

Mable Barron Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Mable Barron Elementary School
Street	6835 Cumberland Pl.

City, State, Zip	Stockton, CA, 95219-3238
Phone Number	(209) 953-8795
Principal	Karen Ridley
Email Address	kridley@lusd.net
School Website	https://mb.lusd.net/
County-District-School (CDS) Code	39685696095210

2023-24 District Contact Information

District Name	Lincoln Unified School District
Phone Number	209-953-8700
Superintendent	Kelly Dextraze
Email Address	kdextraze@lusd.net
District Website	www.lusd.net

2023-24 School Description and Mission Statement

Mable Barron Elementary, a pre-school through 8th grade school established in 1975, is a neighborhood school that holds academic achievement and community relationships as its bedrock values. Our purpose is to serve our students and their families in their advancement toward academic and social-emotional growth, connection to school, and a mindset of life-long learning. We do so by fostering a family atmosphere where all families are welcomed with open arms. Some things that make Mable Barron unique are our inclusive school-wide events such as our Family Fun Night Fall Festival, Spring Family Dinner, Family Dodgeball Tournament, monthly Character Trait, and Jog-a-Thon, all supported by our robust PTSA. We hold school-wide flag salutes every Friday morning of each week, and a monthly Friday flag salute where the student body gathers to hear musical performances by various grade levels, hear announcements, celebrate the highest number of words read from each grade level, recognize students with monthly character trait awards, and sing the Pioneer school song. Our Leadership class hosts athletic tournaments during lunch hours, as well as dances and rallies for our upper grades. All of these elements combine to provide a wide-ranging and positive experience for students and their families.

We are proud of the services we provide to a very diverse student body and community. Mable Barron school houses three full-day kindergarten classes, two classes in grades 4th and 5th, three classes in 1st through 3rd grade and 6th grade, five 7th-8th grade classes, two pre-school classes, and one transitional kindergarten class, during the school day. We support our students with special needs by offering Resource and Speech services to students who qualify. We also house a San Joaquin County Office of Education class where students receive ABA (Applied Behavioral Analysis) services. Our Title 1 program provides literacy support services for students identified as being in need of academic assistance, and we have push-in language arts intervention for students in primary grades who require similar support. We embed ELD instruction in all of our classes in every grade. Our ASES (After-School Education and Safety) program provides supervisory extended day care and academic support outside of the school day for students in grades TK-6.

We monitor each student's academic progress through regular assessment using the following tools: Amplify DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in grades 1-3, iReady Reading and Math in grades 1-8, and CAASPP results (California Assessment for Student Progress and Performance) in grades 3-8. Amplify DIBELS is administered at regular intervals for students in grades 1-3 throughout the year, and in an ongoing manner for students whose results indicate the need for intensive support. iReady diagnostics are administered four times annually, and the CAASPP is administered annually in the spring.

Mission Statement:

Mable Barron's mission is to provide an academically rigorous program for a diverse community of learners, to bolster every student's feelings of self-worth and cross-cultural understanding, and to prepare every student to confidently navigate their world, today and henceforth. Mable Barron students will develop an understanding of the importance of a strong work ethic, relationships, perseverance, and education in their life-long journey.

2023-24 School Description and Mission Statement

The over-arching goals of our school are for our students' skills in both English and Language Arts and math to improve over the course of every scholastic year as evidenced by CAASPP and standards-based assessment results; to understand and meet the needs of all students; to provide a learning environment that is supportive, rigorous and appropriate for all students and their families as we continue to learn how to best support students and families in a remote learning environment; and that all English learners will show growth towards meeting English language proficiency and grade level academic standards.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	73
Grade 2	73
Grade 3	65
Grade 4	68
Grade 5	88
Grade 6	92
Grade 7	49
Grade 8	70
Total Enrollment	672

