

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

## Lincoln Middle School

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 on the SARC Web page 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.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## II. About This School

### Contact Information (School Year 2011-12)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Lincoln Middle School	<b>District Name</b>	Santa Monica-Malibu Unified
<b>Street</b>	1501 California Ave.	<b>Phone Number</b>	310 450-8338
<b>City, State, Zip</b>	Santa Monica, CA 90403-4305	<b>Web Site</b>	<a href="http://www.smmusd.org">www.smmusd.org</a>
<b>Phone Number</b>	310 393-9227	<b>Superintendent</b>	Sandra Lyon
<b>Principal</b>	Suzanne Webb	<b>E-mail Address</b>	<a href="mailto:slyon@smmusd.org">slyon@smmusd.org</a>
<b>E-mail Address</b>	<a href="mailto:swebb@smmusd.org">swebb@smmusd.org</a>	<b>CDS Code</b>	19-64980-6061659

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## School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

### District Vision:

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

### About Lincoln:

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 44 credentialed teachers of whom eleven have received National Board Certification, three full-time administrators, three full-time counselors, a full-time librarian, a full-time nurse, a full-time school psychologist, a speech pathologist, a bilingual community liaison, nine instructional assistants, two security guards, and five office staff personnel. A strong Parent Teacher Student Association (PTSA) and numerous parent volunteers also support our work.

Lincoln is 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. In addition to a rigorous academic program and an API (Annual Performance Index) of 902, we use Character Counts to help promote integrity and compassion in our student community.

## Opportunities for Parental Involvement (School Year 2010-11)

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

**Contact Person Name:** Karen Gardner

**Contact Person Phone Number:** karenkgar@verizon.net

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 (such as field trips, class performances, reward parties, drama program) and fundraising efforts. The Lincoln Middle School PTA'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 parent education opportunities during our monthly PTSA meetings.

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## Student Enrollment by Grade Level (School Year 2010-11)

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
Kindergarten		Grade 8	393
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	379	Ungraded Secondary	
Grade 7	357	Total Enrollment	1129

## Student Enrollment by Group (School Year 2010-11)

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	4.70%	Two or More Races	6.70%
American Indian or Alaska Native	0.40%	White (not Hispanic)	58.30%
Asian	8.90%	Socioeconomically Disadvantaged	18.00%
Filipino	0.70%	English Learners	16.70%
Hispanic or Latino	19.80%	Students with Disabilities	9.40%
Pacific Islander	0.40%		

## Average Class Size and Class Size Distribution (Secondary)

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	2008-09			2009-10			2010-11					
	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	30.2	1	7	5	26.1	9	25	9	26.0	8	8	13
Mathematics	28.5	2	17	8	30.4	8	16	13	26.7	5	13	10
Science	29.7	2	17	7	29.4	3	21	14	30.9	3	6	15
Social Science	32.5	0	5	7	28.7	8	18	13	30.6	4	3	17

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## III. School Climate

### School Safety Plan (School Year 2010-11)

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 7:30 AM to 4:00 PM and the other Officer works from 8:30 AM to 5:00 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 man 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 32-36 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. We have a systematic emergency evacuation plan that is used for both fire drills and earthquake drills. Students are informed of the correct path to take to the field on the north side of the school where they meet their Homebase teachers for attendance and further instructions. Administrators and classified staff have specific duties during this drill from gathering attendance sheets to securing grounds and looking for victims. An emergency drill is conducted once every six weeks and an earthquake drill is conducted at least once each year.

### 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.63	6.14	6.20	4.45	4.05	4.39
Expulsions	0.25	0.00	0.00	0.07	0.03	0.03

Date School Safety Plan last reviewed: 10/5/2011

## IV. School Facilities

### School Facility Conditions

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 is over 80 years young! The school facility is well maintained and is in well-functioning condition. Lincoln School provides a clean, safe, and modern learning environment. Our facilities currently support the largest number of middle school students, faculty, and staff in the District. A Technology Committee oversees our technology infrastructure, which currently provides two fully-equipped student computer labs, computers and telephones in every classroom, 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 4.5 custodial staff members and the cooperative efforts of our students.

