

Lincoln Middle School

1501 California Ave. • Santa Monica, CA 90403-4305 • (310) 393-9227 • Grades 6-8
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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

Oscar de la Torre
Craig Foster
Maria Leon-Vazquez
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Ralph Mechur
Jon Kean, Vice President
Laurie Lieberman

District Administration

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**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
Resources**
Melody Canady
**Asst. Superintendent, Business &
Fiscal Services**

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 rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the intellectual, artistic, technological, physical and social expression.

School Description

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

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

Lincoln Middle School Mission Statement

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

Principal Culpepper's Vision

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	376
Grade 7	339
Grade 8	362
Total Enrollment	1,077

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.2
Asian	7.5
Filipino	1.2
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.1
White	60.0
Socioeconomically Disadvantaged	16.2
English Learners	7.1
Students with Disabilities	10.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln Middle School	16-17	17-18	18-19
With Full Credential	46		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Middle School	16-17	17-18	18-19
Teachers of English Learners	3		
Total Teacher Misassignments	3		
Vacant Teacher Positions	0		

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015 The textbooks listed are from most recent adoption: Yes
Science	Focus on Science, Prentice Hall 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes
History-Social Science	History Alive!, TCI 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

2018 saw the completion of a new soccer field and track complete with new restrooms. We were also able to address the roof at the theater by installing complete new roof. We were also able to resurface very badly damage parking lots. With the infusion of operational dollar we will continue to address deferred maintenance issues.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	513: 2. VENT COVER IS MISSING. 7. TWO LIGHT PANELS ARE OUT. ADMIN: 2. HVAC END CAP IS LOOSE. 4. CEILING TILE IS BROKEN. 7. TWO CAN LIGHTS ARE OUT. POOL: 2. VENTILATION DUCTS ARE RUSTED. VENT COVERS ARE MISSING. 11. PAINT IS PEELING ON THE WALL.
Interior: Interior Surfaces	Poor	101: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. HOLE IN WALL ABOVE WHITE BOARD. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 102: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. INSULATION ON PIPE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 103: 4. CEILING TILES ARE TORN. INSULATION ON PIPES IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 105/ COMMUNITY LIASON: 4. CEILING TILES HAVE HOLES (ALSO IN HALLWAY). CEILING TILES ARE BROKEN (HALLWAY). 106: 4. CEILING TILES HAVE HOLES (HALLWAY ALSO). CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. 110/ NURSE: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/14/2017). 112F: 4. CEILING TILE HAS A WATER STAIN. 113A: 4. CEILING TILE IS BROKEN. 120: 4. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 15. ONE WINDOW IS UNABLE TO CLOSE/SECURE. 121/ SECURITY OFFICE: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS (HALLWAY) 123: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE WALL. 140: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 202: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO ELECTRICAL COVERS ARE MISSING. TWO ELECTRICAL COVERS ARE BROKEN. 204: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 205: 4. CEILING TILE T-BAR IS LOOSE/BROKEN. CEILING TILE IS BROKEN.

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		<p>206: 4. CEILING TILES HAVE HOLES. 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>210: 4. RUBBER MOLDING IS MISSING IN HALLWAY.</p> <p>211: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>215/ LOUNGE: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>217: 4. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>222: 4. CABINET DOOR IS BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>223: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO WALL NEAR WINDOWS (PAINT IS STARTING TO PEEL). 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>310: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>311: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 6. COCKROACH PRESENT. 7. TEACHER IS TAPED OVER OUTLET.</p> <p>312: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. HOLE IN WALL (HALLWAY). 11. PAINT IS PEELING ON THE WALL.</p> <p>321: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.</p> <p>322: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CRWATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>324: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>402: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>501: 4. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. FENCE POSTS ARE RUSTED AND CEMENT IS CHIPPING.</p>