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.6%
Asian	7.1%
Black or African American	10.3%
Filipino	3.3%
Hispanic or Latino	54%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7.7%
White	16.7%
English Learners	12.4%
Foster Youth	0.4%
Homeless	3%
Migrant	0.1%
Socioeconomically Disadvantaged	58.3%
Students with Disabilities	9.2%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	75.76	350.40	79.19	228366.10	83.12
Intern Credential Holders Properly Assigned	2.50	7.58	19.60	4.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	6.06	11.60	2.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	6.06	38.20	8.64	12115.80	4.41
Unknown	1.50	4.55	22.50	5.10	18854.30	6.86
Total Teaching Positions	33.00	100.00	442.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	74.24	340.20	78.99	234405.20	84.00
Intern Credential Holders Properly Assigned	4.00	12.88	22.60	5.25	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.00	1.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	6.44	32.10	7.45	11953.10	4.28
Unknown	2.00	6.44	27.60	6.42	15831.90	5.67
Total Teaching Positions	31.00	100.00	430.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.00	2.00
Total Out-of-Field Teachers	2.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Following a public hearing the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have textbooks or instructional materials, or both, to use in class or to take home.

Year and month in which the data were collected	September 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders Adoption Year 2023 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill WondersWorks California, 2017 Edition Adoption Year 2016 McGraw-Hill CA StudySync, 2017 Edition Adoption Year 2017	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	Yes	0%
Foreign Language			0%
Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
Visual and Performing Arts			0%

School Facility Conditions and Planned Improvements

The Mable Barron school grounds and facilities are large and contain sufficient classroom, playground and staff spaces to support teaching and learning. The general condition of our facilities is quite good. We went through a re-model of our main building five years ago and the building was completely upgraded to twenty-first century standards. Our 7/8 grade wing was upgraded/re-modeled nine years ago and is in very good condition. Our pre-school classroom was added four years ago and is in excellent condition. The remainder of our out-buildings (multi-use room, two classroom wings) are in good condition. All buildings are cleaned daily by our custodial staff and are very well-kept. All of our playground equipment is current, meets all applicable safety codes, and is cleaned on a regular basis.

Student safety is our top priority. A full-time district safety officer, whose duties include monitoring our campus, our students, and our parking lot before, during and after school hours, is stationed at our school every day. Besides our safety officer, we have a principal, assistant principal and campus monitors who supervise the campus to ensure safety. We conduct monthly fire drills and lockdown drills twice/yearly to familiarize our teachers and students with the procedures to be followed in case of emergencies. Our ASES program participates in these drills, as well.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	39	44	45	47	46
Mathematics (grades 3-8 and 11)	25	26	27	28	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	441	430	97.51	2.49	39.07
Female	221	214	96.83	3.17	45.33
Male	220	216	98.18	1.82	32.87
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	48.15
Black or African American	40	39	97.50	2.50	17.95
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	250	249	99.60	0.40	34.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	37.50
White	74	68	91.89	8.11	61.76
English Learners	48	45	93.75	6.25	17.78
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	203	199	98.03	1.97	31.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	40	95.24	4.76	17.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	427	97.27	2.73	25.82
Female	220	213	96.82	3.18	25.00
Male	219	214	97.72	2.28	26.64
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	39.29
Black or African American	40	39	97.50	2.50	12.82
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	248	245	98.79	1.21	20.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	31.25
White	74	68	91.89	8.11	42.65
English Learners	48	46	95.83	4.17	13.04
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	203	199	98.03	1.97	18.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	40	95.24	4.76	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.30	23.57	22.23	24.92	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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All Students	158	157	99.37	0.63	23.57
Female	73	72	98.63	1.37	25.00
Male	85	85	100.00	0.00	22.35
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	27.27
Black or African American	16	16	100.00	0.00	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	96	96	100.00	0.00	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	36.36
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	76	100.00	0.00	11.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	7.14

