Donald E. Suburu School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://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

Contact Information (School Year 2016-17)

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	http://www.lakesideusd.org/suburu/
CDS Code	15635526115042

District Contact Information	
District Name	Lakeside Union School District
Phone Number	661.836.6658
Superintendent	Ty Bryson
E-mail Address	tbryson@lakesideusd.org
Web Site	www.lakesideusd.org/

School Description and Mission Statement (School Year 2016-17)

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 test results data 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 730 students in grades Transitional Kindergarten through fifth grade. The student body includes 10% receiving special education services, 15% qualifying for English learner support, and 66% receiving free or reduced-price lunch. Located in a suburban area in the Castle and Cooke development of 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 2015-16)

Grade Level	Number of Students
Kindergarten	150
Grade 1	112
Grade 2	110
Grade 3	114
Grade 4	126
Grade 5	138
Total Enrollment	750

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.3
Asian	6.1
Filipino	0.9
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.5
White	21.1
Two or More Races	5.1
Socioeconomically Disadvantaged	67.5
English Learners	15.3
Students with Disabilities	7.5
Foster Youth	1.6

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	34	36	36	69
Without Full Credential	0	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

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.

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. Suburu has a Technology Teacher who is located in our Technology Lab with 35 Chromebooks available for students to use. The Technology Lab teacher teaches lessons directly linked to the Common Core Standards. All First through fifth grade classes visit the Technology Lab weekly for 30 to 45 minutes. 70 Chromebooks and two Carts on Wheels (COWs) charging stations, were donated to Suburu School in December 2015. These Chromebooks are used in the classrooms two to three days a week by all 2nd-5th grade students. 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced Adopted 2016	No	0%
Mathematics	McGraw Hill Publishing Company; My Math Adopted 2014	Yes	0%
Science	Harcourt; California Science Adopted 2007	Yes	0%
History-Social Science	Harcourt; Reflections: California Adopted 2006	Yes	0%

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 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, 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 an 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 TK-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, vice principal, and office clerk, 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.

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 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 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 meets a minimum of once a week 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 principal 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)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 22, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC professionals are on call and remediate any problem that arises.
Interior: Interior Surfaces	X			Interior surfaces are in good condition.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Facility is clean and a pest control company is on a regular spray schedule.
Electrical: Electrical	X			All electrical is in good working order.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All restrooms and fountains are in good working order.
Safety: Fire Safety, Hazardous Materials	X			All safety concerns are addressed immediately.
Structural: Structural Damage, Roofs	X			No structural issues at this time.

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 22, 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The school grounds, windows, doors, gates, and fences are in good working order. All safety concerns are addressed immediately.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 22, 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	38	46	35	42	44	48
Mathematics	26	29	21	23	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	117	114	97.4	34.2
	4	124	124	100.0	49.2
	5	138	136	98.5	52.9
Male	3	69	68	98.5	33.8
	4	65	65	100.0	49.2
	5	60	60	100.0	53.3
Female	3	48	46	95.8	34.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	59	59	100.0	49.1
	5	78	76	97.4	52.6
Asian	4	11	11	100.0	63.6
Hispanic or Latino	3	77	76	98.7	31.6
	4	77	77	100.0	48.0
	5	79	78	98.7	46.1
White	3	18	16	88.9	43.8
	4	20	20	100.0	50.0
	5	32	31	96.9	64.5
Socioeconomically Disadvantaged	3	82	81	98.8	25.9
	4	91	91	100.0	46.1
	5	97	97	100.0	45.4
English Learners	3	22	22	100.0	
	4	21	21	100.0	33.3
	5	26	26	100.0	30.8
Students with Disabilities	3	17	16	94.1	12.5
	5	14	14	100.0	14.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	117	114	97.4	36.0
	4	124	124	100.0	31.4
	5	138	136	98.5	20.6
Male	3	69	68	98.5	36.8
	4	65	65	100.0	30.8
	5	60	60	100.0	25.0
Female	3	48	46	95.8	34.8
	4	59	59	100.0	32.2
	5	78	76	97.4	17.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	4	11	11	100.0	27.3
Hispanic or Latino	3	77	76	98.7	31.6
	4	77	77	100.0	32.5
	5	79	78	98.7	14.1
White	3	18	16	88.9	50.0
	4	20	20	100.0	30.0
	5	32	31	96.9	38.7
Socioeconomically Disadvantaged	3	82	81	98.8	28.4
	4	91	91	100.0	30.8
	5	97	97	100.0	14.4
English Learners	3	22	22	100.0	9.1
	4	21	21	100.0	4.8
	5	26	26	100.0	7.7
Students with Disabilities	3	17	16	94.1	12.5
	5	14	14	100.0	14.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38	35	49	49	54	63	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	137	135	98.5	48.9
Male	59	59	100.0	55.9
Female	78	76	97.4	43.4
Hispanic or Latino	78	77	98.7	40.3
White	32	31	96.9	61.3
Socioeconomically Disadvantaged	96	96	100.0	42.7
English Learners	26	26	100.0	42.3
Students with Disabilities	14	14	100.0	35.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	22.6	27.1

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 (School Year 2016-17)

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, 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 encourage 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.4	2.6	1.7	6.2	4.4	3.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 2016. Students and staff prticipate in monthly fire and lockdown drills and the Great California Shake-out earthquake drill in October.

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.

Federal Intervention Program (School Year 2016-17)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	24		6		23		6		23		6	
1	20	3	2		22		5		22		5	
2	23		5		21	2	3		21	2	3	
3	26		5		23		5		23		5	
4	28		4		27		5		27		5	
5	29		4		27		4		27		4	

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 2015-16)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,118.50	$752.40	$4,961.80	$59,605
District	N/A	N/A	$4,961.80	$69,111
Percent Difference: School Site and District	N/A	N/A	0.0	-13.8
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	-12.6	-16.8

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

Types of Services Funded (Fiscal Year 2015-16)

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 (Title I in the 2016-2017 School Year)

- Transportation

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,696	$44,507
Mid-Range Teacher Salary	$60,716	$68,910
Highest Teacher Salary	$76,408	$88,330
Average Principal Salary (Elementary)	$104,679	$111,481
Average Principal Salary (Middle)	N/A	$115,435
Average Principal Salary (High)	N/A	$113,414
Superintendent Salary	$148,471	$169,821
Percent of Budget for Teacher Salaries	39%	39%
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 (Most Recent Three Years)

All training and curriculum development in 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/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 were provided regular Professional Development by the principal, district technology coordinator, Tulare County Office of Education in Math and English Language Arts, IlluminateEd, and Imagine Learning, in 2015-2016.   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 inservices and workshops, on the currently implemented programs. A five day summer session professional development was available to teachers which the majority of our teachers attended, to receive training on ELD and NextGen Math.

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