

SUBURU SCHOOL
Lakeside Union School District
School Accountability Report Card
School Year 2001-2002

School Information		District Information	
School Name	Donald E. Suburu School	District Name	Lakeside Union School District
Principal	Ann Dale	Superintendent	Nick G. Kouklis
Street	7315 Harris Road	Street	14535 Old River Road
City, State, Zip	Bakersfield, CA 93313	City, State, Zip	Bakersfield, CA 93311
Phone Number	(661) 665-8190	Phone Number	(661) 836-6658
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Mission Statement

The Lakeside Union School District and Suburu School are 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, 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.

Superintendent's Message

The Lakeside Union School District is proud of its heritage and the contributions that its graduates have made to our city, state, and nation. The Suburu School staff works hard to provide quality educational programs for students of all ability levels. We thank you for your support, because without it, we would not succeed. We hope this report card for Suburu School will be useful to you.

District Profile

The Lakeside Union School District was formed in the spring of 1941 through the merging of three Kern County school districts, Paloma, Ordena, and Old River. In keeping with the latest and best theories on modern education the district was financially able to build, equip, and furnish Lakeside School.

The district is presently comprised of two schools, Donald E. Suburu, which opened April 13, 1998, and serves grades K-4 while Lakeside School continues to serve some K-4 students and all of the 5-8 students. Lakeside School is located in a rural agricultural setting fifteen miles from central Bakersfield. Suburu School is in a suburban area located in the Castle and Cooke development of Silvercreek. The District covers approximately 166 square miles and has tremendous potential for growth.

Community Involvement

An active parent-teacher club supports Suburu School. They host and financially sponsor a variety of activities throughout the school, many of the supporting the curriculum in reading, writing and the arts. Parents are also active in the classrooms as volunteers and serve on the site council and other district advisory groups.

Opportunities for Parental Involvement

Contact Person Name	Ann Dale, Principal	Contact Person Phone Number	(661) 665-8190
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Staff members at Suburu School believe that a successful education experience for each student results from parents, students, and staff working together.

The Parent Involvement Policy will be promoted to facilitate the accomplishment of the following goals set forth:

1. To engage parents positively in their children's education.
2. To provide parents with strategies and techniques that may utilize to improve their children's academic success and assist their learning at home.
3. To build effective communication between the home and school.

Suburu School supports parental involvement in all school activities and programs by emphasizing communication between the school and home. Special programs, letters, bulletins, parent handbooks, telephone calls, parent/teacher conferences, the School Accountability Report Card (SARC,) and meetings form the basis of communication between the school and parents. Parents are encouraged to present ideas and suggestions at meetings, on an individual basis, or by written communication. Parents are also encouraged to visit and volunteer in classrooms, attend assemblies and programs, participate in field trips, and work as volunteers for various activities and committees.

The parent-teacher organization, Title I sub-committee, and the School Site Council offer opportunities for parents to be actively involved at Suburu School. The Suburu Parent-teacher organization, a volunteer group of parents and teachers, raises funds and works to provide special materials, equipment, and services for the students and staff. The SSC, an elected group of parents and school staff, gives guidance in the budgeting, operation, and evaluation of specially funded or categorical programs at Suburu School. The Title I sub-committee provides a vehicle for parents to give input and active involvement regarding the Title I program.

I. Demographic Information

Student Enrollment, by Grade Level

(CBEDS date October 3, 2001)

Grade Level	Enrollment
Kindergarten	106
Grade 1	114
Grade 2	107
Grade 3	111
Grade 4	93
Total	531

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
American Indian or Alaska Native	10	1.9	Hispanic or Latino	158	29.8
Asian	44	8.3	African American	54	10.2
Pacific Islander	0	0	White (not Hispanic)	252	47.5
Filipino	5	.9	Other	8	1.5

