

Donald E. Suburu School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | 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 | Valerie Garcia |
| Email Address | vgarcia@lakesideusd.org |
| Website | http://www.lakesideusd.org/suburu/ |
| County-District-School (CDS) Code | 15635526115042 |

| Entity | Contact Information |
|----------------|--------------------------------|
| District Name | Lakeside Union School District |
| Phone Number | 661.836.6658 |
| Superintendent | Ty Bryson |
| Email Address | tbryson@lakesideusd.org |
| Website | www.lakesideusd.org/ |

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.

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, quarterly benchmark exams, and interim assessments, are used to monitor student progress towards reaching proficiency on the Common Core State Standards. Our teachers meet in Professional Learning Communities and Data Teams weekly to collaborate, where they 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 which fosters emotional and academic success.

The California Common Core Standards are being taught in every classroom. You may access these standards on the California Department of Education website at <http://www.cde.ca.gov/>. In the spring, students in third, fourth, and fifth grades, participate in the computerized assessment called the California Assessment of Student Performance and Progress (CAASPP), in English Language Arts and Mathematics. Districts and parents receive Student Score Reports from this assessment in the summer.

Suburu's Mission

Suburu School 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, Suburu 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 over 780 students in Transitional Kindergarten through fifth grade. The student body includes less than 10% receiving special education services, over 15% qualifying for English Language Development, and over 73% 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 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 164 |
| Grade 1 | 121 |
| Grade 2 | 132 |
| Grade 3 | 121 |
| Grade 4 | 124 |
| Grade 5 | 125 |
| Total Enrollment | 787 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.5 |
| American Indian or Alaska Native | 0.5 |
| Asian | 7.1 |
| Filipino | 1.1 |
| Hispanic or Latino | 60.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 19.8 |
| Two or More Races | 3.8 |
| Socioeconomically Disadvantaged | 73.1 |
| English Learners | 14.2 |
| Students with Disabilities | 9.1 |
| Foster Youth | 0.4 |
| Homeless | 2.5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 36 | 30 | 30 | 62 |
| Without Full Credential | 1 | 4 | 1 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2018

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. 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.

On October 9, 2018, 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 8:00am and 2:30pm daily. Students have access to a wide variety of books for all reading levels. Four computers are accessible for students to use Accelerated Reader and/or 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 visit the computer lab weekly with their teacher for 30 to 45 minutes. Whole class instruction using technology enhances the core curriculum in the form of multimedia projects, writing assignments, and research. Our 1st-5th grade students are 1:1 with Chromebooks; with each TK/Kindergarten classroom having five chromebooks. 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.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | Benchmark Advanced Adopted 2016 | Yes | 0% |
| Mathematics | McGraw Hill Publishing Company; My Math Adopted 2014 | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Science | Harcourt; California Science Adopted 2007 | Yes | 0% |
| History-Social Science | Studies Weekly: CA Studies Weekly-Social Studies Adopted 2018 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 accommodates 8 to 10 cars at a time to enter, drop off passengers, 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. A minimum of three teachers, two 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, instructional aides and teacher from each grade level TK-5, 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 with a valid CA ID 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.

Staff members are trained to activate lock down procedures in the event of an emergency. Fire, earthquake, lockdown, or disaster drills are held monthly. Local law enforcement quickly responds to concerns as they arise. The office staff, health technician, principal, vice principal, 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 and the grounds and maintenance staff are qualified and equipped to handle 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 the principal 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 Maintenance and Operations 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 and on a regular basis, custodians participate in formal training that covers state mandated health and safety topics.

The principal and vice principal meet with the lead day custodian and/or grounds and maintenance employees to discuss school facilities and safety issues, custodial responsibilities, school activities schedule, and housekeeping needs. Every morning before school begins, the day custodians and/or maintenance employee, 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, one part-time day custodian, and one grounds and maintenance employee, 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 after school and evening events. One full-time maintenance/groundskeeper is responsible for general maintenance and repair of facilities, blowing blacktop playing areas, and maintaining the landscape and the irrigation system. The district's Maintenance and Operations director follows-up regularly to ensure custodians/maintenance are following district’s cleaning standards and to survey campus facilities to identify deficiencies that may need corrected to maintain high safety and cleanliness standards. Two custodians also have the responsibility of driving our Special Education students to multiple schools in the City of Bakersfield each morning and returning them home in the afternoon for a minimum of four hours daily.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month of the most recent FIT report: December 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | HVAC professionals are on call and remediate any problem that arises. |
| Interior: Interior Surfaces | Good | Interior surfaces are in good condition. |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Facility is clean and a pest control company is on a regular spray schedule. |
| Electrical: Electrical | Good | All electrical is in good working order. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | All restrooms and fountains are in good working order. |
| Safety: Fire Safety, Hazardous Materials | Good | All safety concerns are addressed immediately. |
| Structural: Structural Damage, Roofs | Good | No structural issues at this time. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | The school grounds, windows, doors, gates, and fences are in good working order. All safety concerns are addressed immediately. |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 55 | 51 | 51 | 49 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 39 | 40 | 31 | 33 | 38 | 39 |

