



# Lincoln Middle School School Accountability Report Card (SARC) 2001-2002

## Lincoln Middle School

2425 16th Street • Santa Monica, CA 90405-2621 • (310) 393-9227  
weblinc@smmusd.org • <http://www.lincoln.smmusd.org>

### Santa Monica-Malibu Unified School District

1651 Sixteenth Street • Santa Monica, California 90404  
310.450.8338 • [sarc@smmusd.org](mailto:sarc@smmusd.org)  
[www.smmusd.org](http://www.smmusd.org)

### School Board Members

Maria Leon-Vasquez, *President*, Jose Escarce, *Vice President*,  
Emily Bloomfield, Julia Brownley,  
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John Deasy, *Superintendent of Schools*

## 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.

### 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.

### Principal’s Message

Lincoln Middle School currently serves 1,320 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 1,318 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/Schoolwide Goals

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

Outgoing Parent Teacher Student Association (PTSA) President: Janine Brownstone (310) 393-9227

Incoming (PTSA) President: Alyssa Tanenbaum (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.

## Student Enrollment and Demographic Information

2000-2001	Number of Students	Percentage of Students
African-American	84	6.4
Amer. Indian or Alaska Native	0	0.0
Asian-American	97	7.4
Filipino-American	8	0.6
Hispanic or Latino	218	16.5
Pacific Islander	3	0.2
White (Not Hispanic)	908	68.9

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Grade Level	Enrollment
Grade 6	461
Grade 7	425
Grade 8	432
<b>Total</b>	<b>1318</b>

## School Safety, Discipline and Climate for Learning

Updated in November of 2001, 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.

## Programs and Practices that Promote a Positive Learning Environment

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. Elective courses such as sixth grade Decisions, seventh grade

Life Skills, and eighth grade Careers encourage students to deal with real-life issues facing adolescents. 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.

## 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 below 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 school's California Basic Educational Data System (CBEDS) total enrollment for the given year and multiplied by 100.

	School			District All Middle		
	2000	2001	2002	2000	2001	2002
Middle School Suspensions (Number)	116	78	115	196	236	252
Middle School Suspensions (Rate)	9.28	5.97	8.81	6.64	7.63	8.84
Middle School Expulsions (Number)	1	1	0	1	1	1
Middle School Expulsions (Rate)	.08	.08	.09	.03	.03	0



## 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

### STAR 9 Report

For the fifth year, California public school students in grades 2 through 11 took part in the state's STAR Program. The spring 2002 administration included two major components: the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9), and California Standards Tests. Subject areas tested on the Stanford 9 were the same as the previous year. Writing tests at grades 4 and 7 and science and history-social science tests at grades 9 through 11 were added to the California Standards Tests last spring.

#### California Standards Tests (CST)

The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested. The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001. Electronic versions of subject content standards adopted by the California State Board of Education are available at <http://www.cde.ca.gov/standards/> and [http://www.cde.ca.gov/cdepress/standards\\_brochures.html](http://www.cde.ca.gov/cdepress/standards_brochures.html). Additional information regarding the content standards is also available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints.html>.

Standards Tests for 2002 STAR include questions from the Stanford 9 English-Language Arts tests for grades 2 through 11 and Mathematics tests for grades 2 through 7 that are aligned to state-adopted standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

#### English Language Arts (ELA)

The California English Language Arts Standards scores are based on 75 questions for grades 2 and 3 and 90 questions for grades 4 - 11. For all grades the California English Language Arts Standards Tests have 35 questions specifically written for assessing competency. The additional 40 questions for grades 2 and 3 and 55 questions for grades 4 - 11 are taken from the Stanford 9 reading and language tests. Stanford 9 spelling test questions are also used in grades 2 - 8. Language Arts experts matched the Stanford 9 questions to California's content standards and selected the specific questions to be used as part of the standards-based scores for each grade. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. The California Department of Education's Language Arts Standards are available at: <http://www.cde.ca.gov/statetests/star/resources/blueprints/ela/ela2to10.pdf> The tables below show the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