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	10/2001	Date Last Discussed with Staff	11/2001
<p>To insure student safety: The school perimeters are securely fenced and visitors are required to check in to the school office. Many of our staff has been trained in CPR and basic first aid. In addition to regularly held bus, fire and earthquake drills, procedures for student emergencies are regularly reviewed with the staff. When students are on the playgrounds, a child to adult supervision ratio of no more than 100:1 is maintained.</p> <p>The custodial staff endeavors to clean the facilities at least once each school day at a time of least disruption to the students. As much as possible, the use of toxic materials is avoided, but when used they are used by trained personnel. Notification of the use of herbicides and pesticides are posted 72 hours prior to application. Cleaning solvents and other toxic materials are kept in securely locked facilities.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>The instructional program at Suburu School offers self-contained classrooms for grades kindergarten through fourth grades. Students are provided a fully equipped computer lab, hands-on science and math curricula, a fine arts program, and a literature based reading program with a phonics component. The course of studies includes the basic core curriculum, physical education and enrichment classes such as computer technology, arts, and fourth grade instrumental music. Programs also are offered to students with special needs, such as special education, and limited English proficient (LEP) students.</p> <p>In addition to teachers we have an RSP teacher, a part-time school nurse, a part-time speech pathologist, a part-time district psychologist and four instructional aides to serve the students. We have seven CLAD teachers and thirteen teachers that are currently working on receiving their CLAD credential.</p> <p>Pupils have the opportunity to participate in after-school activities. Staff provides opportunities and additional activities open to pupils in the areas of spelling and geography bees, Young Author's Fair, participation in various contests and community events, and Oral Language Festival.</p>

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2000	2001 (494)	2002 (531)	2000 (863)	2001 (983)	2002 (1090)
Suspensions (number)	n/a	32	32	n/a	143	141
Suspensions (rate)	n/a	.06	.06	n/a	15	13
Expulsions (number)	0	0	0	0	0	0
Expulsions (rate)	0	0	0	0	0	0

School Facilities

<p>Suburu School is adjacent to Silvercreek Park in the subdivision of Silvercreek on 10 acres. It houses 25 classrooms, the school office, cafeteria, and library. There are two playgrounds at Suburu School. The northwest yard is for use by the Kindergarten students. Students in grades first and second, with separate times for third and fourth use the south yard. The south yard includes a large blacktop zone with basketball courts.</p> <p>Class size reduction is implemented in grades Kindergarten through third. Fourth grades have an average class size of 30.</p>
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III. Academic Data (also see <http://www.kern.org/>)

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8) *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	51	38	n/a	42	34	n/a	32	32
3	n/a	35	35	n/a	32	34	n/a	30	34
4	n/a	34	48	n/a	31	41	n/a	33	36

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	50	n/a	n/a	45	n/a	n/a	43
3	n/a	n/a	23	n/a	n/a	19	n/a	n/a	38
4	n/a	n/a	40	n/a	n/a	33	n/a	n/a	37

CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	31	42	21	41	36	39	n/a
3	33	39	14	38	27	38	n/a
4	42	53	33	50	40	51	n/a

CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	46	53	31	54	46	54	n/a
3	25	19	7	24	7	27	n/a
4	36	43	33	40	36	41	n/a

CST - Racial/Ethnic Groups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (Not Hispanic)	Other
2	25	n/a	n/a	n/a	28	n/a	50	n/a
3	n/a	n/a	n/a	n/a	20	n/a	50	n/a
4	36	n/a	n/a	n/a	36	n/a	55	n/a

CST - Racial/Ethnic Groups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (Not Hispanic)	Other
2	31	n/a	n/a	n/a	36	n/a	65	n/a
3	n/a	n/a	n/a	n/a	9	n/a	29	n/a
4	33	n/a	n/a	n/a	24	n/a	48	n/a

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	62	66	67	56	54	61	49	51	53
3	55	55	58	52	51	57	44	46	47
4	n/a	52	61	45	51	53	45	47	49

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	60	71	64	56	62	60	57	58	62
3	55	55	58	55	59	54	56	59	62
4	n/a	52	61	47	61	64	51	54	58