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 379 | 371 | 97.89 | 2.11 | 51.36 |
| Male | 182 | 179 | 98.35 | 1.65 | 47.75 |
| Female | 197 | 192 | 97.46 | 2.54 | 54.74 |
| Black or African American | 25 | 23 | 92.00 | 8.00 | 39.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 19 | 100.00 | 0.00 | 63.16 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 225 | 220 | 97.78 | 2.22 | 48.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 81 | 80 | 98.77 | 1.23 | 60.76 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 40.00 |
| Socioeconomically Disadvantaged | 284 | 276 | 97.18 | 2.82 | 47.25 |
| English Learners | 79 | 77 | 97.47 | 2.53 | 43.42 |
| Students with Disabilities | 45 | 42 | 93.33 | 6.67 | 9.52 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 11 | 11 | 100.00 | 0.00 | 27.27 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 381 | 372 | 97.64 | 2.36 | 40.05 |
| Male | 183 | 179 | 97.81 | 2.19 | 39.66 |
| Female | 198 | 193 | 97.47 | 2.53 | 40.41 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Black or African American | 25 | 23 | 92.00 | 8.00 | 13.04 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 19 | 100.00 | 0.00 | 63.16 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 227 | 221 | 97.36 | 2.64 | 35.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 81 | 80 | 98.77 | 1.23 | 55.00 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 25.00 |
| Socioeconomically Disadvantaged | 286 | 277 | 96.85 | 3.15 | 35.38 |
| English Learners | 80 | 78 | 97.50 | 2.50 | 33.33 |
| Students with Disabilities | 45 | 43 | 95.56 | 4.44 | 9.30 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 11 | 11 | 100.00 | 0.00 | 36.36 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 19.8 | 16.8 | 22.9 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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, Parents as Partners Night, 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 (ELAC), District English Language Advisory Council (DELAC), School Site Council (SSC), Local Control and Accountability Plan (LCAP) meetings, 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 e-mail, text messaging, telephone calls, fliers sent home, Homework Hotline, Parent Portal to access current grades in grades 2nd -5th and other information including attendance, ConnectEd access for math assistance at home, BenchmarkEd for English Language Arts and English Language Development 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 website 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 encourages parents/guardians to present ideas and suggestions at meetings, on an individual basis, or by written communication. An Events Calendar is sent home with students periodically and placed on the school's website to provide parents and students with information on upcoming events well in advanced. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 1.4 | 1.2 | 1.1 | 4.6 | 2.3 | 2.4 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Our Comprehensive School Site Safety Plan is 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 2019. Students and staff participate in monthly fire and lockdown drills and the Great California Shake-out earthquake drill in October. Suburu School also has a school safety team that meets quarterly to plan, update, and implement best practices for safety. This team also attends multiple trainings related to school safety.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 25 | | 6 | | 25 | | 6 | | 27 | | 5 | 1 |
| 1 | 24 | | 5 | | 25 | | 30 | | 24 | | 30 | |
| 2 | 23 | | 5 | | 24 | | 5 | | 26 | | 5 | |
| 3 | 21 | 1 | 4 | | 23 | | 5 | | 24 | | 5 | |
| 4 | 29 | | 4 | | 30 | | 4 | | 31 | | 4 | |
| 5 | 26 | | 5 | | 29 | | 4 | | 31 | | 4 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .4 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Speech/Language/Hearing Specialist | .6 |
| Resource Specialist (non-teaching) | 2.0 |
| Other | 3.8 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,118.50 | \$752.40 | \$4,961.80 | \$59,605 |
| District | N/A | N/A | \$4,961.80 | \$60,257 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -1.1 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | -40.8 | -26.3 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- English Language Acquisition Program, Teacher Training & Student Assistance
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I, II, and III
- Transportation

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|--------------------------|-----------------|--|
| Beginning Teacher Salary | \$ | \$49,378 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Mid-Range Teacher Salary | \$ | \$77,190 |
| Highest Teacher Salary | \$ | \$96,607 |
| Average Principal Salary (Elementary) | \$ | \$122,074 |
| Average Principal Salary (Middle) | \$ | \$126,560 |
| Average Principal Salary (High) | \$ | \$126,920 |
| Superintendent Salary | \$ | \$189,346 |
| Percent of Budget for Teacher Salaries | 33% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | | | |

All training and curriculum development in the Lakeside Union School District revolves around the California Common Core State Standards and best teaching practices. 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/district goals, and through weekly Professional Learning Community and Data Team Meetings.

Our Local Control Agency Plan (LCAP), developed by stakeholders, includes three primary goals: 1.) Ensure high quality instruction; 2.) Increase student achievement; 3.) Ensure a positive learning environment. The primary academic focus at Suburu School is reading fluency, reading comprehension, and vocabulary acquisition, to maximize student learning and work towards the three LCAP goals. Teachers are provided regular Professional Development by the principal, district technology coordinator, as well as other outside support that is evidence based. Programs currently being implemented at Suburu are: IlluminateEd, Imagine Learning, NextGen Math, and Guided Reading. Teachers and administrators have received and continue to receive professional development during the school day and after school through in-services and workshops, on the currently implemented programs.

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 a part-time counselor, school administrators, teachers, and school psychologists.

Suburu School acquires highly qualified non-teaching 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