

# Mable Barron Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

## About This School

### Contact Information (Most Recent Year)

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) 953-8796
<b>Principal</b>	Shane Conklin
<b>E-mail Address</b>	sconklin@lUSD.net
<b>Web Site</b>	www.lUSD.net
<b>CDS Code</b>	39685696095210

District Contact Information	
<b>District Name</b>	Lincoln Unified School District
<b>Phone Number</b>	209-953-8700
<b>Superintendent</b>	Thomas Uslan
<b>E-mail Address</b>	tuslan@lUSD.net
<b>Web Site</b>	www.lUSD.net

## School Description and Mission Statement (Most Recent Year)

The primary mission of Lincoln Unified School district is to educate all our students to succeed as responsible and contributing members of a global society. Mable Barron's specific vision, as developed by the School Site Council, is to "provide an academically challenging program for a diverse community of learners, while nurturing every member's feelings of self-worth and creating educational activities woven into the core curriculum in order to increase cross-cultural understanding."

### Mable Barron Beliefs:

- All students can learn
- Learning never ends
- Diversity is valued
- It is necessary to teach students how to learn
- The best learning occurs when individual strengths and learning styles are considered
- Each student has the right to physically and emotionally safe environment that is conducive to learning
- The optimal classroom is one in which the teacher has positive relationships with the students and maintains high expectations

Mable Barron School was built in 1975, and was named after the first superintendent of Lincoln Unified School District. When opened, it consisted of a main building and multi-use room, and had an enrollment of approximately 300 K-6 students. Over the past twenty years, two rows of portable classrooms have been added and a permanent primary wing was completed in spring of 1992. Two more portable classrooms were installed in the summer of 2003, one of which was replaced by a permanent middle school wing in the summer of 2014. Beginning in 1993, Mable Barron added 7th and 8th grades. Today the school has 756 students in kindergarten through 8th grade. The kindergarten through third grade classes have approximately twenty-six students each, the 1st and 2nd grade Special Day Class has eight students, the fourth through sixth grade classes have approximately 31 students each, and the 7th through 8th grade classes have 25 students each.

One full-time and one half time Resource Specialist serve identified special education students. One full-time and one half-time Speech and Language Specialist serve students with identified speech needs. Special Education staff members may serve non-identified, general education students, as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students. We have a full-time Title I/EL teacher. We have a district psychologist one day per week. We have a counselor five days per week.

We have a thriving music program with beginning, intermediate and advanced bands; beginning, intermediate and advanced strings classes; and beginning, intermediate and advanced choruses. All of our music groups perform at school assemblies, district-wide concerts, at local university music festivals, and at minor league and university sporting events.

We are proud of our school. We have a diverse student population. We have a modern multi-use room and plaza completed in 2007. We have a strong music program. On Fridays at 8:20 a.m. we have an all-school flag salute. We'd love to have you join us!

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	71
Grade 1	97
Grade 2	90
Grade 3	88
Grade 4	96
Grade 5	96
Grade 6	94
Grade 7	75
Grade 8	50
<b>Total Enrollment</b>	<b>757</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.8
American Indian or Alaska Native	0.3
Asian	5.4
Filipino	4.1
Hispanic or Latino	40.6
Native Hawaiian or Pacific Islander	0.3
White	36.2
Two or More Races	1.5
Socioeconomically Disadvantaged	56.8
English Learners	12.4
Students with Disabilities	12.7

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	32	33	405
Without Full Credential	0	1	0	19
Teaching Outside Subject Area of Competence (with full credential)	5	3	2	23

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	96.47	3.53
High-Poverty Schools in District	96.26	3.74
Low-Poverty Schools in District	100.00	0.00

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** October 2014

Following a public hearing on October 8, 2014, 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 a textbooks or instructional materials, or both, to use in class or to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin Reading/California 2003 and Houghton Mifflin Reading Medallions ELD Adoption Year 2004  McDougal Littell Language of Literature California 2002 Adoption Year 2004	No	0%
<b>Mathematics</b>	Pearson Scott Foresman enVision Math 2012 CC Adoption Year 2013  Pearson Scott Foresman enVision Math 2009 Adoption Year 2009  Holt CA Course 1: Numbers to Algebra 2008 Adoption Year 2008  Holt CA Course 2: Pre-Algebra 2008 Adoption Year 2008  Holt CA Algebra 1 2008 Adoption Year 2008  UCLA Math Intro to Algebra 2007 Adoption Year 2008  SRA - Number World Adoption Year 2008	Yes	0%
<b>Science</b>	Harcourt School Publishers 2007 California Science Adoption Year 2007  Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%
<b>History-Social Science</b>	Harcourt School Publishers California Reflections 2006, Adoption Year 2006  Pearson Scott Foresman History/Social Science for California 2006, Adoption Year 2006  Teacher’s Curriculum Institute History Alive California Middle School Program Adoption Year 2006	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Mable Barron is situated on the west side of Interstate 5. It is a large K-8 campus. There are twenty-nine permanent classrooms and two portables. The main building was constructed in 1975. Since that time three outlying rows of classrooms have been added and two portables were brought in the summer of 2003. The buildings and grounds are well maintained. We have two full-time custodians and one half time. The yards are inspected and evaluated by the Lead Custodian monthly.

Students stay on campus during the day. The main driveway gate and back gate are closed during school hours. We ask all visitors to sign in before coming onto campus. Teachers provide supervision before and after school. Yard supervisors are on duty at lunch.

