

Mable Barron Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Jeff Fleak
Email Address	jfleak@lusd.net
School Website	https://mb.lusd.net/
Grade Span	K-8
County-District-School (CDS) Code	39685696095210

2024-25 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

2024-25 School Description and Mission Statement

Mable Barron Elementary, a preschool through 8th grade school established in 1975, is a neighborhood school with 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 foster 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, monthly Character Trait awards, and Jog-a-Thon, all supported by our robust PTSA. We hold school-wide flag salutes on the last Friday morning of each month. The flag salute is where the student body gathers to hear musical performances by various grade levels, hear

2024-25 School Description and Mission Statement

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. These elements provide a wide-ranging and positive experience for students and their families.

We are proud of our services to a diverse student body and community. Mable Barron school houses three full-day kindergarten classes, two in grades 4th and 5th, three in 1st through 3rd grade, six in 7th-8th grade classes, two in preschool, and one in transitional kindergarten class during the school day. We also house two SDC (Special Day Class) classes, one is for 1st and 2nd graders and one is for 4th through 8th. 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 needing academic assistance, and we have push-in language arts intervention for students in primary grades who require similar support. We embed ELD instruction in every grade of our classes. Our ASES (After-School Education and Safety) program provides supervisory extended daycare 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 regularly for students in grades 1-3 throughout the year and continuously 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 navigate their world today confidently. Mable Barron students will develop an understanding of the importance of a strong work ethic, relationships, perseverance, and education in their life-long journey.

The over-arching goals of our school are for our students' skills in both English and Language Arts and math to improve over 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	68
Grade 2	72
Grade 3	72
Grade 4	63
Grade 5	68
Grade 6	94
Grade 7	79
Grade 8	55
Total Enrollment	662

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	6.5
Black or African American	12.5
Filipino	2
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8
White	16.3
English Learners	11.9
Foster Youth	0.3
Homeless	5.4
Migrant	0.6
Socioeconomically Disadvantaged	69.9
Students with Disabilities	11

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	21.00	77.53	315.70	79.39	231142.40	100.00
Intern Credential Holders Properly Assigned	3.00	11.05	23.80	5.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.43	19.30	4.86	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	7.96	29.00	7.31	11746.90	4.23
Unknown/Incomplete/NA	0.20	0.96	9.70	2.45	14303.80	5.15
Total Teaching Positions	27.10	100.00	397.70	100.00	277698	100

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	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	1.00	0.00	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	0.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.5
Local Assignment Options	2.00	2.00	1.6
Total Out-of-Field Teachers	2.00	2.00	2.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.60	0	4.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.30	0	0

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

2024-25 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 Dec 2024

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	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	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%

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

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.

Year and month of the most recent FIT report

December 2024

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	37	45	41	46	47
Mathematics (grades 3-8 and 11)	26	22	28	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	425	418	98.35	1.65	36.84
Female	217	214	98.62	1.38	42.99
Male	208	204	98.08	1.92	30.39
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	48.15
Black or African American	49	48	97.96	2.04	20.83
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	235	232	98.72	1.28	34.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	28.13
White	69	66	95.65	4.35	54.55
English Learners	35	35	100.00	0.00	17.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	292	289	98.97	1.03	32.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	45	97.83	2.17	6.67

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	426	416	97.65	2.35	21.93
Female	217	213	98.16	1.84	22.17
Male	209	203	97.13	2.87	21.67
American Indian or Alaska Native	--	--	--	--	--
Asian	27	27	100.00	0.00	29.63
Black or African American	49	47	95.92	4.08	10.64
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	235	231	98.30	1.70	16.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	32	96.97	3.03	25.00
White	69	66	95.65	4.35	39.39
English Learners	35	35	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	293	287	97.95	2.05	17.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	46	45	97.83	2.17	2.22

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.57	13.68	24.92	25.81	30.29	30.73

2023-24 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
All Students	120	117	97.50	2.50	13.68
Female	63	62	98.41	1.59	12.90
Male	57	55	96.49	3.51	14.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	66	65	98.48	1.52	10.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	16.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	2.35	8.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

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.

2023-24 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 requires only participation results 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
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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.

2024-25 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 Single Plan for Student Achievement (SPSA) and our Crisis and Safety Plan. Contact the Mable Barron school office at 209-953-8795 for more information on becoming involved.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	729	707	210	29.7
Female	363	351	109	31.1
Male	366	356	101	28.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	45	11	24.4
Black or African American	102	98	34	34.7
Filipino	14	13	3	23.1
Hispanic or Latino	390	378	117	31.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	54	15	27.8
White	115	112	28	25.0
English Learners	87	84	20	23.8
Foster Youth	--	--	--	--
Homeless	43	41	17	41.5
Socioeconomically Disadvantaged	526	508	172	33.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	92	28	30.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	5.42	4.21	8.92	6.62	6.8	5.81	3.17	3.6	3.28
Expulsions	0.53	0.68	1.1	0.76	0.61	0.79	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.92	1.10
Female	7.71	1.65
Male	10.11	0.55
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.89	2.22
Black or African American	12.75	1.96
Filipino	0.00	0.00
Hispanic or Latino	8.72	1.03
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	8.70	0.87
English Learners	6.90	1.15
Foster Youth	0.00	0.00
Homeless	9.30	0.00
Socioeconomically Disadvantaged	9.89	1.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2024.

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.

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		4	
1	24		3	
2	24		3	
3	22		3	
4	34			1
5	29		3	
6	31		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		3	
1	23		3	
2	24		3	
3	24		3	
4	32		2	
5	34			2
6	31		3	

2023-24 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	662

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$86,208
Percent Difference - School Site and District	N/A	N/A	-39.9	-35.0
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-107.2	-44.1

Fiscal Year 2023-24 Types of Services Funded

Our robust Title 1 program provides literacy support services for our diverse group of students identified as needing academic assistance. Our Title I teacher, Intervention teacher, and paraprofessional support students in 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, counselors, and administrative team conduct skills/self-management sessions with our 8th graders.

We utilize small group instruction in all grades to support students with varying 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, which is geared toward math and science enrichment and academic support.

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,745	\$58,855
Mid-Range Teacher Salary	\$83,424	\$92,519
Highest Teacher Salary	\$114,171	\$114,665
Average Principal Salary (Elementary)	\$147,293	\$142,791
Average Principal Salary (Middle)	\$147,293	\$151,078
Average Principal Salary (High)	\$184,773	\$167,094
Superintendent Salary	\$254,890	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

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 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 the 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. LUSD has developed a district-wide LEAP initiative for professional development.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4