

Donald E. Suburu School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Donald E. Suburu School
Street	7315 Harris Rd.
City, State, Zip	Bakersfield, CA 93313-9326
Phone Number	661.665.8190
Principal	Sandy Ramay
E-mail Address	sramay@lakesideusd.org
CDS Code	15635526115042

District Contact Information	
District Name	Lakeside Union School District
Phone Number	661.836.6658
Web Site	www.lakesideusd.org
Superintendent	Gary Mullen
E-mail Address	gmullen@lakesideusd.org

Principal's Message, School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Principal's Message

Welcome to Suburu School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually.

Our highly committed staff has made a strong assurance to provide the very best educational program possible for each of our students. As part of our program, in addition to our regular core subjects, we provide un-interrupted time for intensive intervention, strategic intervention, and enrichment groups that are designed to meet the specific needs of every child on our campus. Teachers use regular Common Formative Assessments to make informed decisions about their teaching and student learning. Chapter and unit assessments along with quarterly benchmark exams are also used to determine student progress towards reaching proficiency on the new Common Core State Standards. Our teachers meet in Professional Learning Communities and collaborate weekly with a focus on developing lessons and planning best teaching strategies, to maximize student learning. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

Any API score at or above 800 is looked at favorably by our state's Department of Education. With parents help, our student's hard work and our teacher's perseverance, we maintained an API score of over 800 with the decrease of two fulltime intensive intervention teachers from the previous year. Our API score for the 2012-2013 school year was 802.

District Mission

The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve to their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

School Vision

A place where students of the Suburu Community become college and career ready and independent lifelong learners.

Suburu School Profile

Suburu School currently services 721 students in grades Transitional Kindergarten through fifth. The student body includes 8.6% receiving special education services, 16.3% qualifying for English learner support, and 66% receiving free or reduced-price lunch. Located in a suburban area in the Castle and Cooke development of Silvercreek, Suburu School is a small, friendly community school. All staff members are committed to providing a quality educational program, responsive to the needs of its students within a safe, nurturing environment.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Staff members at Suburu School believe that a successful educational experience for each student results from parents/guardians, students, staff, and our community working together. Parents/guardians are encouraged to be involved in their child's learning environment by attending school events, including awards ceremonies, band and choir concerts, serving on a school committee, volunteering in the classroom, or helping in the library.

Back to School Night, Book Fair, Open House, the Annual Spring Carnival, Reading Week, holiday festivals, and Parent Teacher Club (PTC) sponsored activities, provide wonderful experiences for parents/guardians to interact with the school community while supporting their child's efforts. As a member of the PTC, English Language Advisory Council, District English Language Advisory Council, or School Site Council (SSC), parents have the opportunity to provide input on school activities, programs, and financial planning.

Parent Involvement Policy is promoted to facilitate the accomplishment of the following goals set forth:

- To engage parents positively in their children's education.
- To provide parents with strategies and techniques that may be utilized to improve their children's academic success and assist their learning at home.
- To build effective communication between the home and school.

Suburu School supports parent involvement in all school activities and programs by emphasizing communication between the school and home in both English and Spanish. Mass email, telephone calls, fliers sent home, Homework Hotline, parent information nights, Back to School Night, parent conferences and progress notices are used to keep parents up to date on school information and student progress. The school's web site is a valuable resource for general information about the school and its programs, schedules, staff, and educational resources for both parents and students. Parents/guardians may submit their email address to the school if they choose to receive information on upcoming school activities and events. School staff encourage parents/guardians to present ideas and suggestions at meetings, on an individual basis, or by written communication. Parent assistance with fourth and fifth grade intramural sports is always welcomed. Parents may contact the school office at (661) 665- 8190 for more information about Suburu School or to volunteer their talents.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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	52	57	57	54	58	57	54	56	55
Mathematics	52	57	56	48	50	51	49	50	50
Science	49	40	45	54	59	60	57	60	59
History-Social Science	N/A	N/A	N/A	56	60	66	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	51	60	N/A
All Student at the School	57	56	45	N/A
Male	53	55	52	N/A
Female	61	56	35	N/A
Black or African American	62	53		N/A
American Indian or Alaska Native				N/A
Asian	41	35		N/A
Filipino				N/A
Hispanic or Latino	51	49	28	N/A
Native Hawaiian/Pacific Islander				N/A
White	66	68	74	N/A
Two or More Races	79	71		N/A
Socioeconomically Disadvantaged	51	48	38	N/A
English Learners	35	29		N/A
Students with Disabilities	27	27		N/A
Students Receiving Migrant Education Services				N/A

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.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.1	17.0	24.5

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.