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	100%	100%	100%	100%
Grade 7	100%	93%	100%	97%	100%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental involvement is strong at Mable Barron. Our PTSA is actively engaged in multiple events throughout the year and regularly provides financial assistance (through teacher classroom donations, field trips, library replenishment, etc.) and in-person support (classroom parent representatives, volunteering for school events, picture day, vision screening, etc.). Parental involvement is seen inside of the classroom and on campus from parents who have cleared the fingerprinting requirement. Our English Learner Advisory Committee (ELAC), which consists of parents, our principal, Title 1 teacher, translators, and other support staff, meets monthly to address the needs of our families whose primary language at home is language other than English. Our School Site Council, which usually consists of parents, community members, classified staff, teachers and administration, meets monthly to analyze data, identify school needs, and develop our School Plan for Student Achievement (SPSA), as well as our Crisis and Safety Plan. For more information on becoming involved contact the Mable Barron school office at 209-953-8795.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	737	720	258	35.8
Female	362	353	134	38.0
Male	374	366	124	33.9
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	52	51	12	23.5
Black or African American	82	80	37	46.3
Filipino	22	22	7	31.8
Hispanic or Latino	399	390	156	40.0
Native Hawaiian or Pacific Islander	3	1	1	100.0
Two or More Races	55	54	18	33.3
White	118	117	26	22.2
English Learners	97	95	35	36.8
Foster Youth	6	6	4	66.7
Homeless	29	29	24	82.8
Socioeconomically Disadvantaged	467	462	197	42.6
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	87	84	31	36.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.39	5.42	4.21	1.00	6.62	6.80	0.20	3.17	3.60
Expulsions	0.00	0.53	0.68	0.02	0.76	0.61	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.21	0.68
Female	3.59	0.83
Male	4.81	0.53
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	13.41	2.44
Filipino	0	0
Hispanic or Latino	3.26	0.25
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.82	1.82
White	5.08	0.85
English Learners	1.03	0
Foster Youth	0	0
Homeless	3.45	0
Socioeconomically Disadvantaged	5.78	1.07
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.9	2.3

2023-24 School Safety Plan

Emergency Response Procedures were developed in coordination with the California Safe Schools program and are revised and updated each year with the support of LUSD security and LUSD School Resource Officer. These are detailed in the School Safety Plan and support responses needed depending on the type of emergency. The staff is trained on procedures to follow during an emergency. The staff and students participate in regular drills to practice the procedures. The School Safety Plan was last reviewed and updated in February 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4		
1	22		3	
2	22		3	
3	24		3	
4	25		3	
5	29		3	
6	32		2	
Other	8	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	22		3	
2	22		3	
3	23		3	
4	29		3	
5	28		3	
6	30		3	
Other	11	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	24	0	3	0
2	24	0	3	0
3	22	0	3	0
4	34	0	0	1
5	29	0	3	0
6	31	0	3	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	672

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,738	\$482	\$3,256	\$60,502
District	N/A	N/A	\$4,878	\$81,043
Percent Difference - School Site and District	N/A	N/A	-39.9	-22.1
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-67.8	-31.5

Fiscal Year 2022-23 Types of Services Funded

Our robust Title 1 program provides literacy support services for our diverse group of students identified as being in need of academic assistance. Our Title I teacher, Intervention teacher, and paraprofessional support students in the areas of English Arts.

We support our students with special needs by offering Resource and Speech services to students who qualify. We also have a San Joaquin County Office of Education class where students receive ABA (Applied Behavioral Analysis) services.

In 7th and 8th grade we have an Advisory where our teachers, counselor, and our assistant principal conducts skills/self-management sessions with our 8th graders.

We utilize small group instruction in all grades to support students at varying current skill levels.

Our ASES (After-School Education and Safety) program provides extended daycare and academic support outside of the school day for students in grades K-6.

We offer a STEAM plus tutoring after school program once weekly that is geared towards math and science enrichment and academic support.

Many of our teachers provide tutoring services during lunch and/or after school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,902	\$54,190
Mid-Range Teacher Salary	\$77,966	\$85,111
Highest Teacher Salary	\$106,702	\$104,999
Average Principal Salary (Elementary)	\$137,656	\$132,492
Average Principal Salary (Middle)	\$137,656	\$140,987
Average Principal Salary (High)	\$172,684	\$153,884
Superintendent Salary	\$238,213	\$255,503
Percent of Budget for Teacher Salaries	33.22%	32.09%
Percent of Budget for Administrative Salaries	5.93%	5.25%

Professional Development

Lincoln Unified School District provides two professional development days for staff annually as part of the contract. Early dismissal on Mondays also provides teachers with additional time each week to collaborate and articulate with other grade level or department teachers. Teachers work in teams to analyze data, determine essential standards, engage in educator-related book studies, and plan instruction. Professional learning is provided to support implementation of new curriculum, best practices and instructional strategies to support the achievement of all students. In addition, new teachers are provided with three days of professional learning before the start of school each year. Our goal is to continue to have a highly trained professional staff that supports success for all students in the classroom. Lincoln Unified School District is committed to supporting school district staff through quality professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	4