

Mable Barron Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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	Angela Morales
Email Address	amorales@lusd.net
School Website	https://mb.lusd.net/
Grade Span	K-8
County-District-School (CDS) Code	39685696095210

2025-26 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

2025-26 School Description and Mission Statement

Mable Barron Elementary is a Preschool through 8th grade neighborhood school established in 1975. The school's bedrock values are academic achievement, family engagement, and strong community partnerships. Our purpose is to support the academic and social-emotional growth of every student, foster meaningful connections to school, and cultivate a mindset of lifelong learning. We intentionally create a welcoming, inclusive environment where all families are valued as partners in their child's education.

Mable Barron is known for its strong school culture and family-centered programming. Signature school-wide events include Family Fun Night/Fall Festival, Spring Family Dinner, monthly Character Trait Awards, and our Jog-A-Thon, all supported by our active PTSA. School-wide flag salutes are held every Friday of each week and serve as a central community-building tradition. During these assemblies, students showcase musical performances, school-wide achievements are celebrated, monthly character awards are presented, reading accomplishments are recognized, and the school community joins together in the Pioneer school song. These traditions promote school pride, student leadership, and family engagement.

Mable Barron serves a diverse student population. The school currently houses: three full-day kindergarten classes, three classes per grade for 1st–3rd grade, two classes each in 4th through 6th grades, six total classes across grades 7–8, two preschool classes, and two transitional kindergarten (TK) classes. The school also includes: three Special Day Classes (SDC): one for grades k-1, 2-3 and one for grades 4–8. Resource Specialist Program (RSP) and Speech services are provided for qualifying students and a San Joaquin County Office of Education ABA classroom provides Applied Behavior Analysis services. Mable Barron is a Title I school and provides targeted literacy intervention services for students identified as needing additional academic support. Push-in Language Arts intervention is provided in grades k-6. Designated and integrated English Language Development (ELD) instruction is embedded at every grade level to support the growth of English Learners. The ASES (After-School Education and Safety) program offers extended-day supervision and academic support for students in grades TK–6 and a homework club is offered four days a week after school Tuesday through Thursday for grades 3-8.

Student academic progress is monitored through multiple measures; Amplify DIBELS for early literacy monitoring in grades 1–3, i-Ready diagnostics in reading and mathematics in grades 1–8, CAASPP for grades 3–8, DIBELS is administered throughout the year for all primary students and more frequently for students needing intensive support. i-Ready diagnostics are administered four times annually, and CAASPP is administered each spring. Standards based assessments are also given in

2025-26 School Description and Mission Statement

five week cycles. These assessments guide instructional planning, intervention placement, and progress monitoring.

Mable Barron's mission is to provide an academically rigorous program for a diverse community of learners, to strengthen every student's sense of self-worth and cross-cultural understanding, and to prepare all students to confidently navigate their world today and in the future. Students will develop a deep understanding of the importance of strong work ethic, positive relationships, perseverance, and education as essential elements of their lifelong journey.

The overarching goals of Mable Barron Elementary are to; increase student achievement in English Language Arts and Mathematics annually, as measured by CAASPP and standards-based assessments, ensure equitable access to high-quality instruction that meets the needs of all students, including English Learners, students with disabilities, and students requiring academic intervention, maintain a safe, supportive, and rigorous learning environment that promotes academic excellence, social-emotional well-being, and positive school climate, provide targeted supports and instructional strategies to ensure English Learners demonstrate continuous progress toward English language proficiency and grade-level academic standards.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	80
Grade 2	73
Grade 3	72
Grade 4	64
Grade 5	67
Grade 6	67
Grade 7	57
Grade 8	81
Total Enrollment	657

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	5.8
Black or African American	13.4
Filipino	2.4
Hispanic or Latino	55.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.1
White	12.8
English Learners	9.3
Foster Youth	0.3
Homeless	7.8
Migrant	0.5
Socioeconomically Disadvantaged	77.6
Students with Disabilities	15.1

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.