CST English Language Arts

Grade Level	School		District		State	
	2001	2002	2001	2002	2001	2002
6	62	61	56	54	31	30
7	63	66	57	60	32	33
8	64	64	57	56	32	32

CST ELA Subgroups Racial/Ethnic

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	African American	Asian American	Hispanic or Latino	White (not Hispanic)
6	61	63	12	64	23	67	27	80	30	70
7	61	72	37	69	28	71	33	69	33	76
8	59	68	21	70	24	68	37	50	33	75



### CST Mathematics

A high-quality mathematics program trains the mind to be analytical, providing the foundation for intelligent and precise thinking. California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. More information is available on-line at <http://www.cde.ca.gov/statetests/star/resources/blueprints/math/math2to7.pdf>

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	---	---	60	---	---	51	---	---	32
7	---	---	55	---	---	48	---	---	30
8	---	---	60	---	---	50	---	---	27

### CST - Subgroups Mathematics

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	62	59	23	63	27	66
7	53	59	40	57	20	61
8	62	59	19	65	17	65

### CST - Racial Ethnic groups - Mathematics

Grade Level	African American	Asian - American	Hispanic or Latino	White (not Hispanic)
6	23	83	33	68
7	23	81	27	63
8	ns	90	ns	92

ns: scores are not reported on groups less than ten

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

#### Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	79	83	81	70	74	73	46	47	48
7	87	82	79	72	73	73	46	48	48
8	81	85	81	72	73	74	49	50	49

#### Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
6	81	88	83	72	78	76	55	57	60
7	86	79	75	71	70	71	48	50	52
8	79	82	76	65	66	66	48	49	50

### Stanford 9 Subgroups - Reading

Grade Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	77	85	22	84	50	85
7	75	83	35	83	44	84
8	78	84	42	87	46	85

### Stanford 9 Subgroups - Mathematics

Grade-Level	Male	Female	English Learners	Not English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged
6	82	84	52	85	65	86
7	75	76	59	77	43	80
8	78	74	55	79	42	80

### Stanford 9 Ethnic - Reading

Grade-Level	African-American	Asian-American	Hispanic or Latino	White (not Hispanic)
6	52	90	52	89
7	59	92	46	87
8	57	68	58	90

### Stanford 9 Ethnic - Math

Grade Level	African-American	Asian-American	Hispanic or Latino	White (not Hispanic)
6	57	99	64	88
7	37	96	47	84
8	46	84	48	85



### California Fitness Test

Assembly Bill 265, signed into law in October 1995 (E.C. Section 2, Chapter 6. Section 60800) re-established the statewide physical performance test and mandated that: "during the month of March, April, or May, the governing board of each school district maintaining any of grades five, seven, and nine shall administer to each pupil in those grades the physical performance test designated by the State Board of Education."

AB265 also required that the physical fitness testing data be collected at least once every two years. In February 1996, the State Board of Education designated the *Fitnessgram* as the required physical performance test to be administered to California students. For a complete copy of this report, please see <http://www.cde.ca.gov/stateTests/pe/>.

The *Fitnessgram* uses criterion-referenced standards to evaluate fitness performance. The standards were established by the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Findings from current research based on the United States national norms have been used as



the basis for establishing the *Fitnessgram* standards. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." Physical fitness consists of three components: 1) aerobic capacity, 2) body composition, and 3) muscular strength, endurance, and flexibility. Activities used to measure these components may be found at <http://www.cde.ca.gov/challenge/pe.html>

Percentage of 7th grade students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	10.7	9.3	12.1	18.0	16.7	19.4	25.9	27.3	25.0

### Local Assessment

Teachers use a variety of assessment tools throughout the school year and in various grade levels in making a determination of whether a student meets or exceeds District standards in Language Arts (Reading and Writing) and Mathematics.