IV. Accountability

Academic Performance Index

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

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2010	2011	2012
Statewide	5	4	5
Similar Schools	3	1	2

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	14	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	11	-8
Native Hawaiian/Pacific Islander			
White	11	4	12
Two or More Races			
Socioeconomically Disadvantaged	-9	32	-2
English Learners	25	8	4
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	441	801	948	800	4,655,989	790
Black or African American	31	779	58	754	296,463	708
American Indian or Alaska Native	4		12	847	30,394	743
Asian	18	768	44	843	406,527	906
Filipino	4		14	926	121,054	867
Hispanic or Latino	238	774	490	779	2,438,951	744
Native Hawaiian/Pacific Islander	1		2		25,351	774
White	132	849	308	829	1,200,127	853
Two or More Races	13	824	20	756	125,025	824
Socioeconomically Disadvantaged	306	772	620	774	2,774,640	743
English Learners	112	771	228	742	1,482,316	721
Students with Disabilities	44	597	103	573	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	136
Grade 1	128
Grade 2	129
Grade 3	108
Grade 4	124
Grade 5	110
Total Enrollment	735

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.7	White	28.2
American Indian or Alaska Native	0.7	Two or More Races	4.4
Asian	4.9	Socioeconomically Disadvantaged	63.9
Filipino	1.2	English Learners	25.0
Hispanic or Latino	53.6	Students with Disabilities	8.0
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	6	0	0	20.2	6	0	0	23.2	0	6	0
1	17.7	6	0	0	21.8	6	0	0	21.2	0	5	0
2	20.3	6	0	0	21.6	5	0	0	23.6	0	5	0
3	19.5	6	0	0	21.3	6	0	0	26.4	0	5	0
4	29	0	4	0	29.8	0	4	0	28.3	0	4	0
5	29.2	0	5	0	28.3	0	4	0	27.8	0	4	0

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was originally developed for Suburu School in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Suburu School's most recent school safety plan was reviewed, updated, and shared with school staff in August 2013.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions		4.9	5.6		6.2	8.0
Expulsions	0	0	0	0	0	0

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Campus Supervision

Suburu School is a neighborhood school and students either walk to school, ride their bike, are dropped off by a parent or guardian, or are transported by school bus from Lakeside School. For those students arriving by car, Suburu School's student valet program increases student safety while decreasing traffic congestion. At the designated drop off area, fourth and fifth grade students serve as valets to open the car doors of arriving students. The drop off area allows 8 to 10 cars at a time to enter, drop off and leave quickly. One teacher and one instructional aide, are at the valet/ student drop off area. One instructional aide is stationed at each of the two gate entrances onto campus, and three teachers, three Learning Center aides, one speech aide, and our library clerk are on the south yard playground to supervise morning activities. Three instructional aides are on the kindergarten playground. The principal and teacher on special assignment circulate around the campus to help supervise students. The school campus opens twenty minutes early to serve breakfast to students each morning.

During the mid-morning recesses and afternoon recesses, three instructional aides and one teacher from each grade level K-3, rotate through yard duty, on the playgrounds to supervise student activities. During the lunch period, four school aides and one bilingual instructional aide share supervision of students in the cafeteria and on the playgrounds. The principal and teacher on special assignment assist with supervision as well. When students are dismissed at the end of the day, four exit gates are supervised by instructional aides or a teacher to ensure students leave campus in a safe and orderly manner. Transitional Kindergarten, Kindergarten, and first grade students are escorted to the parent pickup area and released to an authorized parent, guardian, or older sibling. Teachers from two grade levels are strategically stationed to monitor dismissal and the departure of students from campus. The office, health technician, Principal, Teacher on Special Assignment, three custodians and all school aides supervising students, use hand held radios to quickly facilitate any emergency as well as routine communications.

Suburu School is a closed campus; when instruction starts there is a single entry onto the campus. Visitors are required to sign in at the front office upon arrival, and note where they will be on campus and their objective while on campus, wear an identification tag during their visit, and then return to the school office upon departure to sign out. Exterior grounds are well lit and the school's perimeter is fully secured with fencing. Four security cameras have been installed and several more are planned to be installed.

Staff members are trained to activate lock down procedures in the event of an emergency. Fire, earthquake, lock down, or disaster drills are held monthly. Local law enforcement quickly responds to concerns as they arise.

School Facilities

Suburu School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1998; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff.

Campus Maintenance

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and in good repair. The district’s maintenance department manages larger projects that may require third party contractors. School custodians are qualified and equipped to handle minor routine repairs and maintenance projects.

A universal work order process is used districtwide. Teachers prepare and submit requests to the principal for approval. The principal is the site Maintenance and Operations Director and authorizes maintenance requests for site custodians to complete. The district’s maintenance department prioritizes large scale incoming requests at Suburu based upon the nature of the project. Safety issues are always given the highest priority and resolved immediately by either a site custodian or other district M&O staff.

Suburu School is proud of its high standards regarding campus maintenance and general housekeeping practices. Custodial staff are supervised by and collaborate with the school’s Maintenance and Operations Director to ensure classrooms and campus grounds are well maintained and kept safe and functioning. Custodians follow an established set of cleaning standards, schedules, and policies for maintaining a clean and safe environment for learning. Upon hire, custodians participate in a formal training that covers state mandated health and safety topics. The principal meets with custodians on a regular basis to address all safety issues, district policies, and school activities schedules.

The principal meets a minimum of once a week with the lead day custodian to discuss school facilities and safety issues, custodial responsibilities, and housekeeping needs. Every morning before school begins, the day custodians secure the school gates and inspect school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately. Custodians check and clean restrooms as needed, multiple times a day, as a proactive measure in keeping facilities stocked, safe, and sanitary.