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	74.24	340.2	78.99	234405.2	84
Intern Credential Holders Properly Assigned	4	12.88	22.6	5.25	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8	1.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	6.44	32.1	7.45	11953.1	4.28
Unknown/Incomplete/NA	2	6.44	27.6	6.42	15831.9	5.67
Total Teaching Positions	31	100	430.7	100	279044.8	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.

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	77.53	315.7	79.39	231142.4	83.24
Intern Credential Holders Properly Assigned	3	11.05	23.8	5.99	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	2.43	19.3	4.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	7.96	29	7.31	11746.9	4.23
Unknown/Incomplete/NA	0.2	0.96	9.7	2.45	14303.8	5.15
Total Teaching Positions	27.1	100	397.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	82.17	308.9	76.19	230039.4	100
Intern Credential Holders Properly Assigned	1.8	6.52	17.9	4.42	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.57	21.3	5.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	10.7	27.8	6.86	12112.8	4.34
Unknown/Incomplete/NA	0	0	29.4	7.25	13705.8	4.91
Total Teaching Positions	28	100	405.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.6	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.6	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	0
Local Assignment Options	2.00	1.6	3
Total Out-of-Field Teachers	2.00	2.1	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.1	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)	0	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>.

2025-26 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

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	HMH Into Math Adoption Year 2024 iReady Classroom Mathematics Adoption Year 2024	0%
Science	Exploring Science - National Geographic/Cengage Adoption Year 2022 CA Inspire McGraw Hill Adoption Year 2022	0%
History-Social Science	Impact, McGraw Hill Harcourt California, 2019 Edition Adoption Year 2025 Teacher's Curriculum Institute History Alive California Middle School Program, 2017 Edition Adoption Year 2019	0%
Foreign Language		0%

Health	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	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

July 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	40	41	44	47	48
Mathematics (grades 3-8 and 11)	22	29	28	30	35	37

2024-25 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	394	390	98.98	1.02	40.10
Female	198	194	97.98	2.02	39.69
Male	196	196	100.00	0.00	40.51
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	61.54
Black or African American	53	52	98.11	1.89	19.23
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	217	214	98.62	1.38	35.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	44.12
White	51	51	100.00	0.00	64.71
English Learners	34	33	97.06	2.94	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	40.91
Socioeconomically Disadvantaged	299	297	99.33	0.67	35.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	10.00

2024-25 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	394	390	98.98	1.02	29.05
Female	198	194	97.98	2.02	27.32
Male	196	196	100.00	0.00	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	46.15
Black or African American	53	52	98.11	1.89	15.38
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	217	214	98.62	1.38	23.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	38.24
White	51	51	100.00	0.00	47.06
English Learners	34	33	97.06	2.94	12.12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	18.18
Socioeconomically Disadvantaged	299	297	99.33	0.67	22.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	8.00

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 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.68	22.96	25.81	27.23	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	135	98.54	1.46	22.96
Female	72	70	97.22	2.78	25.71
Male	65	65	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	5.00
Filipino	--	--	--	--	--
Hispanic or Latino	80	79	98.75	1.25	21.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	25.00
White	12	12	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	110	99.10	0.90	20.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	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.

2024-25 California Physical Fitness Test Participation Rates

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
-------------	-------------------------------	---	--	--	--------------------------

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.

2025-26 Opportunities for Parental Involvement

Parental involvement is strong at Mable Barron School. Our PTSA is highly active throughout the school year, providing both financial and in-person support for our students and staff. This support includes classroom teacher donations, field trip funding, library book replenishment, and assistance with school-wide events. Parents also serve as classroom representatives and regularly volunteer for activities such as school events, picture day, and vision screenings. Parental involvement is visible throughout the campus and inside classrooms from parents who have completed the district fingerprinting clearance process.

Our English Learner Advisory Committee (ELAC), made up of parents, the principal, Title I teacher, translators, and additional support staff, meets bi-monthly to address the needs of families whose primary home language is not English. Our School Site Council (SSC), which includes parents, community members, classified staff, teachers, and administrators, also meets bi-monthly to analyze student data, identify school-wide needs, and collaboratively develop the Single Plan for Student Achievement (SPSA) and the school's Crisis and Safety Plan.