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## Planned Improvements (School Year 2011-2012)

The construction contract for the Lincoln Modernization project was awarded to Icon West, Inc. in April. Construction includes demolition and remodel of existing spaces to build two new science lab classrooms and four classrooms. The construction is nearing completion and classrooms will be occupied in early January. The parking lot at the front entry of the school was rebuilt during summer break time. The construction scope included fire alarm and sprinkler work in the main building as well.

As part of the Technology project, 20 existing classrooms were upgraded to the district's new technology standards. The standard includes projectors, document cameras and a sound system with wireless microphones.

The district continues to keep its Deferred Maintenance fund open, however flexibility provided by the State has allowed us to use balances in this fund to relieve the General Fund, due to shortages in State funding. This flexibility was used during the 2010-11 fiscal year and is expected to be used in 2011-12. The district did not transfer any of the fund balance back to the General Fund, but has not made new contributions in the past two years. The balances in the Deferred Maintenance fund are still being used on approved maintenance projects. The district is carefully deciding which projects to move forward, as we do not expect to contribute additional funds from the district or receive new state Deferred Maintenance any time soon.

## School Facility Good Repair Status (School Year 2011-12)

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	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X			
<b>Interior: Interior Surfaces</b>		X		Flooring, paint: Work orders submitted; revise deferred maintenance plan for flooring (3-11-2012)
<b>Cleanliness: Overall Cleanliness, Pest/Vermin</b>		X		Proper storage method: Train staff on proper storage (on-going)
<b>Electrical: Electrical</b>		X		GFCI at sinks: Work order submitted (3-11-2012)
<b>Restrooms/Fountains: Restrooms, Sinks</b>	X			
<b>Safety: Fire Safety, Hazardous Materials</b>	X			
<b>Structural: Structural Damage, Roofs</b>	X			
<b>External: Playground/School Grounds</b>	X			

## Overall Summary of School Facility Good Repair Status (School Year 2011-12)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
<b>Overall Summary</b>		X		

Date of inspection: 10/24/2011

Completion date of inspection form: 10/24/2011

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## V. 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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	50	51	45	520
<b>Without Full Credential</b>	2	0	0	7
<b>Teaching Outside Subject Area of Competence</b>	7	6	3	n/a

### 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	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	3	1	1
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	4	1	3

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in District</b>	100.00%	0.00%
<b>Low-Poverty Schools in District</b>	100.00%	0.00%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

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	Average Number of Students per Academic Counselor
Academic Counselor	3.00	380
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	1.00	--
Library Media Services Staff (paraprofessional)	1.00	--
Psychologist	1.00	--
Social Worker	0.00	--
Nurse	1.00	--
Speech/Language/Hearing Specialist	1.00	--
Resource Specialist (non-teaching)	0.00	--
Other	0.00	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

#### Textbook Information

This section provides 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.

All students at Lincoln have access to state-approved and district adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007-08 school year and new math texts in 2008-09. In addition, we adopted a new math curriculum for the 8th grade Essentials course in 2011-12. In 2009-10 we implemented the newly adopted English Language Arts textbooks. All students, including English Learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to Board approval.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Lincoln Middle School had no textbook insufficiency for 2011-12.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	CA McDougal-Littell Literature	2009
History-Social Science	History Alive	2006
Mathematics	CA Mathematics Geometry/Holt	2008
Mathematics	CA Mathematics/Holt	2008
Mathematics	Springboard Middle School III/College Board	2011
Mathematics	CA Mathematics Algebra/Holt	2008
Science	Focus on Science	2007

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual & Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 10/20/2011

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$4,830.00	\$81.00	\$4,749.00	\$71,372.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-33.75 %	3.89 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-14.87 %	5.19 %

### Types of Services Funded (Fiscal Year 2010-11)

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

We use Lottery Funds to purchase supplemental instructional materials for our core classes as well as for AVID (Advancement Via Individual Achievement) and ELD (English Language Development) programs. Our TIER III help provide our teachers with professional development opportunities such as participating in Lesson Link, Learning Walks, attending conferences, grading and norming. These funds cover subs needed, hourly teacher pay and/or conference and travel monies. We use Equity Fund and Gift Money to support student groups who are not performing as well as the school as a whole through mentoring and support programs; AVID (for program support, conference and travel for training, field trips for students and paying college aged tutors); and our Transition Program with our elementary feeder schools so that the transition from 5th to 6th grade is as smooth as possible. Our PTSA generously provides teachers accounts to purchase extra supplies that are not covered by the school, copiers, technology (such as response clickers in our science classrooms to provide immediate feedback for experiment purposes) as well as many other activities including parent educational evenings, grade level enrichment activities in history, core projects and reward activities and more!

