

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Mable Barron

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Mable Barron	District Name	Lincoln Unified
Street	6835 Cumberland Pl.	Phone Number	(209) 953-8700
City, State, Zip	Stockton, CA 95219	Web Site	www.lusd.net
Phone Number	(209)953-8796	Superintendent	Dr. Steve Lowder
Principal	Ellen Wehrs	E-mail Address	slowder@lusd.net
E-mail Address	ewehrs@lusd.net		

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## School Description and Mission Statement

This section provides information about the school's goals and programs.

### 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."

### SCHOOL PROFILE

Mable Barron School was built in 1975, and was named after the first superintendent of the 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. Beginning in 1993 Mable Barron added 7th and 8th grades. Today the school has 710 students in kindergarten through 8th grade. The kindergarten through third grade classes have twenty students each. The fourth through sixth grade classes have approximately 32 students each. The 7th through 8th grade classes have 25 students each.

One full-time Resource Specialist serves identified special education students. One Speech and Language Specialist serves 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/EIA teacher who works with students on ELA. We have a district psychologist one day per week. We have a counselor one day per week. The school has a half-time Assistant Principal who is shared with Claudia Landeen School.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Ellen Wehrs, Principal

**Contact Person Phone Number:** (209)953-8786

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, Literacy Week, Bingo for Books, 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.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	70	Grade 5	91
Grade 1	84	Grade 6	102
Grade 2	75	Grade 7	49
Grade 3	78	Grade 8	71
Grade 4	74	Total Enrollment	694

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## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	12.00%	White (Not Hispanic)	44.67%
American Indian or Alaska Native	0.72%	Economically Disadvantaged	39.00%
Asian	7.64%	English Learners	16.00%
Filipino	5.00%	Students With Disabilities	12.00%
Hispanic or Latino	30.00%		

## Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2004-05			2005-06			2006-07		
	Number of Classrooms			Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32	Avg. Class Size	1-22	23-32
English	24.5	1.0	5.0	21.3	2.0	6.0	23	2.0	4.0
Mathematics	23.8	2.0	4.0	23.7	3.0	3.0	24	1.0	4.0
Science	21.9	2.0	6.0	22.8	1.0	7.0	22	3.0	5.0
Social Science	23.6	1.0	7.0	23.3	1.0	6.0	22	1.0	5.0

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

We write a Comprehensive School Crisis and Safety Plan each school year. It is reviewed by the staff and school site council. It gives directions for what to do in case of a variety of emergencies.

We have a yearly lock-down drill.

We have monthly fire drills.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	9.00%	8.90%	7.30%	30.90%	25.00%	27.60%
Expulsions	0.40%	0.10%	0.00%	0.40%	0.40%	0.40%

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## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Mable Barron has a limited amount of space. 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. Beginning in January 2008 the district is starting to convert the old multi-use room into a computer lab and library.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X	-	-	
Mechanical Systems	X	-	-	
Windows/Doors/Gates (interior and exterior)	X	-	-	
Interior Surfaces (walls, floors, and ceilings)	X	-	-	
Hazardous Materials (interior and exterior)	X	-	-	
Structural Damage	X	-	-	
Fire Safety	X	-	-	
Electrical (interior and exterior)	X	-	-	
Pest/Vermin Infestation	X	-	-	
Drinking Fountains (inside and outside)	X	-	-	
Restrooms	X	-	-	
Sewer	X	-	-	
Playground/School Grounds	X	-	-	
Roofs	X	-	-	
Overall Cleanliness	X	-	-	

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	29	30	34	406
Without Full Credential	4	3	1	26
Teachers Teaching Outside Subject Area	5	6	5	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	4	0	0
Total Teacher Misassignments	10	1	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	64.3%	35.7%
All Schools in District	75.0%	25.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	55.9%	44.1%

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## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Academic Counselor
Academic Counselor	1.0	694
Speech/Language/Hearing Specialist	1.0	--

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	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.	0%
Mathematics	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Mathematics.	0%
Science	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Science.	0%
History-Social Science	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in History/Social Science.	0%
Foreign Language	n/a	n/a
Health	Following a Public Hearing, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Health.	0%
Science Laboratory Equipment (grades 9-12)	n/a	n/a

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$3,880.00	\$76.00	\$3,804.00	\$52,852.00
District	--	--	--	\$52,996.00
Percent Difference - School Site and District	--	--	--	0%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	23%	10%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Mable Barron is a targeting assistance Title I program. We have a half time Title I teacher. She serves the lowest students, grades kindergarten through eight in English Language Arts during the school day and after. Title I partially funds a primary language assistant and an outreach worker. 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.

Mable Barron receives EIA funds. We have a half time EL teacher. She works with students with the lowest English levels in the school. EIA funds are also used to support the primary language assistant and the outreach worker. EIA funds are used for after school instruction, for materials and supplies which aid students with developing English skills and for staff development.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,355.00	\$38,479.00
Mid-Range Teacher Salary	\$53,080.00	\$60,306.00
Highest Teacher Salary	\$70,530.00	\$74,193.00
Average Principal Salary (Elementary)	\$91,226.00	\$92,985.00
Average Principal Salary (Middle)	\$91,226.00	\$98,305.00
Average Principal Salary (High)	\$114,467.00	\$107,384.00
Superintendent Salary	\$154,125.00	\$155,314.00
Percent of Budget for Teacher Salaries	45.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	51%	53%	53%	43%	45%	46%	40%	42%	43%
Mathematics	45%	56%	54%	39%	43%	44%	38%	40%	40%
Science	27%	51%	41%	37%	37%	39%	27%	35%	38%
History-Social Science	32%	47%	43%	30%	30%	30%	32%	33%	33%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	40%	33%	20%	--
American Indian or Alaska Native	--	--	--	--
Asian	66%	66%	79%	--
Filipino	73%	83%	--	--
Hispanic or Latino	40%	43%	26%	26%
White (Not Hispanic)	61%	61%	50%	47%
Male	52%	59%	45%	55%
Female	55%	48%	37%	34%
Economically Disadvantaged	38%	43%	30%	26%
English Learners	28%	34%	19%	22%
Students With Disabilities	3%	12%	12%	--

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	47%	45%	55%	46%	46%	49%	41%	42%	42%
Mathematics	50%	54%	62%	51%	54%	58%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	79%	50%
Asian	--	--
Filipino	--	--
Hispanic or Latino	35%	49%
White (Not Hispanic)	60%	71%
Male	48%	68%
Female	64%	55%
Economically Disadvantaged	41%	52%
English Learners	20%	40%
Students With Disabilities	17%	25%

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## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	30.0%
7	35.0%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	6	6	7
Similar Schools	3	2	6

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	27	21	2	792
Hispanic or Latino	6	8	9	737
White (Not Hispanic)	16	25	1	828
Economically Disadvantaged	41	23	20	732
English Learners	--	--	--	722

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI
Number of Schools Currently in Program Improvement	1
Percent of Schools Currently in Program Improvement	8.3%

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

We offer professional development opportunities to all employees. Our district focuses on training in two areas: standards-based instruction in language arts and mathematics, and effective ways to support English learners, GATE students, and students who are not achieving at grade level. On Mondays we spend time discussing student work and instructional practices.