Families interested in becoming involved are encouraged to contact the Mable Barron school office at (209) 953-8795 for more information.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	695	682	179	26.2
Female	343	340	100	29.4
Male	352	342	79	23.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	40	40	8	20.0
Black or African American	96	93	33	35.5
Filipino	16	16	4	25.0
Hispanic or Latino	383	377	101	26.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	63	62	19	30.6
White	90	87	13	14.9
English Learners	74	74	13	17.6
Foster Youth	--	--	--	--
Homeless	59	59	26	44.1
Socioeconomically Disadvantaged	547	541	160	29.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	116	115	31	27.0

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.21	8.92	10.36	6.8	5.81	6.01	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.68	1.1	0.29	0.61	0.79	0.45	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.36	0.29
Female	7.58	0.00
Male	13.07	0.57
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.50	0.00
Black or African American	25.00	2.08
Filipino	0.00	0.00
Hispanic or Latino	8.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.94	0.00
White	10.00	0.00
English Learners	2.70	0.00
Foster Youth	0.00	0.00
Homeless	20.34	0.00
Socioeconomically Disadvantaged	11.33	0.37
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.66	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.

2025-26 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 2025.

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.

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

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	0	3	0
1	23	0	3	0
2	24	0	3	0
3	24	0	3	0
4	32	0	2	0
5	34	0	0	2
6	31	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24		3	
2	23		3	
3	24		3	
4	32		1	
5	33			
6	33		1	
Other	7	2		

2024-25 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	331

2024-25 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)	2
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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$94,741
Percent Difference - School Site and District	N/A	N/A	-39.9	-35.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-107.2	-44.1

Fiscal Year 2024-25 Types of Services Funded

Mable Barron School offers a robust system of academic and social-emotional supports to meet the diverse needs of our students. Our Title I program provides targeted literacy intervention for students identified as needing additional academic assistance. Students are supported in English Language Arts through coordinated services provided by our Title I teacher, intervention teacher, and paraprofessional staff.

Students with special needs are supported through Resource and Speech services, based on eligibility and Individualized Education Programs (IEPs). In addition, we house a specialized program operated in partnership with the San Joaquin County Office of Education that provides students with Applied Behavior Analysis (ABA) services in a structured classroom setting.

Students in grades 7 and 8 participate in an Advisory program where teachers, counselors, and the administrative team facilitate skill-building and self-management sessions, with a focus on supporting students' academic, behavioral, and social-emotional growth. Across all grade levels, small-group instruction is utilized to address varying skill levels and provide targeted intervention and enrichment.

Our ASES (After-School Education and Safety) Program provides extended daycare and academic support for students in grades TK–6 outside of the regular school day. Many teachers also provide additional tutoring after school to further support student learning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,261	\$62,145
Mid-Range Teacher Salary	\$91,258	\$97,088
Highest Teacher Salary	\$124,891	\$120,436
Average Principal Salary (Elementary)	\$157,603	\$151,343
Average Principal Salary (Middle)	\$157,603	\$159,514
Average Principal Salary (High)	\$190,877	\$177,261
Superintendent Salary	\$272,732	\$294,805
Percent of Budget for Teacher Salaries	27.55%	29.95%
Percent of Budget for Administrative Salaries	5.46%	5.4%

Professional Development

Lincoln Unified School District provides two contractually designated professional development days each year to support continuous improvement in teaching and learning. In addition, early dismissal on Mondays offers staff consistent, protected time each week to collaborate within grade-level and departmental teams. During this time, teachers analyze student data, determine essential standards, and engage in collaborative instructional planning.

Weekly professional learning is provided to support the implementation of new curriculum, best instructional practices, and effective strategies designed to meet the needs of all learners. New teachers receive five additional days of professional development prior to the start of each school year to ensure a strong foundation in district expectations, curriculum, and instructional practices.

Our goal is to maintain a highly trained, professional staff that consistently supports student success in the classroom. Lincoln Unified School District remains committed to this goal through its districtwide LEAP Initiative, which aligns professional learning opportunities to instructional priorities based on standards and student achievement outcomes.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4