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		<p>503: 4. WALL PAPER IS TORN. 10. PLUG IN AIR FRESHENER. 14. TOP OF LOCKERS IS LOOSE</p> <p>504: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>506: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING.</p> <p>507: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON PIPES.</p> <p>508: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS BROKEN.</p> <p>602: 4. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING.</p> <p>ADMIN: 2. HVAC END CAP IS LOOSE. 4. CEILING TILE IS BROKEN. 7. TWO CAN LIGHTS ARE OUT.</p> <p>BOYS REST ROOM: 4. CEILING TILE IS BROKEN (HALLWAY). 8. ONE TOILET IS LOOSE AT THE BASE. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>CONFERENCE: 4. CEILING TILE HAS A HOLE.</p> <p>COPY ROOM/ 801: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>GIRLS LOCKER ROOM: 4. CEILING TILES ARE MISSING. TOP OF LOCKERS IS LOOSE. STALL DIVIDER IS BENT. 7. EIGHT LIGHT PANELS ARE OUT.</p> <p>GIRLS REST ROOM: 4. SOAP DISPENSER IS LOOSE FROM WALL.</p> <p>GIRLS REST ROOM: 4. WALL TILES ARE MISSING.</p> <p>GYM: 4. CEILING TILES HAVE HOLES (FOYER). CEILING TILES ARE MISSING (FOYER). 12. STUCCO IS CHIPPING ON EXTERIOR WALL.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>102: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. INSULATION ON PIPE IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>112B: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>140: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>153/ CHORUS: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

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		<p>209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR HANDLE STICKS.</p> <p>211: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>217: 4. WATER DAMAGE TO WALLS AROUND WINDOWS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>311: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 6. COCKROACH PRESENT. 7. TEACHER IS TAPED OVER OUTLET.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>BOYS REST ROOM: 5. ROOM HAS A STRONG ODOR. 7. ONE LIGHT PANEL IS OUT.</p>
<p>Electrical: Electrical</p>	<p align="center">Poor</p>	<p>101: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. HOLE IN WALL ABOVE WHITE BOARD. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>108/ CUSTODIAL: 7. ONLY ONE OF FOUR LIGHT BULBS IS WORKING.</p> <p>110/ NURSE: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/14/2017).</p> <p>120: 4. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 15. ONE WINDOW IS UNABLE TO CLOSE/SECURE.</p> <p>123: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE WALL.</p> <p>202: 4. CEILING TILES HAVE WATER STAINS (HALLWAY ALSO). CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO ELECTRICAL COVERS ARE MISSING. TWO ELECTRICAL COVERS ARE BROKEN.</p> <p>203: 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>204: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN.</p> <p>206: 4. CEILING TILES HAVE HOLES. 7. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR HANDLE STICKS.</p> <p>212: 7. THREE LIGHT PANELS ARE OUT.</p> <p>216: 7. TWO LIGHT PANELS ARE OUT.</p> <p>218: 7. TWO LIGHT PANELS ARE OUT.</p>

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		<p>222: 4. CABINET DOOR IS BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>223: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO WALL NEAR WINDOWS (PAINT IS STARTING TO PEEL). 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>255: 7. THREE EXTERIOR LIGHTS ARE OUT.</p> <p>262: 7. ONE LIGHT PANEL IS OUT.</p> <p>308: 7. ONE LIGHT PANEL IS OUT.</p> <p>310: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>311: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 6. COCKROACH PRESENT. 7. TEACHER IS TAPED OVER OUTLET.</p> <p>322: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CRWATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>400: 7. TWO LIGHT DIFFUSERS ARE MISSING.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>402: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>403: 7. ALL LIGHT DIFFUSERS ARE MISSING.</p> <p>501: 4. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. FENCE POSTS ARE RUSTED AND CEMENT IS CHIPPING.</p> <p>504: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSER IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>507: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON PIPES.</p> <p>508: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL COVER IS BROKEN.</p> <p>512: 7. ONE LIGHT PANEL IS OUT (HALLWAY)</p> <p>513: 2. VENT COVER IS MISSING. 7. TWO LIGHT PANELS ARE OUT.</p>

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		<p>ACTIVITY ROOM: 7. OLD THERMOSTAT COVER IS MISSING.</p> <p>ADMIN: 2. HVAC END CAP IS LOOSE. 4. CEILING TILE IS BROKEN. 7. TWO CAN LIGHTS ARE OUT.</p> <p>BOYS REST ROOM: 5. ROOM HAS A STRONG ODOR. 7. ONE LIGHT PANEL IS OUT.</p> <p>BOYS REST ROOM: 7. ONE CAN LIGHT IS OUT.</p> <p>GIRLS LOCKER ROOM: 4. CEILING TILES ARE MISSING. TOP OF LOCKERS IS LOOSE. STALL DIVIDER IS BENT. 7. EIGHT LIGHT PANELS ARE OUT.</p> <p>GIRLS LOCKER ROOM: 7. HAND DRYER BUTTON IS MISSING. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE WALL AT ENTRY.</p> <p>GIRLS REST ROOM: 7. TWO CAN LIGHTS ARE OUT.</p> <p>LOUNGE: 7. THREE LIGHT PANELS ARE OUT.</p> <p>PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/15/2017).</p> <p>UNISEX REST ROOM: 7. LIGHT DIFFUSER IS MISSING.</p> <p>WOMENS REST ROOM: 7. TWO CAN LIGHTS ARE OUT. ONE CAN LIGHT IS OUT (HALLWAY). 8. ONE TOILET CONSTANTLY RUNS. ONE TOILET IS OUT OF ORDER/LOCKED.</p> <p>WOMENS REST ROOM: 7. TWO LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING AT ENTRY.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p align="center">Fair</p>	<p>156B/ OFFICE: 9. FAUCET LEAKS AT FITTING.</p> <p>322: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CRWATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT. 9. ONE FAUCET IS LOOSE AT THE BASE.</p> <p>324: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>402: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS LOCKER ROOM: 7. ONE LIGHT PANEL IS OUT. 9. FAUCETS HAVE A LOW</p>