SAT 9 - Subgroups - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	62	70	47	71	53	74	n/a
3	56	60	29	62	52	60	n/a
4	53	70	50	63	44	68	n/a

SAT 9 - Subgroups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	Male	Female	English Learners	Not-English Learners	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged	Migrant Education Services
2	62	66	44	68	59	66	n/a
3	65	48	43	59	48	60	n/a
4	67	75	67	72	52	79	n/a

SAT 9 - Racial/Ethnic Groups - Reading

Percentage of students scoring at or above the 50th percentile

	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (Not Hispanic)	Other
School	50	n/a	75	n/a	46	n/a	75	n/a
District	47	n/a	68	82	38	n/a	70	n/a
County	28	42	52	42	24	47	56	32
State	24	44	59	56	27	39	65	42

SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	African-American	American Indian or Alaska Native	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (Not Hispanic)	Other
School	47	n/a	71	n/a	55	n/a	71	n/a
District	54	n/a	76	79	45	n/a	70	n/a
County	33	48	70	63	37	59	61	36
State	37	50	79	70	40	52	71	47

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Under-performing Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socio-economically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov> or by speaking with the school principal.

School Wide API

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Percentage Tested	97	97	99	Percentage Tested	97	99	100
Base API Score	728	727	735	API Growth Score	727	742	757
Growth Target	4	4	3	Actual Growth	-1	15	22
Statewide Rank	8	7	7				
Similar Schools Rank	7	2	5				

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
African-American				African-American			
Base API Score	n/a	n/a	n/a	API Growth Score	n/a	n/a	n/a
Growth Target	n/a	n/a	n/a	Actual Growth	n/a	n/a	n/a
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score	n/a	n/a	n/a	API Growth Score	n/a	n/a	n/a
Growth Target	n/a	n/a	n/a	Actual Growth	n/a	n/a	n/a
Asian-American				Asian-American			
Base API Score	n/a	n/a	n/a	API Growth Score	n/a	n/a	n/a
Growth Target	n/a	n/a	n/a	Actual Growth	n/a	n/a	n/a
Filipino-American				Filipino-American			
Base API Score	n/a	n/a	n/a	API Growth Score	n/a	n/a	n/a
Growth Target	n/a	n/a	n/a	Actual Growth	n/a	n/a	n/a
Hispanic or Latino				Hispanic or Latino			
Base API Score	n/a	n/a	653	API Growth Score	n/a	n/a	717
Growth Target	n/a	n/a	2	Actual Growth	n/a	n/a	64
Pacific Islander				Pacific Islander			
Base API Score	n/a	n/a	n/a	API Growth Score	n/a	n/a	n/a
Growth Target	n/a	n/a	n/a	Actual Growth	n/a	n/a	n/a
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	776	764	773	API Growth Score	764	778	790
Growth Target	3	3	2	Actual Growth	-12	14	17

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	1999	2000	2001		From 1999 to 2000	From 2000 to 2001	From 2001 to 2002
Base API Score	n/a	663	669	API Growth Score	n/a	670	714
Growth Target	n/a	3	2	Actual Growth	n/a	7	45

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS

Grade Level	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	19	5			19	5.5			18	6		
1	18	5			20	5.5			19	6		
2	18	5			19	5			18	6		
3	18	5			19	5			19	6		
4	n/a				29		3		31		3	

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Pupils Participating			
Grade Level	2000	2001	2002
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

VI. Teacher and Staff Information

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2000	2001	2002
Total Number of Teachers	20	25	28
Full Credential (full credential and teaching in subject area)	19	23	25
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits)	1	2	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Just as students receive feedback regarding their performance, staff members are evaluated on a regular basis. Teachers are evaluated on standards for the teaching profession as a base; responsibilities relative to expected student progress; the instructional techniques and strategies used; employee's adherence to curricular objectives; individual performance objectives; the establishment and maintenance of a suitable learning environment; the job description of the position; and the non-instructional responsibilities. Tenured teachers are evaluated every other year. Probationary teachers are evaluated yearly. The evaluation process includes classroom observations, written observation reports, and follow-up conferences to discuss the observation and to recommend improvements. After completing the observations, a formal evaluation form and, if needed, written plan for improvement, are completed. The district's process for certifying principals as competent to evaluate teachers necessitates each principal meet state guidelines and requirements, and has training in clinical supervision.

