

Mable Barron Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mable Barron Elementary School
Street	6835 Cumberland Pl.
City, State, Zip	Stockton, CA, 95219-3238
Phone Number	(209) 953-8796
Principal	Shane Conklin
E-mail Address	sconklin@lUSD.net
Web Site	http://mb.lUSD.net/
CDS Code	39685696095210

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

School Description and Mission Statement (School Year 2016-17)

Our Vision and Mission

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 a multi-use room, and had an enrollment of approximately 300 K-6 students. Over the past forty-one 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. A renovation project began in the summer of 2016 which will see the main building remodeled in order to add additional classrooms as well as to improve its physical layout. Beginning in 1993, Mable Barron added 7th and 8th grades. Today the school has 734 students in transitional kindergarten through 8th grade. The kindergarten through third grade classes have approximately twenty-five students each, the Kindergarten/1st grade Special Day Class has twelve students, the fourth through sixth grade classes have approximately 32 students each, and the 7th through 8th grade classes have 25 students each.

Two full-time Resource Specialists 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 and four part-time primary language assistants who speak English and Spanish. We have a district psychologist one day per week. We have a counselor five days per week.

We have a thriving music program with classroom music provided to all students in grades TK through 6 twice weekly, as well as 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 2015-16)

Grade Level	Number of Students
Kindergarten	89
Grade 1	76
Grade 2	84
Grade 3	87
Grade 4	100
Grade 5	93
Grade 6	99
Grade 7	73
Grade 8	52
Total Enrollment	753

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.4
Asian	4.9
Filipino	3.1
Hispanic or Latino	45.3
Native Hawaiian or Pacific Islander	0.5
White	32.9
Two or More Races	2.7
Socioeconomically Disadvantaged	59
English Learners	14.3
Students with Disabilities	12.2
Foster Youth	0.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	35	34	396
Without Full Credential	0	2	4	67
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	2	2
Total Teacher Misassignments *	0	0	2
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.4	9.6
All Schools in District	87.9	12.1
High-Poverty Schools in District	88.1	12.0
Low-Poverty Schools in District	86.0	14.0

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 2016-17)

Year and month in which data were collected: October 2016

Following a public hearing on October 12, 2016, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson OWL, 2011 Edition Adoption Year 2014 McGraw-Hill Wonders California, 2017 Edition McGraw-Hill Wonders Works California, 2017 Edition Adoption Year 2016 Read 180 Adoption Year 2016 Houghton Mifflin Reading/California, 2003 Edition Adoption Year 2004 McDougal Littell Language of Literature California, 2002 Edition Adoption Year 2004	Yes	0%
Mathematics	Great Minds Eureka Math, 2015 Edition Adoption Year 2014 IMP I	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt California Science, 2007 Edition Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science, 2007 Edition Adoption Year 2007 TechBooks Adoption Year 2015	Yes	0%
History-Social Science	Harcourt California Reflections. 2006 Edition Adoption Year 2006 Scott Foresman History/Social Science for California, 2006 Edition Adoption Year 2006 Teacher’s Curriculum Institute History Alive California Middle School Program, 2004 Edition Adoption Year 2006 TechBooks Adoption Year 2015	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 TK-8 campus. During this year, while our main building is undergoing comprehensive reconstruction/remodeling, we have 17 permanent classrooms, 16 portable classrooms, and three portable office buildings. The main building was originally constructed in 1975. Since that time three outlying rows of classrooms have been added and two portables were bought 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 and during recess. 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. The remodeling of the main building, scheduled for completion by August 2017, will add four new classrooms and additional office and staff space and equip all rooms with new HVAC units and the most up-to-date technology to support instruction and learning.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	43	45	47	47	44	48
Mathematics	32	32	33	32	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	89	98.9	37.9
	4	96	96	100.0	41.7
	5	95	95	100.0	46.3
	6	98	98	100.0	58.2
	7	77	75	97.4	36.0
	8	50	49	98.0	44.9
Male	3	46	45	97.8	39.5
	4	50	50	100.0	36.0
	5	40	40	100.0	37.5
	6	39	39	100.0	43.6
	7	33	32	97.0	31.3
	8	29	28	96.5	35.7
Female	3	44	44	100.0	36.4
	4	46	46	100.0	47.8
	5	55	55	100.0	52.7
	6	59	59	100.0	67.8
	7	44	43	97.7	39.5
	8	21	21	100.0	57.1
Black or African American	5	11	11	100.0	18.2
Hispanic or Latino	3	44	44	100.0	30.9
	4	44	44	100.0	38.6
	5	42	42	100.0	35.7
	6	32	32	100.0	59.4
	7	38	37	97.4	35.1
	8	27	26	96.3	38.5
White	3	22	21	95.5	38.1
	4	37	37	100.0	51.4
	5	32	32	100.0	71.9
	6	41	41	100.0	56.1
	7	21	21	100.0	42.9
	8	14	14	100.0	57.1
Socioeconomically Disadvantaged	3	55	55	100.0	31.5
	4	58	58	100.0	31.0
	5	61	61	100.0	39.3
	6	44	44	100.0	45.5
	7	52	51	98.1	35.3
	8	30	30	100.0	40.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	14	14	100.0	28.6
	4	11	11	100.0	54.5
	5	12	12	100.0	
	7	12	12	100.0	8.3
Students with Disabilities	3	15	14	93.3	7.7
	4	12	12	100.0	
	5	13	13	100.0	30.8