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System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>FLOW. 11. PAINT IS PEELING ON THE WALL.</p> <p>BOYS REST ROOM: 4. CEILING TILE IS BROKEN (HALLWAY). 8. ONE TOILET IS LOOSE AT THE BASE. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>BOYS REST ROOM: 8. REST ROOM IS OUT OF ORDER.</p> <p>GIRLS LOCKER ROOM: 7. HAND DRYER BUTTON IS MISSING. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE WALL AT ENTRY.</p> <p>UNISEX REST ROOM: 9. FAUCET LEAKS AT HANDLE.</p> <p>WOMENS REST ROOM: 7. TWO CAN LIGHTS ARE OUT. ONE CAN LIGHT IS OUT (HALLWAY). 8. ONE TOILET CONSTANTLY RUNS. ONE TOILET IS OUT OF ORDER/LOCKED.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p align="center">Good</p>	<p>110/ NURSE: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/14/2017).</p> <p>123: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE WALL.</p> <p>215/ LOUNGE: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>220: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>222: 4. CABINET DOOR IS BROKEN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>503: 4. WALL PAPER IS TORN. 10. PLUG IN AIR FRESHENER. 14. TOP OF LOCKERS IS LOOSE</p> <p>507: 4. CEILING TILES ARE LOOSE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON PIPES.</p> <p>AUDITORIUM: 11. PAINT IS PEELING ON WALL.</p> <p>BOYS REST ROOM: 4. CEILING TILE IS BROKEN (HALLWAY). 8. ONE TOILET IS LOOSE AT THE BASE. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET IS LOOSE AT THE BASE. 11. PAINT IS PEELING ON THE CEILING.</p> <p>GIRLS LOCKER ROOM: 7. HAND DRYER BUTTON IS MISSING. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE WALL AT ENTRY.</p> <p>POOL: 2. VENTILATION DUCTS ARE RUSTED. VENT COVERS ARE MISSING. 11. PAINT IS PEELING ON THE WALL.</p> <p>PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. FIRE</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		EXTINGUISHER TAG IS OUTDATED (AUGUST/15/2017). STORAGE: 11. PAINT IS PEELING ON CEILING. UNISEX REST ROOM: 10. EMERGENCY LIGHT IS LOOSE/BROKEN. WOMENS REST ROOM (STAGE): 11. PAINT IS PEELING ON CEILING.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	120: 4. CEILING TILE IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 15. ONE WINDOW IS UNABLE TO CLOSE/SECURE. 209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR HANDLE STICKS. 502: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. MULTIPLE LIGHT BULBS ARE OUT. 15. FENCE POSTS ARE RUSTED AND CEMENT IS CHIPPING. 503: 4. WALL PAPER IS TORN. 10. PLUG IN AIR FRESHENER. 14. TOP OF LOCKERS IS LOOSE GYM: 4. CEILING TILES HAVE HOLES (FOYER). CEILING TILES ARE MISSING (FOYER). 12. STUCCO IS CHIPPING ON EXTERIOR WALL. LIBRARY/ 156: 15. DOOR DOESN'T SHUT PROPERLY.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	80.0	79.0	74.0	75.0	48.0	50.0
Math	64.0	66.0	61.0	61.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.5	29.0	32.6

