

Donald E. Suburu School

School Accountability Report Card

Reported Using Data from the 2011-12 School Year

Published During 2012-13

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

II. About This School

Contact Information (School Year 2012-13)

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

School Description and Mission Statement (School Year 2011-12)

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 California State Content 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.

As you may be aware, our school's goal last school year was to reach an Academic Performance Index (API) score of 801. Any 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 increased our API by 14 points and exceeded our goal. Suburu's API score for the 2011-2012 school year is 804.

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.

Suburu School Profile

Suburu School currently services 740 students in grades Transitional Kindergarten through fifth. The student body includes 7.7% receiving special education services, 20.8% qualifying for English learner support, and 61.5% 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 2011-12)

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

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 will be 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. Weekly class newsletters, quarterly parent newsletters, telephone calls, email at <http://www.lakesideusd.org/suburu/>, and parent conferences 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.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	121
Grade 1	131
Grade 2	108
Grade 3	128
Grade 4	119
Grade 5	113
Total Enrollment	720

Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	7.8	White	28.8
American Indian or Alaska Native	0.4	Two or More Races	4.6
Asian	4.7	Socioeconomically Disadvantaged	59.6
Filipino	1.5	English Learners	24.7
Hispanic or Latino	52.1	Students with Disabilities	7.1
Native Hawaiian/Pacific Islander	0.1		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	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	19	6			20.3	6	0	0	20.2	6	0	0
1	17.3	7			17.7	6	0	0	21.8	6	0	0
2	19.8	6			20.3	6	0	0	21.6	5	0	0
3	18	7			19.5	6	0	0	21.3	6	0	0
4	29.2		5		29	0	4	0	29.8	0	4	0
5	28.5		4		29.2	0	5	0	28.3	0	4	0
Other												

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

III. School Climate

School Safety Plan (School Year 2011-12)

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 2012.

Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	2.07	.98	.94	.65	.66	.80
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012-13)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: Oct. 1, 2012

Campus Supervision

Suburu School is a neighborhood school and all students either walk to school, ride their bike, or are dropped off by a parent or guardian. 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. Two teachers, and one maintenance operations transportation representative are at the valet/ student drop off area. One instructional aide is stationed at each of the three gate entrances onto campus, and three teachers, three Learning Center aides, and our library clerk are on the south yard playground to supervise morning activities. Three instructional/Learning Center 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 school aides and teachers rotating through yard duty are on the playgrounds to supervise student activities. During the lunch period, four school aides and one bi-lingual 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, all three exit gates are supervised by instructional aides to ensure students leave campus in a safe and orderly manner. Transitional Kindergarten, Kindergarten, first, and second grade students are escorted to the parent pickup area and released to an authorized parent, guardian, or older sibling. The office, health technician, and all school aides supervising students are assigned 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 and sign out. Exterior grounds are well lit and the school's perimeter is fully secured with fencing. Five 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 shared between both Suburu School and Lakeside School are responsible for cleaning classrooms and restrooms. 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. Two of our custodians also have the duty of driving our Special Education students to multiple schools in the City of Bakersfield each morning and afternoon.

Deferred Maintenance

Lakeside Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2011-12 school year, Lakeside Union School District allocated a portion of \$42,632.33 of Deferred Maintenance funds to Suburu School for building repairs.

School Facility Good Repair Status (School Year 2012-13)

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	Kit fox living under Room 801
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Boys restroom in 300 building has rust and deterioration on panels by toilets
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	Rom 701: water damage to north wall due to previous irrigation spraying on it
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	38	40	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage at: <http://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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

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)	1	---
Psychologist	.50	---
Social Worker	0	---
Nurse	.50	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	2	---
Other	0	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

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 instruction 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: 9/11/12

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent 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 September 11, 2012, 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 Resolution No. 09112012A 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.

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%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$60,177
Percent Difference: School Site and District	---	---	94.18%	100%
State	---	---	\$5,455	\$65,598
Percent Difference: School Site and State	---	---	59.62%	87.82%

* **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 webpage 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 webpage 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 2011-12)

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 2011-2012 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

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

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,206	\$40,962
Mid-Range Teacher Salary	\$58,412	\$63,212
Highest Teacher Salary	\$68,926	\$80,545
Average Principal Salary (Elementary)	\$92,361	\$102,057
Average Principal Salary (Middle)	\$92,361	\$106,108
Average Principal Salary (High)		\$110,838
Superintendent Salary	\$120,452	\$152,557
Percent of Budget for Teacher Salaries	41%	40%
Percent of Budget for Administrative Salaries	6%	6%

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

IX. 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								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	53	52	57	51	54	58	52	54	56
Mathematics	56	52	57	47	48	50	48	50	51
Science	39	49	40	47	54	59	54	57	60
History-Social Science				48	56	60	44	48	49

* 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	58	50	59	60
All Student at the School	57	57	40	
Male	54	55	38	
Female	60	58	41	
Black or African American	47	56		
American Indian or Alaska Native				
Asian	47	53		
Filipino				
Hispanic or Latino	53	53	31	
Native Hawaiian/Pacific Islander				
White	67	64	50	
Two or More Races	54	23		
Socioeconomically Disadvantaged	50	50	31	
English Learners	35	44		
Students with Disabilities	19	17		
Students Receiving Migrant Education Services				

* 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 2011-12)

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 webpage 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	15.2	19.6	28.6

* 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.

X. 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 webpage 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	2009	2010	2011
Statewide	5	5	4
Similar Schools	2	3	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	13	1	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	5	11
Native Hawaiian/Pacific Islander			
White	10	11	4
Two or More Races			
Socioeconomically Disadvantaged	3	-9	32
English Learners	-1	25	8
Students with Disabilities			

* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	422	804	951	799	4,664,264	788
Black or African American	28	814	64	742	313,201	710
American Indian or Alaska Native	3		12	812	31,606	742
Asian	18	798	51	854	404,670	905
Filipino	8		20	927	124,824	869
Hispanic or Latino	224	782	488	778	2,425,230	740
Native Hawaiian/Pacific Islander	1		2		26,563	775
White	128	838	296	832	1,221,860	853
Two or More Races	12	750	18	683	88,428	849
Socioeconomically Disadvantaged	258	775	558	762	2,779,680	737
English Learners	110	766	230	741	1,530,297	716
Students with Disabilities	42	591	104	553	530,935	607

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)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

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 2012-13)

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 webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50

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 focus at Suburu School is to maximize student learning. Last year we were considered a Program Improvement, (PI), School due to not making Adequate Yearly Progress (AYP). With a desire to shed the PI label, our staff renewed our energies in analyzing student data, and together, made several changes to our program. One of the changes was adjusting our Master Schedule to allow un-interrupted time for intensive and strategic intervention and enrichment. Teachers were in-serviced by the principal multiple times a month after school throughout the year in: Analyzing Data, Writing Lesson Plans, Professional Learning Communities, Response to Intervention, Student Engagement, and Common Formative Assessments. We also had a technology company by the name of OnPoint conduct three in services on minimum days. Teachers worked extremely hard and long hours to make improvements to our school to maximize student learning.

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