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Data is not provided 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	90	89	98.9	35.2
	4	96	96	100.0	27.1
	5	95	94	99.0	22.6
	6	98	98	100.0	41.8
	7	76	73	96.0	30.1
	8	76	73	96.0	30.1
Male	3	46	45	97.8	52.3
	4	50	50	100.0	28.0
	5	40	39	97.5	23.7
	6	39	39	100.0	46.1
	7	33	31	93.9	29.0
	8	33	31	93.9	29.0
Female	3	44	44	100.0	18.2
	4	46	46	100.0	26.1
	5	55	55	100.0	21.8
	6	59	59	100.0	39.0
	7	43	42	97.7	30.9
	8	43	42	97.7	30.9
Black or African American	5	11	10	90.9	10.0
Hispanic or Latino	3	44	44	100.0	23.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	44	44	100.0	22.7
	5	42	42	100.0	14.6
	6	32	32	100.0	31.3
	7	38	37	97.4	27.0
	8	38	37	97.4	27.0
White	3	22	21	95.5	57.1
	4	37	37	100.0	37.8
	5	32	32	100.0	31.3
	6	41	41	100.0	43.9
	7	21	21	100.0	33.3
	8	21	21	100.0	33.3
Socioeconomically Disadvantaged	3	55	55	100.0	25.4
	4	58	58	100.0	15.5
	5	61	61	100.0	15.0
	6	44	44	100.0	29.6
	7	52	50	96.2	28.0
	8	52	50	96.2	28.0
English Learners	3	14	14	100.0	7.1
	4	11	11	100.0	27.3
	5	12	12	100.0	
	7	12	12	100.0	
	8	12	12	100.0	
Students with Disabilities	3	15	14	93.3	14.3
	4	12	12	100.0	
	5	13	13	100.0	15.4

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Data is not provided 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.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	39	64	47	57	57	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	145	143	98.6	46.9
Male	69	67	97.1	47.8
Female	76	76	100.0	46.1
Black or African American	16	15	93.8	33.3
Hispanic or Latino	69	68	98.6	38.2
White	46	46	100.0	63.0
Socioeconomically Disadvantaged	91	91	100.0	41.8
English Learners	14	14	100.0	21.4
Students with Disabilities	21	21	100.0	42.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: 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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.1	21.3	23.4
7	22.4	25	11.8

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 (School Year 2016-17)

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, the spring Jog-a-Thon and more. The PTSA raises funds that enrich the culture and education at Mable Barron.

Our English Learner Advisory Committee is a parent group that represents the interests of our families whose children speak a primary language other than English at home. This group, which contains parents, teachers and administrators, meets once per month and discusses topics such as developing effective study habits, preparing students for high school and college, and serves as a general communication conduit between the parents and the school. We send home announcements via phone and flier that are translated into Spanish for our Spanish-speaking families.

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

We have a GATE program that offers after-school enrichment and extension opportunities for students in grades 4-8 who qualify. The enrichment opportunities are managed by staff members but led by parent volunteers.

Many parents volunteer in classrooms, especially at the primary level. We hold a Volunteer Tea event at the end of the year to thank our parent volunteers for their time and energy.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	4.4	4.5	8.8	7.0	7.0	4.4	3.8	3.7
Expulsions	6.0	0.0	0.0	0.0	0.6	0.6	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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, 2016. 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 an assistant principal who performs administrative duties, such as safety monitoring and disciplinary matters, three days 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 school, and all schools within our district, employ Restorative Justice, a program whereby any students who are at risk of being suspended and/or who have been suspended participate in a discussion-based exercise designed to offset/alleviate subsequent difficulties. 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.

Federal Intervention Program (School Year 2016-17)

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	N/A	9
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	24		3		26		3		26		3	
1	29		3		26		3		26		3	
2	29		3		22	1	3		22	1	3	
3	29		3		28		4		28		4	
4	32		3		31		3		31		3	
5	32		2	1	31		2	1	31		2	1
6	31		3		32		2	1	32		2	1
Other	12	1										

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	2013-14			Avg. Class Size	2014-15			Avg. Class Size	2015-16					
	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	21	5	2	16	7	2		16	7	2				
Mathematics	24	1	4	25	2	3		25	2	3				
Science	25		5	25	1	4		25	1	4				
Social Science	25		5	25	1	4		25	1	4				

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	734
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	2.0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,738	\$482	\$3,256	\$60,502
District	N/A	N/A	\$4,878	\$67,953
Percent Difference: School Site and District	N/A	N/A	-33.3	-8.1
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-39.1	-12.6

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

Types of Services Funded (Fiscal Year 2015-16)

Mable Barron has a schoolwide Title I program with one full-time Title I/EL teacher and four half-time primary language assistants who speak English and Spanish. They serve English Learners and students who demonstrate the need for remediation and/or individualized/small group instruction in grades transitional kindergarten through eight. Title I pays for some after school tutoring. It pays for substitutes when staff is released for academic conferencing. Title I funds are also used to provide staff development, programs and meetings for parents.

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,129	\$43,821
Mid-Range Teacher Salary	\$65,548	\$69,131
Highest Teacher Salary	\$87,096	\$89,259
Average Principal Salary (Elementary)	\$111,716	\$108,566
Average Principal Salary (Middle)	\$111,716	\$115,375
Average Principal Salary (High)	\$140,213	\$125,650
Superintendent Salary	\$193,129	\$198,772
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	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 (Most Recent Three Years)

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.