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## Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,129.00	\$41,035.00
<b>Mid-Range Teacher Salary</b>	\$64,397.00	\$65,412.00
<b>Highest Teacher Salary</b>	\$86,700.00	\$84,837.00
<b>Average Principal Salary (Elementary)</b>	\$107,067.00	\$106,217.00
<b>Average Principal Salary (Middle)</b>	\$115,686.00	\$111,763.00
<b>Average Principal Salary (High)</b>	\$127,150.00	\$121,538.00
<b>Superintendent Salary</b>	\$213,994.00	\$197,275.00
<b>Percent of Budget for Teacher Salaries</b>	40.0%	39.0%
<b>Percent of Budget for Administrative Salaries</b>	6.0%	5.0%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	78%	81%	82%	68%	70%	72%	50%	52%	54%
Mathematics	65%	66%	71%	56%	59%	60%	46%	48%	50%
Science	80%	80%	85%	69%	70%	74%	50%	53%	56%
History-Social Science	72%	72%	80%	57%	54%	62%	41%	44%	48%

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## Standardized Testing and Reporting 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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	67%	42%	67%	54%
American Indian or Alaska Native				
Asian	89%	85%	88%	84%
Filipino				
Hispanic or Latino	61%	47%	63%	57%
Pacific Islander				
Two or More Races	89%	78%	94%	85%
White (not Hispanic)	88%	77%	90%	87%
Male	79%	72%	87%	81%
Female	85%	69%	81%	78%
Economically Disadvantaged	59%	44%	68%	57%
English Learners	42%	45%	57%	43%
Students with Disabilities	52%	40%	46%	35%
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2010-11)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	19.00%	28.30%	36.40%
9			

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## X. 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 API Web page 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	2008	2009	2010
Statewide	10	9	10
Similar Schools	9	5	5

### API Performance Index Growth 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	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	1,081	902	8,528	855	4,683,676	778	-5	16	9
African American	49	802	516	731	317,856	696	--	--	--
American Indian or Alaska Native	3	--	12	831	33,774	733	--	--	--
Asian	98	977	498	929	398,869	898	-13	18	--
Filipino	8	--	44	890	123,245	859	--	--	--
Hispanic or Latino	208	797	2,639	784	2,406,749	729	-20	7	0
Pacific Islander	5	--	32	881	26,953	764	--	--	--
Two or More Races	72	921	533	885	76,766	836	N/D	--	--
White (not Hispanic)	938	930	4,246	902	1,258,831	--	-3	19	9
Socioeconomically Disadvantaged	196	785	2,356	756	2,731,843	726	-14	6	16
English Learners	187	846	1,491	780	1,521,844	707	--	10	15
Students with Disabilities	93	656	911	621	521,815	595	--	--	--

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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 AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2010-11)

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
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	Yes	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	Yes

## Federal Intervention Program (School Year 2011-12)

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 AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not Title I	
<b>First Year of Program Improvement</b>		2012
<b>Year in Program Improvement</b>		1
<b>Number of Schools Currently in Program Improvement</b>		1
<b>Percent of Schools Currently in Program Improvement</b>		6.3%

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of district-wide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- \*Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences and Learning Walks
- \*Literacy and Mathematics – standards-based curriculum and instructional delivery
- \*Using data to improve classroom instruction
- \*Culturally relevant and responsive pedagogy
- \*Supporting students with special needs
- \*Differentiated instruction for all students, including English learners
- \*Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or after school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to 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. At Lincoln we focus on the above district initiatives as well as putting emphasis on incorporating technology into all curricular areas and strengthening school-home communication.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
<b>Annual number of school days dedicated to staff development</b>	3	1	1