Substitute Teachers

Qualified substitute teachers are obtained from an approved list distributed by the Kern County Superintendent of Schools Office. Substitute teachers are used when teachers are absent for such reasons as illness, special programs, conference attendance, committee work, personal necessity leaves, long-term leaves, and etc.

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum is planned to provide our students with the best academic instruction and meeting the goals set by the State's Standards. As the instructional leader of the school, the principal, through observations, sees that each teacher's lesson plans reflect the State's Standards and promote positive learning environment within the classroom.

Professional Development

The Lakeside Union School District provides staff development activities that relate to the education process. In addition to classroom time, teaching staff members participate in staff development days. The district focus for staff development is curriculum based. The school site staff development activities cover special needs students, portfolio assessment, and classroom techniques and ideas. In addition to the staff development activities, opportunities for professional improvement and growth are available through colleges and workshops held throughout the county and state. New teachers and teachers new to the district are mentored by the PAR/BTSA consulting teachers at each school.

Quality and Currency of Textbooks and Other Instructional Materials

Suburu School chooses textbooks and other instructional materials that have been adopted by the State Board of Education. These adoptions are conducted on a seven-year cycle. Purchases are made in the year following each adoption. Therefore, all of the basic textbooks are less than seven years old. Since 1993-94, a district wide advisory committee has assisted with state adoptions.

Sufficient textbooks and other instructional materials are purchased to fully support the school's programs. In addition to textbooks there are, hands-on materials, reference books, dictionaries, maps, charts, computers, calculators, audio-visual equipment, and other resource materials available at Suburu School. Each year new books are purchased for the library. The goal is to insure that all students have access to the instructional materials that are needed to enhance their education. Parents are encouraged to come and look at any of the textbooks and instructional materials.

Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	45,000	36,000
1	52,020	50,400
2	52,020	50,400
3	52,020	50,400
4	57,060	54,000

Total Number of Minimum Days

Minimum days as scheduled: the first and last days of school, Back-to-School Night, Open House, once a quarter for rubric scoring of the schools required, student writing assessment, and the last school Friday before winter and spring vacations.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

	District	State
Beginning Teacher Salary	33,849	32,843
Mid-Range Teacher Salary	49,176	48,682
Highest Teacher Salary	58,026	55,974
Average Principal Salary	69,010	71,251
Superintendent Salary	80,250	90,588
Percentage of Budget for Teachers' Salaries	37.47	40.2
Percentage of Budget for Administrative Payrolls	3.57	6.06

Expenditures (Fiscal Year 2000-2001)

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$5,171,214	\$5,415	\$6,092	\$6,360

Types of Services Funded

Some of the additional programs provided during the 2001-2002 school year are as follows:

RSP (Resource Specialist Program): A state funded special education service for students with diagnosed disabilities. Qualified, participating students are assigned a percentage of the school day in this program.

SDC (Special Day Class): A state funded special education service for students with diagnosed disabilities who need a more individualized approach for the majority of the school day. Lakeside Union School District contract with the Kern County Superintendent of Schools to provide this service.

Title I: (\$14, 254.00) A federally funded program that provides additional instructional services to all students according to a School Program Plan which is approved by the School Site Council and the Board of Trustees.

EIA/ELL (Economic Impact Aid/English Language Learners): A state funded program for students of limited English proficiency to develop English fluency, provide equal opportunity for academic achievement, and promote positive self-concept and cross-cultural understanding.

SIP (School Improvement Program): (\$35, 785.00) A state funded program designed to improve education for all students.

Title VI: (\$1,849.00) A federally funded program that provided library books, reference materials, and equipment.