Percentage of students meeting or exceeding the District standard

Grade Level	Language Arts (Reading & Writing)			Mathematics		
	2000	2001	2002	2000	2001	2002
6	90.5	96.9	94.8	91.7	91.7	88.0
7	95.0	90.4	93.9	94.0	85.1	90.4
8	93.9	92.6	92.2	89.7	92.3	92.8

### Academic Performance Index (API)

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score or placement on the API is an indicator of a school's performance level. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward that goal. Annual growth targets for future academic improvement are determined for schools based on the API. Schools that reach their annual targets may be rewarded. Schools that do not meet their targets may be eligible for interventions or subject to sanctions. The 2001 Base APIs include results from the California Standards Test in English Language Arts (CST ELA), which was given in spring 2001. Previous APIs had relied solely on results from the Stanford 9. The 2001 Base API determines the targets for the spring 2002 testing and provides new school rankings.

**Statewide Rank:** Schools receiving an 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:** This is a comparison of each school with 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.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 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 monetary 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. For an explanation of terms please see: <http://www.cde.ca.gov/psaa/api/api0203/base/expn02b.htm>. A number of changes have occurred that impact the 2002 Base Academic Performance Index (API). In addition, California's proposal to respond to No Child Left Behind (NCLB) requirements could create further changes. A brief summary of current changes in the 2002 API Base and changes that could impact the API in the near future may be found at <http://www.cde.ca.gov/psaa/api/api0203/base/infog02b.pdf>.

### School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001*		2000	2001	2002
Percentage Tested	99	99	100	Percentage Tested	99	100	99
Base API Score	830	850	839	Growth API Score	850	857	825
Growth Target	A	A	A	Actual Growth	20	7	-14
Statewide Rank	10	10	10	Eligible for Awards	Yes	Yes	No
Similar Schools Rank	10	9	9	Eligible for II/USP	No	No	No

A means the school scored at or above the interim statewide Performance Target of 800

\*Please note: Because the 2001 Base API includes the new California standards-based English Language Arts test and because the calculation of the 2001 Base API is different from the 2001 Growth API calculation, any comparison of the two would be inappropriate.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

### API Subgroups

API Base Data				API Growth Data			
<b>Asian American</b>				<b>Asian American</b>			
API Base Score	910			API Growth Score			
Growth Target	A	A	A	Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score	654	715	720	API Growth Score	715	742	689
Growth Target	1	1	1	Actual Growth	61	27	-31
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score	870	885	876	API Growth Score	885	890	871
Growth Target	A	A	A	Actual Growth	15	5	-5

A means the school scored at or above the interim statewide Performance Target of 800



## Class Size (Class Size Reduction)

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area as reported by CBEDS.

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-22	23-32	33+
English	24.6	23	15	11	25.4	12	30	9	25.45	9	32	10
Mathematics	29.9	0	20	6	30.3	2	15	10	30.37	1	16	10
Science	32.0	0	11	14	31.0	2	10	14	31.07	1	13	13
Social Science	30.3	0	10	2	32.8	2	4	9	29.80	2	6	7



## 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 of and Currency of Textbooks and Other Instructional Material

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.

### Technology

The Santa Monica-Malibu Unified School District's Vision for Technology states that SMMUSD will prepare students for life in the information age. Rich resources that include filtered Internet access, on-line electronic resources, multimedia, well managed school libraries, school web sites, and after school hours access to computers are available to all children in the School District. To support the vision, the Board of Education approved the Technology Use Plan that includes a set of goals for all students. These goals address technology use, access, curriculum integration, training, depth, partnerships, and ethics. There are six technology standards from which specific technology outcomes for elementary, middle, and high school students are derived.

### Minimum Days

Grades 6th, 7th and 8th had four minimum days in the 2001-2002 school year 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.



## Instructional Time

The California Education Code establishes a required number of minutes per year for each grade. The table on the right 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.

Grade Level	Instructional Minutes	State Required	Minimum Day
6	61,594	54,480	4
7	61,594	54,480	4
8	61,594	54,480	4

## Teachers and Staff

### Credentials

Part-time teachers are 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.