Two full-time day custodians and one part-time day custodian are assigned to Suburu School for routine maintenance, daily custodial duties, and special events. The day custodians’ routine includes general maintenance duties; preparing facilities for mealtime activities; serving meals, cleaning the cafeteria after meals are served; cleaning restrooms and classrooms; and fulfilling basic custodial needs for students and staff. Two full-time evening custodians are responsible for cleaning classrooms and restrooms, washing down buildings, blowing blacktop playing areas, and are available for afterschool and evening events. One part-time groundskeeper is responsible for maintaining the landscape and the irrigation system. The principal follows-up regularly to ensure custodians are following district’s cleaning standards and to survey campus facilities to identify deficiencies that should be corrected to maintain high safety and cleanliness standards. Our custodians also have the responsibility of driving our Special Education students to multiple schools in the City of Bakersfield each morning and afternoon for a minimum of four hours daily.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: November 26, 2013				
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]	[]	[]	Some floor tiles are lifting in Boys & Girls Club Room
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	Room 407: Kit fox living under building

School Facility Good Repair Status (School Year 2013-14)
Year and month in which data were collected: November 26, 2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	Kindergarten outside drinking fountain dripped onto sidewalk and has been repaired.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	Room 701: water damage to north wall due to previous irrigation spraying on it
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	One missing window screen on Room 702

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	40	34	34	67
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.80	---
Psychologist	.50	---
Social Worker	0	---
Nurse	.50	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 10/8/2013

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-5 are selected from the state's list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption. On October 4, 2013, the SBE adopted the new Common Core State Standards. Teachers are currently using resource materials to bridge the new curriculum with the currently approved curriculum.

On October 8, 2013, the Lakeside Union School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted a Resolution which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (3) that sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Library Resources

The library is open between 8:15am and 2:30pm on Monday, Tuesday, Thursday, and Friday. Students have access to a wide variety of books for all reading levels. Six computers are accessible for Accelerated Reader testing and research on the internet. Students visit the library a minimum of once a week with their teacher.

Technology Resources

Suburu has a computer lab consisting of 34 computers which have internet access. Students visit the computer lab weekly for 30 to 45 minutes. Whole class instruction supports the core curriculum in the form of multimedia projects, writing assignments, research, basic keyboarding, assessments, educational games, and Accelerated Reader testing. All classrooms have access to LCD projectors, document cameras, and interactive whiteboards to enhance delivery of class lessons.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin; A Legacy of Literacy Adopted 2003 Hampton Brown; High Point for ELs Adopted 2004	No	0%
Mathematics	Harcourt School Publishers; California HSP Math Adopted 2008	Yes	0%
Science	Harcourt; California Science Adopted 2007	Yes	0%
History-Social Science	Harcourt; Reflections: California Adopted 2006	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6118.50	752.40	4961.80	59,605
District	---	---	4961.80	\$60,257
Percent Difference: School Site and District	---	---	0.0	-1.1
State	---	---	\$5,537	\$66,594
Percent Difference: School Site and State	---	---	-10.4	-10.5

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Lakeside Union School District receives state and federal categorical funding for special programs. For the 2012-2013 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Economic Impact Aide
- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title II, III
- Transportation

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,206	\$41,327
Mid-Range Teacher Salary	\$58,412	\$63,903
Highest Teacher Salary	\$70,305	\$81,573
Average Principal Salary (Elementary)	\$92,100	\$103,887
Average Principal Salary (Middle)	\$96,318	\$107,439
Average Principal Salary (High)	\$0	\$102,399
Superintendent Salary	\$123,129	\$155,551
Percent of Budget for Teacher Salaries	40.2%	40.7%
Percent of Budget for Administrative Salaries	4.3%	6.2%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The primary academic focus at Suburu School is to maximize student learning. Teachers were in serviced by the principal monthly, after school throughout the year in: Analyzing Data, Professional Learning Communities, Response to Intervention, Student Engagement, Common Formative Assessments, and the Common Core. In preparation for the Common Core, teachers received Professional Development on Close Reading, understanding rigor depth, unwrapping standards, targeting Power Standards, Characteristics of 21st Century Classrooms, understanding performance tasks, the Six Shifts in ELA, Text Complexity and Lexile, writing rubrics, best teaching strategies, and much more.

All training and curriculum development at the Lakeside Union School District revolves around the California Content Standards and Frameworks. All training activities are focused on curriculum and driven by teacher and student needs. Staff development activities are selected through a collaborative effort of teaching staff and based upon assessment results, staff survey results, feedback from both teaching and administrative staff, school goals and through weekly Professional Learning Community and Data Team Meetings.

Suburu School continues to make every effort to meet the academic, emotional, and physical needs of each of our students. Counseling support is provided by school administrators and teachers.

Suburu School acquires highly qualified nonteaching support staff as needed through the Kern County SELPA for:

- Health services
- Speech and language therapy
- Occupational therapy
- Adapted and physical therapy
- Psychological services
- Deaf and hard of hearing services
- Vision, orientation, and mobility services