

# Mable Barron Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Mable Barron Elementary School
<b>Street</b>	6835 Cumberland Pl.
<b>City, State, Zip</b>	Stockton, CA, 95219-3238
<b>Phone Number</b>	(209) 953-8795
<b>Principal</b>	Karen Ridley
<b>Email Address</b>	kridley@lUSD.net
<b>School Website</b>	<a href="https://www.lUSD.net/Domain/16">https://www.lUSD.net/Domain/16</a>
<b>County-District-School (CDS) Code</b>	39685696095210

## 2022-23 District Contact Information

<b>District Name</b>	Lincoln Unified School District
<b>Phone Number</b>	209-953-8700
<b>Superintendent</b>	Kelly Dextraze
<b>Email Address</b>	kdextraze@lUSD.net
<b>District Website Address</b>	www.lUSD.net

## 2022-23 School Overview

**Mission & Vision 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.

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.

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 the students of our school and their families in their advancement toward academic and social-emotional growth, connection to school, and the 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 Open House, Family Dodgeball Tournament, Sweethearts' Dance 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, and sing our 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 classes per grade in kindergarten through 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 robust Title 1 program provides literacy support services for students identified as being in need of academic assistance, and we have language arts intervention small groups and services for students in primary grades who require similar support. We have a designated ELD (English Language Development) class in 7/8 grades

## 2022-23 School Overview

for our English Learners who are on the path to English fluency, and 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 K-6.

We monitor academic progress through assessments, 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	71
Grade 2	72
Grade 3	68
Grade 4	88
Grade 5	83
Grade 6	89
Grade 7	69
Grade 8	48
<b>Total Enrollment</b>	<b>662</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	5.1
Black or African American	12.4
Filipino	2.7
Hispanic or Latino	53.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.9
White	19.3
English Learners	10.7
Foster Youth	0.5
Homeless	2.1
Migrant	0.0
Socioeconomically Disadvantaged	56.8
Students with Disabilities	12.4

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	2.00	
<b>Total Out-of-Field Teachers</b>	<b>2.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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.

<b>Year and month in which the data were collected</b>	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
<b>Reading/Language Arts</b>	Pearson OWL, 2011 Edition Adoption Year 2014  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%
<b>Mathematics</b>	Great Minds Eureka Math, 2015 Edition Adoption Year 2014	Yes	0%
<b>Science</b>	Exploring Science - National Geographic/Cengage Adoption Year 2022  CA Inspire McGraw Hill Adoption Year 2022	Yes	0%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>			0%
<b>Health</b>	Health Connected, Teen Talk Middle School, 2017 Edition Adoption Year 2017	Yes	0%
<b>Visual and Performing Arts</b>			0%
<b>Science Laboratory Equipment</b> (grades 9-12)			

## 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 2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	38	N/A	44	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	25	N/A	27	N/A	33

## 2021-22 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
<b>All Students</b>	464	449	96.77	3.23	38.31
<b>Female</b>	227	222	97.80	2.20	44.14
<b>Male</b>	237	227	95.78	4.22	32.60
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	22	22	100.00	0.00	50.00
<b>Black or African American</b>	57	52	91.23	8.77	28.85
<b>Filipino</b>	15	15	100.00	0.00	80.00
<b>Hispanic or Latino</b>	253	246	97.23	2.77	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	25	100.00	0.00	40.00
<b>White</b>	91	88	96.70	3.30	47.73
<b>English Learners</b>	36	36	100.00	0.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	259	250	96.53	3.47	32.80
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	50	48	96.00	4.00	14.58

## 2021-22 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	464	447	96.34	3.66	25.11
<b>Female</b>	227	222	97.80	2.20	25.34
<b>Male</b>	237	225	94.94	5.06	24.89
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	22	22	100.00	0.00	50.00
<b>Black or African American</b>	57	51	89.47	10.53	13.73
<b>Filipino</b>	15	15	100.00	0.00	53.33
<b>Hispanic or Latino</b>	253	245	96.84	3.16	17.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	25	100.00	0.00	32.00
<b>White</b>	91	88	96.70	3.30	39.08
<b>English Learners</b>	36	36	100.00	0.00	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	259	248	95.75	4.25	17.81
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	50	48	96.00	4.00	6.25

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	10.2	16.3	22.22	22.23	28.5	29.47

## 2021-22 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
<b>All Students</b>	140	135	96.43	3.57	16.3
<b>Female</b>	69	68	98.55	1.45	10.29
<b>Male</b>	71	67	94.37	5.63	22.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	18	94.74	5.26	22.22
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	77	73	94.81	5.19	12.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100	0	22.22
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	72	70	97.22	2.78	15.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	0

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	99%	99%	99%	99%	99%
Grade 7	100%	100%	100%	100%	100%
Grade 9	NA	NA	NA	NA	NA

## 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.

#### 2022-23 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 (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 most visible outside of our district-wide temporary COVID-19 and campus safety restrictions. 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 principal, Karen Ridley at 209-953-8795.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	756	722	235	32.5
Female	372	355	128	36.1
Male	384	367	107	29.2
American Indian or Alaska Native	1	0	0	0.0
Asian	45	45	14	31.1
Black or African American	92	87	31	35.6
Filipino	19	18	4	22.2
Hispanic or Latino	410	390	145	37.2
Native Hawaiian or Pacific Islander	3	1	1	100.0
Two or More Races	46	46	9	19.6
White	138	133	31	23.3
English Learners	85	80	28	35.0
Foster Youth	5	5	2	40.0
Homeless	18	18	10	55.6
Socioeconomically Disadvantaged	456	438	167	38.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	112	104	32	30.8

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.73	4.32	2.45
Expulsions	0.13	0.46	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.39	5.42	1.00	6.62	0.20	3.17
Expulsions	0.00	0.53	0.02	0.76	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.42	0.53
Female	2.69	0.00
Male	8.07	1.04
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.78	1.09
Filipino	0.00	0.00
Hispanic or Latino	4.39	0.49
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.52	0.00
White	7.97	0.72
English Learners	1.18	0.00
Foster Youth	0.00	0.00
Homeless	5.56	0.00
Socioeconomically Disadvantaged	7.24	0.66
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.71	1.79



## 2022-23 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 2022.

## 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.

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	1	3	
1	25		3	
2	25		3	
3	25		3	
4	30		3	
5	32		3	
6	25	1	2	
Other	14	1		

### 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		

## 2021-22 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

## 2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$3,738	\$482	\$3,256	\$60,502
<b>District</b>	N/A	N/A	\$4,878	\$75,499
<b>Percent Difference - School Site and District</b>	N/A	N/A	-39.9	-22.1
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	-67.8	-31.5

## 2021-22 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 assistance. Our Title I and Intervention teachers 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 have a designated ELD (English Language Development) class in 7/8 grades for our English Learners on their way to English fluency, and we embed ELD instruction in all of our classes in every grade. 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 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$52,253	\$52,478
<b>Mid-Range Teacher Salary</b>	\$74,204	\$80,810
<b>Highest Teacher Salary</b>	\$101,553	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$131,014	\$127,080
<b>Average Principal Salary (Middle)</b>	\$131,014	\$134,264
<b>Average Principal Salary (High)</b>	\$164,352	\$147,200
<b>Superintendent Salary</b>	\$226,719	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 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 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2