Mable Barron's physical plant has been expanded over the years. The main building was originally intended to house 360 students. Over the years, we have constructed three more buildings. We have excellent playground equipment on both the primary and intermediate yards. We replaced the roof of our main building, painted the exterior of the school, and replaced the heating and cooling systems in the summer of 2002. In December 2007 we officially opened our new multi-use room and adjoining plaza. The project was paid for by bond funds. It is a beautiful structure and setting. The conversion of our old cafeteria to a computer lab and library was completed in Fall 2009. Most of the exterior of the school was painted in the summer of 2010. Our facilities' last inspection and FIT report was completed in January 2015.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Multiple rooms missing ceiling tiles - replacing Stained carpets - clean and/or replace
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Broken tiles in restrooms - replacing Sinks need to be adjusted
<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 Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	60	47	40	64	60	57	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Student at the School	40
Male	52
Female	30
Black or African American	47
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	
White	46
Two or More Races	
Socioeconomically Disadvantaged	32
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56	58	53	53	57	55	54	56	55
Mathematics	57	57	56	52	52	49	49	50	50
History-Social Science	47	43	39	46	49	52	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	5
Similar Schools	4	3	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	1	-8	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	14	-5	0
Native Hawaiian/Pacific Islander			
White	-3	-10	-3
Two or More Races			
Socioeconomically Disadvantaged	15	2	-7
English Learners		-30	1
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.0	25.0	5.2
7	12.0	14.7	9.3

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

Mable Barron has many ways that parents can get involved. We have an active PTSA. The members of the PTSA put together events such as Family Fun Night, the Book Fair, Literacy Week, Bingo for Books, our annual Spaghetti Dinner, Movie Nights and more. The PTSA raises funds, which enrich the culture and education at Mable Barron.

We have a parent-run Art Docent program. Each classroom has an art docent who is responsible for presenting 8 lessons per year.

Many parents volunteer in classrooms, especially at the primary level.

Parents serve on School Site Council, the English Learner Advisory Committee and the School Advisory Committee.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	5.3	3.3	6.0	10.0	10.0	8.8	5.7	5.1	4.4
<b>Expulsions</b>	0.4	0.2	0.3	0.8	0.5	0.8	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

#### School Safety Plan (Most Recent Year)

We write a Comprehensive School Crisis and Safety Plan each school year which is reviewed by the staff and school site council. The most recent Safety Plan was adopted in January, 2014. It gives directions for what to do in case of a variety of emergencies. We have a monthly Safety Day, when students and staff rehearse our fire drill and lock-down drill.

Our campus is secured throughout the school day, with four locked gates spread throughout campus and one main entrance through the main office. All parents and volunteers must sign in and be given a name tag upon entering the campus through the main office. We have a full-time security officer stationed on campus who conducts routine security checks, interacts with the students and staff during lunch, and assists administration with discipline as needed. We have one administrative designee who performs administrative duties, such as safety monitoring and disciplinary matters, one day per week. We have four campus supervisors on duty during lunch and lunch recess. In the fall of 2011, all staff was educated on the "No Bully" program. Our full-time counselor and a small group of teachers use the Solution Team process to re-direct bullying behavior and create positive social skills in students. Our administrative staff, office staff, and security personnel are equipped with and carry walkie-talkies during the school day. All classrooms are equipped with telephones and two-way intercoms.



## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26.3	0	3	0	23	1	3		24		3	
1	23.2	1	4	0	24	1	3		24	1	3	
2	26	0	4	0	29		3		23	1	3	
3	26.3	0	3	0	30		3		29		3	
4	30.8	0	4	0	31		3		32		3	
5	32.5	0	1	1	31		3		32		2	1
6	31.3	0	3	0	34			2	31		3	
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.7	2	4	0	19	5	2		21	5	2	
Mathematics	20.1	4	3	0	21	2	4		24	1	4	
Science	23.7	3	3	0	25		5		25		5	
Social Science	23.7	1	5	0	25	2	3		25		5	

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1.0	---
Psychologist	.2	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist	1.5	---
Other	0	---

Note: Cells with "---" do not require data. 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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$3,738	\$482	\$3,256	\$60,502
District	---	---	\$4,878	\$61,753
Percent Difference: School Site and District	---	---	34%	1%
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	41%	9%

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Mable Barron has a schoolwide Title I program. We have one and a half Title I/EL teachers. They serve the lowest students, grades kindergarten through eight. Title I pays for some after school tutoring in English Language Arts and math. It pays for substitutes when staff is released for academic conferencing. Title I is also used to provide staff development, programs and meetings for parents.

Mable Barron receives EIA funds. We have one full time and one half time Title I/EL teachers. They work with students on English Language Arts and English Language Development.

EIA/SCE funds are used for after school instruction, for training, staff collaboration, materials and supplies.

ASES funds are used to pay for our after school program-staff, supplies and snacks. Teachers who offer after school instruction to students in the ASES program are paid for from ASES funds.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

<b>Category</b>	<b>District Amount</b>	<b>State Average for Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$40,990	\$41,243
<b>Mid-Range Teacher Salary</b>	\$58,245	\$64,893
<b>Highest Teacher Salary</b>	\$77,393	\$83,507
<b>Average Principal Salary (Elementary)</b>	\$99,242	\$103,404
<b>Average Principal Salary (Middle)</b>	\$99,242	\$109,964
<b>Average Principal Salary (High)</b>	\$126,800	\$120,078
<b>Superintendent Salary</b>	\$171,566	\$183,557
<b>Percent of Budget for Teacher Salaries</b>	43	40
<b>Percent of Budget for Administrative Salaries</b>	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development**

Lincoln Unified School District provides two professional development days for staff annually as a part of the contract, with follow up days and coaching during the year. Lincoln Unified School District is committed to supporting school district staff through quality professional development. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom.

Early student dismissal on Mondays also provides teachers additional time each week to collaborate and articulate with other grade level teachers.