

Donald E. Suburu School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
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
Web Site	www.lakesideusd.org/suburu
CDS Code	15635526115042

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

School Description and Mission Statement (Most Recent Year)

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.

In October of the 2013-2014 school year, the California Common Core Standards became the official standards of our state and school. You may access these standards on the California Department of Education website at <http://www.cde.ca.gov/>. With the exception of fifth grade science, students in second, third, fourth, and fifth grades, did not participate in the English Language Arts or Mathematics STAR test which in past years, provided districts data on the Academic Performance Index (API), and Adequate Yearly Progress (AYP). In the spring of 2013-2014, students in third, fourth, and fifth grades, were required to participate in the Smarter Balanced Assessment Consortium (SBAC), computerized Field Test, in English Language Arts and Mathematics. Districts and parents did not receive test results data from this assessment and therefore cannot compare student progress with past API & AYP.

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 725 students in grades Transitional Kindergarten through fifth grade. The student body includes 10.5% receiving special education services, 16.4% qualifying for English learner support, and 68% receiving free or reduced-price lunch. Located in a suburban area in the Castle and Cooke development of Silver Creek, 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.

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

Grade Level	Number of Students
Kindergarten	144
Grade 1	100
Grade 2	117
Grade 3	130
Grade 4	110
Grade 5	117
Ungraded Elementary	
Total Enrollment	718

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.4
Asian	6.3
Filipino	1.0
Hispanic or Latino	55.8
Native Hawaiian or Pacific Islander	0.3
White	24.7
Two or More Races	5.0
Socioeconomically Disadvantaged	66.3
English Learners	20.9
Students with Disabilities	7.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	34	34	34	67
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

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

Year and month in which data were collected: October 2014

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 September 9, 2014, 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 8:50am and 2:30pm daily. Students have access to a wide variety of books for all reading levels. Four 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 and is available for students during their recess to check-out books, use the computers, and to study.

Technology Resources

Suburu has a computer lab consisting of 34 computers which have internet access. Students may visit the computer lab weekly with their teacher 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. Parents/Guardians are required to sign an Internet Permission Form for their child before access to the internet is granted.

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	McGraw Hill Publishing Company; My Math Adopted 2014	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt; California Science Adopted 2007	Yes	0%
History-Social Science	Harcourt; Reflections: California Adopted 2006	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

School Facility Conditions and Planned Improvements (Most Recent Year)

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 instructional aide is positioned at the valet/ student drop off area and one is stationed at each of the two gate entrances onto campus. Three teachers, three Learning Center aides, one speech aide, and our library clerk are on the south yard playground to supervise morning activities and three instructional aides are on duty on the kindergarten playground. The principal and vice principal circulate around the campus to help supervise students. The school campus opens twenty minutes early at 7:40am 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 share supervision of students in the cafeteria and on the playgrounds. The principal and vice principal 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. There is a crossing guard on duty before and after school to assist our walking community across Harris Road in front of the school. Flashing caution lights are activated above the crosswalk to assist drivers in warning them about the crosswalk.

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. The office, health technician, principal, vice principal, one custodian and all school aides supervising students, use hand held radios to quickly facilitate any emergency as well as routine communications.

School Facilities

Suburu School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1997; 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 and classified staff prepare and submit Maintenance Requests to the principal for approval and she authorizes maintenance requests for site custodians or site maintenance 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 district'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, and are available for afterschool and evening events. One part-time maintenance/groundskeeper is responsible for general maintenance, washing down buildings, blowing blacktop playing areas, and maintaining the landscape and the irrigation system. The principal follows-up regularly to ensure custodians/maintenance 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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 5, 2014				
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			Molding around the top of four windows needs to be re-adhered. Five ceiling tiles have been replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Dust on top of several cabinets
Electrical: Electrical	X			Burned-out light bulbs have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Loose toilet seats have been tightened.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leak in Room 703 and the district maintenance is addressing this issue.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	40	45	38	59	60	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	38
Male	43
Female	34
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	32
Native Hawaiian or Pacific Islander	
White	44
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	9
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	57	57	54	58	57	54	56	55
Mathematics	52	57	56	48	50	51	49	50	50
History-Social Science				56	60	66	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	5
Similar Schools	1	2	4

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

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	1	14	-3
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	1
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.

State Priority: Other Pupil Outcomes

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

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, family dances, and other 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, School Site Council (SSC), and participating in Community Meetings to provide parents the opportunity to be involved in the decision-making process and have 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 Portal to access current grades in grades 2nd -5th and other information including attendance, ConnectEd access for math assistance at home, parent conferences and progress notices are also 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.9	5.6	4.4	6.2	8.0	6.2	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 2014.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.2	6	0	0	27		5		24		6	
1	21.8	6	0	0	21	2	4		20	3	2	
2	21.6	5	0	0	26		5		23		5	
3	21.3	6	0	0	22		5		26		5	
4	29.8	0	4	0	31		4		28		4	
5	28.3	0	4	0	28		4		29		4	
Other												

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6118.50	752.40	4961.80	59,605
District	---	---	4961.80	\$61,721
Percent Difference: School Site and District	---	---	0.0	-3.4
State	---	---	\$4,690	\$67,289
Percent Difference: School Site and State	---	---	5.8	-11.4

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

Types of Services Funded (Fiscal Year 2013-14)

In addition to state Local Control Funding Formula, Lakeside Union School District receives the following state and federal categorical funding for special programs.

- 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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,206	\$41,535
Mid-Range Teacher Salary	\$58,412	\$64,101
Highest Teacher Salary	\$72,414	\$82,044
Average Principal Salary (Elementary)	\$94,209	\$104,336
Average Principal Salary (Middle)	\$96,318	\$107,911
Average Principal Salary (High)	\$0	\$102,488
Superintendent Salary	\$125,806	\$155,309
Percent of Budget for Teacher Salaries	41	41
Percent of Budget for Administrative Salaries	5	6

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

Professional Development

The primary academic focus at Suburu School is to maximize student learning. Teachers were provided in-service regularly by the principal, district technology coordinator, and WestEd representatives throughout the year.

All training and curriculum development at the Lakeside Union School District revolves around the California Common Core State Standards. 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