher Salaries | 41.0% | 42.0% |
| Percent of Budget for Administrative Salaries | 7.0% | 5.0% |

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| English-Language Arts | 73% | 75% | 74% | 61% | 64% | 65% | 40% | 42% | 43% |
| Mathematics | 62% | 66% | 64% | 51% | 53% | 52% | 38% | 40% | 40% |
| Science | -- | 70% | 74% | 40% | 54% | 58% | 27% | 35% | 38% |
| History-Social Science | 57% | 70% | 67% | 49% | 54% | 50% | 32% | 33% | 33% |

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|----------------------------------|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African-American | 49% | 40% | 52% | 57% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 88% | 84% | 90% | 83% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 50% | 43% | 48% | 47% |
| White (Not Hispanic) | 82% | 69% | 81% | 71% |
| Male | 71% | 64% | 75% | 69% |
| Female | 78% | 64% | 73% | 64% |
| Economically Disadvantaged | 46% | 37% | 42% | 34% |
| English Learners | 28% | 28% | 39% | 23% |
| Students With Disabilities | 19% | 15% | 15% | 26% |

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Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| Reading | 72% | 68% | 71% | 63% | 60% | 61% | 41% | 42% | 42% |
| Mathematics | 74% | 71% | 70% | 68% | 68% | 68% | 52% | 53% | 53% |

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group | Percent of Students Scoring at or Above the National Average | |
|----------------------------------|--|-------------|
| | Reading | Mathematics |
| African-American | 42% | 48% |
| American Indian or Alaska Native | -- | -- |
| Asian | 85% | 85% |
| Filipino | -- | -- |
| Hispanic or Latino | 52% | 51% |
| White (Not Hispanic) | 79% | 78% |
| Male | 71% | 73% |
| Female | 72% | 68% |
| Economically Disadvantaged | 42% | 41% |
| English Learners | 27% | 23% |
| Students With Disabilities | 20% | 27% |

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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 7 | 37.0% |

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2004 | 2005 | 2006 |
|-----------------|------|------|------|
| Statewide | 10 | 10 | 10 |
| Similar Schools | 10 | 10 | 9 |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|----------------------------|-------------------|---------|---------|-----------|
| | 2004-05 | 2005-06 | 2006-07 | 2007 |
| All Students | 30 | 10 | -9 | 867 |
| Asian | -- | -- | -- | 947 |
| Hispanic or Latino | 50 | -7 | -11 | 765 |
| White (Not Hispanic) | 23 | 13 | -9 | 897 |
| Economically Disadvantaged | 31 | -3 | -8 | 735 |
| Students With Disabilities | -- | 14 | -52 | 606 |

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Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | Yes |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | District |
|----------------------------|-----------|
| Program Improvement Status | Not In PI |

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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All teachers and staff at school sites participate in ongoing professional development and curriculum and instructional improvement efforts through banked time, a total of 90 minutes of meeting and professional development time each week at each site. In addition, there are three days set aside in our academic calendar for intensive professional development and planning. One of these days is a district-wide focused professional development; the other two are developed by and conducted at individual school sites. In 2006, with the support of District's Education Services Department, elementary sites elected to pool resources and dedicated one of the site-based days. The professional development activities were conducted in several focused areas, including writers workshop, cognitively guided math instruction, and school climate.

Areas of district-wide focus for teacher and administrator professional development are determined by a needs assessment conducted by Educational Services. The needs assessment consisted of 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 the SMMUSD schools are the following:

- * The Principles of Learning -- with special focus on Academic Rigor in a Thinking Curriculum, Clear Expectations, and Accountable Talk
- *Lesson Link -- teachers work together to co-plan, teach, revise and publish lessons with one another
- *Academic Conferences -- teachers review data, discuss options and select additional areas of instructional focus
- *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
- *Safe schools and healthy students
- *Character education
- *Frontloading instruction for English Language Learners
- *Differentiated Instruction for all students
- *Curriculum development and refinement in all content areas

A variety of methodologies are used to provide professional development. It is a goal for the SMMUSD to provide coaching to teachers through a variety of mechanisms. Coaching and mentoring occur through several programs such as BTSA, National Boards, literacy and ELD coaching, teacher leadership, and such specialized programs as Cotsen Fellows and Mentors and Lesson Link. Additionally, professional development occurs through workshop series during banked time or after school opportunities. Teachers may also attend workshops or conferences that are relevant to their instructional focus. In addition, teachers have the opportunity to attend a full-day professional development activities offered by our own staff or appropriately selected consultants. The District has worked closely with the Writing Workshop program of Teachers College, Columbia University as well as the Six Traits of Writing out of Great Source programs.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a three-day 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 may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

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.