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1071	1045	97.57	79.04
Male	552	537	97.28	74.30
Female	519	508	97.88	84.06
Black or African American	61	60	98.36	51.67
American Indian or Alaska Native	--	--	--	--
Asian	82	78	95.12	78.21
Filipino	11	11	100.00	72.73
Hispanic or Latino	198	195	98.48	58.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	638	621	97.34	87.28
Two or More Races	76	75	98.68	89.33
Socioeconomically Disadvantaged	186	183	98.39	58.47
English Learners	160	152	95.00	57.24
Students with Disabilities	98	94	95.92	37.23
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,071	1,049	97.95	66.03
Male	551	536	97.28	65.86
Female	520	513	98.65	66.21
Black or African American	59	57	96.61	41.07
American Indian or Alaska Native	--	--	--	--
Asian	82	82	100	76.83
Filipino	11	11	100	63.64
Hispanic or Latino	198	195	98.48	36.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	640	624	97.5	75.48
Two or More Races	76	75	98.68	73.33
Socioeconomically Disadvantaged	185	181	97.84	41.11
English Learners	160	159	99.38	44.03
Students with Disabilities	100	94	94	25.53
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

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

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

Parents can help support LMS by serving on our English Language Advisory Committee (ELAC), School Site Council (SSC), Olweus Bullying Prevention Coordinating Committee (OBPCC), Advancement Via Individual Determination (AVID) Site Team, or our School Safety Committee. Visit <http://www.lincoln.smmusd.org> to learn more. Parents are invited to participate in our ongoing Special Education Support Group meetings as well as various parent education opportunities on a variety of topics.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

School Safety

We have three full-time security officers who work a staggered schedule five days a week which allows us to have at least one officer on campus from 7:30am - 4:30pm. Their primary responsibilities are to screen campus visitors at the entrance and to patrol the campus and the buildings throughout the day. The office staff and administrators maintain contact with the security officers via radios. 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 man this gate during school hours. Visitors are signed in using our Raptor Visitor Management System. The typical classroom space is large enough to accommodate the class size of 32-36 students. Grade levels are located in the same area of the building, and the interdisciplinary teams are located next door or across the hall from each other which allows for better collaboration and communication. We have a systematic emergency evacuation plan that is used for both fire drills and earthquake drills. For drills or emergency during class time, students stay with their current teacher. If an emergency occurs before school or during an unstructured time, students are informed of the correct path to take to the field on the north side of the school where they meet their Homebase teachers for attendance and further instructions. Administrators and classified staff have specific duties during drills from gathering attendance sheets to securing grounds and looking for victims. An emergency drill is conducted once every six weeks, and an earthquake drill is conducted at least twice each year. In addition to fire and earthquake drills, we also have a lockdown drill procedure. This drill is rehearsed every six weeks—during classroom time and during “free” time such as during nutrition, lunch, or passing periods.

The School Safety Plan was most recently reviewed and discussed with school faculty in August 2018. Lincoln's Emergency Safety Plan is updated each year at the end of December and approved by the SSC in January.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	3.1	3.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	21.0	22.0	13	14	11	11	12	16	9	9	6
Mathematics	23.0	23.0	23.0	10	10	8	18	16	18	3	5	5
Science	29.0	28.0	27.0	4	4	5	4	7	7	16	14	14
Social Science	29.0	28.0	27.0	4	4	5	9	5	11	11	16	10

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

Professional Development provided for Teachers

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

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link and Learning Walks
- Literacy and Mathematics—standards-based curriculum and instructional delivery, as well as transitioning from California State Standards to Common Core State Standards.
- Using data to improve classroom instruction
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Board Teachers, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification are supported in their efforts.

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

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

- Developing Effective School Leadership Teams and Professional Learning Communities
- Literacy and Mathematics—standards-based curriculum and instructional delivery
- Using data (formative & summative) to improve classroom instruction
- Social-Emotional Supports for Students
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners
- Integration of Technology into classroom instruction
- Blended Learning

A variety of methodologies are used to provide professional development, including coaching, mentoring and modeling. The numbers of days dedicated to professional development is determined by the district school calendar. For the 2015-19 school years, there was one full day for site-based professional development each school year. We use site funds to allow additional opportunities for teachers to work together to impact student learning. Common activities include norming, learning new curriculum, learning walks, attending conferences and other trainings offered outside of our district.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$49,512
Mid-Range Teacher Salary	\$74,444	\$77,880
Highest Teacher Salary	\$100,278	\$96,387
Average Principal Salary (ES)	\$124,840	\$123,139
Average Principal Salary (MS)	\$138,074	\$129,919
Average Principal Salary (HS)	\$150,077	\$140,111
Superintendent Salary	\$200,000	\$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

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

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,336	\$36	\$6,300	\$83,668
District	♦	♦		\$82,581
State	♦	♦	\$7,125	\$79,665
Percent Difference: School Site/District				1.3
Percent Difference: School Site/ State				-12.3
				4.9

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.