	2000	2001	2002
<b>Total Number of Teachers</b>	58	62	64
<b>Full Credential</b> (Fully credentialed and teaching in subject area)	56	61	60
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside of subject area)	0	0	0
<b>Emergency Credential</b> (includes district internship, university internship, pre-interns and emergency permits)	5	2	2
<b>Teachers and Waivers</b> (does not have credential and does not qualify for an emergency permit)	1	0	2

Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, categories on this report may not add up to Total Number of Teachers.

### Pupil Support Staff (Counselors/Support Staff)

Title	FTE
Counselor	3
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

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

### 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.

### 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.

### 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.



### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
3.00	439.33



# Fiscal Services

## 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.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01		General Fund REVENUES		Statewide Avg All USD	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA*)	% of Avg Unified	\$ / Student (ADA*)	\$ / Student (ADA*)
State Aid	\$24,088,355	\$1,966	71%	\$2,759	\$2,709
Local Property Taxes & Fees	32,417,737	2,646	153%	1,728	1,816
<b>SUBTOTAL, REVENUE LIMIT SOURCES</b>	<b>\$56,506,092</b>	<b>\$4,613</b>	<b>103%</b>	<b>\$4,487</b>	<b>\$4,525</b>
Federal Revenues	\$3,103,460	\$253	63%	\$403	\$392
Other State Revenues	20,522,894	1,675	100%	1,680	1,603
Lottery	1,793,021	146	98%	150	149
Other Local Revenues	15,101,177	1,233	356%	346	386
<b>TOTAL</b>	<b>\$97,026,644</b>	<b>\$7,920</b>	<b>112%</b>	<b>\$7,066</b>	<b>\$7,054</b>

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.

SANTA MONICA-MALIBU UNIFIED Fiscal Year 2000-01 EXPENDITURES				Statewide Avg All Unified Districts	Statewide Avg All Districts
	Total Dollars	\$ / Student (ADA)	% of Avg Unified	\$ / Student (ADA)	\$ / Student (ADA)
Certificated Salaries	\$45,707,010	\$3,731	107%	\$3,503	\$3,467
Classified Salaries	16,661,468	1,360	129%	1,052	1,046
Employee Benefits	10,681,537	872	89%	983	977
Books and Supplies	3,144,453	257	70%	366	366
Services, Other exp.	8,554,620	698	115%	606	598
<b>SUBTOTAL</b>	<b>\$84,749,088</b>	<b>\$6,918</b>	<b>106%</b>	<b>\$6,509</b>	<b>\$6,454</b>
OTHER	\$4,381,532				
<b>TOTAL</b>	<b>\$89,130,620</b>				
	\$7,986,024	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES			

The table below shows how SMMUSD spends its money in comparison to other unified school districts in the state and to all districts in the state.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)				
Santa Monica-Malibu Unified School District			Statewide Avg	
			All Unified - Districts	All Districts
Total Dollars	Current Expense (ADA)	\$ / Student (ADA)	\$ / Student - (ADA)	\$ / Student - (ADA)
\$83,372,176	\$12,250	\$6,806	\$6,414	\$6,360

By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at an expenditure per pupil figure. Since the Current Expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the preceding table on the left.

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

Extensive financial information at the state, county, district and school level is available at Ed Source <http://www.edsource.org/index.cfm>.

## 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 \$2,342.

## Salaries

**Average Salaries** (Fiscal Year 2000-2001)  
Average Salary uses the statewide data category used for comparison by type and size of district.

Category	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,255	\$34,802
Mid-Range Teacher Salary	\$55,446	\$54,455
Highest Teacher Salary	\$76,890	\$68,873
Average Principal Salary (Elementary)	\$96,830	\$90,651
Average Principal Salary (Middle)	\$105,093	\$90,651
Average Principal Salary (High)	\$102,840	\$90,651
Superintendent Salary	\$161,322	\$135,657
Percentage of Budget for Teacher Salaries	43.41	43.85
Percentage of Budget for Administrative Salaries	5.61	5.35

## Additional Compensation for Administrators

All administrators get health benefits that, on average, cost the district about \$6,600 per year. The District does not contribute into any pension plan for employees. The Superintendent receives a \$6,000 per annum allowance for mileage reimbursement.

