Donald E. Suburu School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (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	http://www.lakesideusd.org/suburu/
Grades Served	TK-5
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/

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 new 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 of 2015, students in third, fourth, and fifth grades, participated in the computerized assessment called the California Assessment of Student Performance and Progress (CAASPP), in English Language Arts and Mathematics. Districts and parents received test results data from this assessment which established a baseline to measure growth in future years.

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 768 students in grades Transitional Kindergarten through fifth grade. The student body includes 12% receiving special education services, 13% 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 2014-15)

Grade Level	Number of Students
Kindergarten	143
Grade 1	109
Grade 2	108
Grade 3	117
Grade 4	140
Grade 5	113
Total Enrollment	730

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.4
Asian	7
Filipino	1
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.3
White	23
Two or More Races	4.9
Socioeconomically Disadvantaged	66.6
English Learners	17.1
Students with Disabilities	8.6
Foster Youth	0.6

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	34	38	73
Without Full Credential	0	0	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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 2015-16)

Year and month in which data were collected: October 2015

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. Suburu has a Technology Teacher who is located in our Technology Lab with 35 Chromebooks available for students to use. The computer lab teacher teaches lessons directly linked to the Common Core Standards. All Kindergarten through fifth grade classes visit the Technology Lab weekly for 30 to 45 minutes. 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%
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 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. 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 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.

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, 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 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, 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, 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 afterschool and evening events. One full-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 may need corrected to maintain high safety and cleanliness standards. One custodian also has 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 in which data were collected: March 31, 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC reportedly noisy in several rooms and a few air handler doors were not attached properly. HVAC professionals have remediated these problems.
Interior: Interior Surfaces	X			There is woodrot on the ramp outside of Room 406 and carpet is separating at the seams in Rooms 508 & 801. Action has been taken on these issues.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Soiled carpet was found in Rooms 503 and 601. All carpets have been cleaned.
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			Door handles found loose or locks wornout in Rooms 405, 705, 802, and 804. Action has been taken on these issues.
Structural: Structural Damage, Roofs	X			No structural issues at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			The asphalt has split in many areas on the playground and needs to be repaired and sealed. Holes need to be filled on the playground and the wood chips raked under the swings and slides. All of these issues are currently being addressed.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 31, 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	35	44
Mathematics	26	21	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	119	117	98.3	36	29	23	12
	4	145	143	98.6	33	26	27	15
	5	118	115	97.5	42	21	29	7
Male	3		57	47.9	37	28	28	7
	4		64	44.1	31	36	22	11
	5		55	46.6	55	13	24	5
Female	3		60	50.4	35	30	18	17
	4		79	54.5	34	18	30	18
	5		60	50.8	30	28	33	8
Black or African American	3		9	7.6	--	--	--	--
	4		9	6.2	--	--	--	--
	5		12	10.2	67	17	8	8
American Indian or Alaska Native	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	3		11	9.2	18	45	18	18
	4		6	4.1	--	--	--	--
	5		8	6.8	--	--	--	--
Filipino	3		2	1.7	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		67	56.3	42	25	22	10
	4		81	55.9	33	33	25	9
	5		65	55.1	46	22	25	6

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
White	3		20	16.8	30	25	35	10
	4		39	26.9	31	13	31	26
	5		26	22.0	23	23	42	8
Two or More Races	3		7	5.9	--	--	--	--
	4		6	4.1	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		29	24.4	52	21	21	7
	4		32	22.1	38	34	19	9
	5		84	71.2	49	20	25	5
English Learners	3		18	15.1	50	28	22	0
	4		23	15.9	52	39	4	4
	5		8	6.8	--	--	--	--
Students with Disabilities	3		8	6.7	--	--	--	--
	4		13	9.0	77	15	0	8
	5		19	16.1	89	5	5	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	119	117	98.3	43	33	21	3
	4	145	141	97.2	25	39	28	8
	5	118	114	96.6	57	25	14	2
Male	3		57	47.9	35	46	18	2
	4		62	42.8	23	37	29	11
	5		54	45.8	59	20	15	2
Female	3		60	50.4	50	22	23	5
	4		79	54.5	27	41	28	5
	5		60	50.8	55	30	13	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		9	7.6	--	--	--	--
	4		9	6.2	--	--	--	--
	5		12	10.2	75	17	0	8
American Indian or Alaska Native	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	3		11	9.2	27	27	36	9
	4		6	4.1	--	--	--	--
	5		8	6.8	--	--	--	--
Filipino	3		2	1.7	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		67	56.3	49	33	18	0
	4		79	54.5	29	44	23	4
	5		64	54.2	61	28	9	0
Native Hawaiian or Pacific Islander	4		1	0.7	--	--	--	--
	5		1	0.8	--	--	--	--
White	3		20	16.8	35	30	20	15
	4		39	26.9	18	26	38	18
	5		26	22.0	46	27	23	0
Two or More Races	3		7	5.9	--	--	--	--
	4		6	4.1	--	--	--	--
	5		1	0.8	--	--	--	--
Socioeconomically Disadvantaged	3		29	24.4	59	21	17	3
	4		32	22.1	34	41	22	3
	5		84	71.2	62	26	10	1
English Learners	3		18	15.1	67	28	6	0
	4		22	15.2	50	41	5	5
	5		8	6.8	--	--	--	--
Students with Disabilities	3		8	6.7	--	--	--	--
	4		12	8.3	58	25	17	0
	5		19	16.1	95	0	5	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44	38	35	59	49	54	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54
All Students at the School	35
Male	28
Female	41
Black or African American	27
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	--
White	48
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	31
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.90	15.30	2.70

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)

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 (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, 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 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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.60	4.42	2.61	8.01	6.23	4.42	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

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 2015. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	No	No	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	27		5		24		6		23		6	
1	21	2	4		20	3	2		22		5	
2	26		5		23		5		21	2	3	
3	22		5		26		5		23		5	
4	31		4		28		4		27		5	
5	28		4		29		4		27		4	

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 2014-15)

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 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6118.50	752.40	4961.80	59,605
District	N/A	N/A	4961.80	$65,421
Percent Difference: School Site and District	N/A	N/A	0.0	-8.9
State	N/A	N/A	$5,348	$69,086
Percent Difference: School Site and State	N/A	N/A	-7.2	-13.7

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,015	$42,723
Mid-Range Teacher Salary	$61,041	$65,936
Highest Teacher Salary	$73,469	$84,545
Average Principal Salary (Elementary)	$100,653	$106,864
Average Principal Salary (Middle)	$119,754	$110,494
Average Principal Salary (High)		$103,499
Superintendent Salary	$128,483	$159,133
Percent of Budget for Teacher Salaries	41%	40%
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)

The primary academic focus at Suburu School is to maximize student learning. Teachers were provided regular Professional Development by the principal, district technology coordinator, and Tulare County Office of Education.

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/district 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