

Donald E. Suburu School

School Accountability Report Card

for School Year 2002-2003

Published During 2003-2004

School Information		District Information	
School Name	Suburu (Donald E.) Elementary	District Name	Lakeside Union School
Principal	Gary Mullen	Superintendent	Nick Kouklis
Street	7315 Harris Road	Street	14535 Old River Rd.
City, State, Zip	Bakersfield, CA 93313-	City, State, Zip	Bakersfield, CA 93311-9756
Phone Number	661-665-8190	Phone Number	661-836-6658
FAX Number	661-665-8282	FAX Number	661-836-8059
Web Site	www.lakesideusd.org	Web Site	www.lakesideusd.org
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CDS Code	15-63552-6115042	SARC Contact	Nick Kouklis

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.

School Description and 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.

California Student Information Service

Lakeside Union School District is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public post secondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CSIS.

The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

Opportunities for Parental Involvement

Contact Person Name	Gary Mullen	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 (SSC) 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

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	120	Grade 9	0
Grade 1	117	Grade 10	0
Grade 2	118	Grade 11	0
Grade 3	122	Grade 12	0
Grade 4	118	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	595

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	51	8.6	Hispanic or Latino	224	37.6
American Indian or Alaska Native	3	0.5	Pacific Islander	0	0.0
Asian	60	10.1	White (Not Hispanic)	253	42.5

Filipino	4	0.7	Multiple or No Response	0	0.0
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II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	September 2003	Date Last Discussed with Staff	October 2003
<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. A child to adult supervision ratio of no more than 90:1 is maintained when students are on the playgrounds.</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 utilized, they are applied 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 a half-time RSP teacher, a half-time health technician, a part-time speech pathologist, a part-time district psychologist and eight part-time, instructional aides to serve the students. We have twenty-three CLAD teachers and five 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>
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Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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.

Year/Enrollment	School			District		
	2001 (494)	2002 (531)	2003 (595)	2001 (983)	2002 (1090)	2003 (1197)
Number of Suspensions	32	32	41	143	141	154
Rate of Suspensions	6	6	7	15	13	13
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

<p>Suburu School is located on ten acres adjacent to Silvercreek Park in the subdivision of Silvercreek. It houses 26 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</p>

second, with separate times for third and fourth using the south yard. The south yard includes a large blacktop zone with basketball courts.

III. Academic Data

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, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	39	40	42	35	35	40	30	32	35
Not Tested	17	2	1	11	2	1	6	8	1
Mathematics									
Proficient or Advanced	n/a	37	41	n/a	30	36	n/a	31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	22	n/a	28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced	28	n/a	48	56	32	n/a	50

Not Tested	0	n/a	0	0	1	n/a	0
Mathematics							
Proficient or Advanced	19	n/a	45	50	35	n/a	48
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Not Tested	---	---	---	---	---	---	---

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	32	50	21	28	49	21	43	n/a
Not Tested	1	1	0	0	1	0	1	n/a
Mathematics								
Proficient or Advanced	39	43	27	34	45	25	42	n/a
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								
Proficient or Advanced	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Not Tested	---	---	---	---	---	---	---	---

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	57	62	50	56	57	49	44	45	43
Mathematics	67	63	58	62	61	56	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	56	n/a	41	56	38	n/a	60
Mathematics	31	n/a	62	81	47	n/a	71

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	40	59	26	43	54	25	52	n/a
Mathematics	52	64	34	43	67	32	61	n/a

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 percent 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 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/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	97	99	100	Percent Tested	99	100	100
API Base Score	727	735	738	API Growth Score	742	757	756
Growth Target	4	3	3	Actual Growth	15	22	18
Statewide Rank	7	7	7				
Similar Schools Rank	2	5	5				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base 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			
API Base 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				Asian			
API Base 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				Filipino			
API Base 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			
API Base Score	n/a	653	699	API Growth Score	n/a	717	705
Growth Target	n/a	2	2	Actual Growth	n/a	64	6
Pacific Islander				Pacific Islander			
API Base 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)			
API Base Score	764	773	766	API Growth Score	778	790	802
Growth Target	3	2	2	Actual Growth	14	17	36

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	663	669	699	API Growth Score	670	714	701
Growth Target	3	2	2	Actual Growth	7	45	2

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. *The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.*

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	Yes	Yes	No				
Eligible for II/USP	No	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	Yes	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	Yes	---	---	Yes
English Learners	---	---	Yes	---	---	Yes
Students with Disabilities	---	---	N/A	---	---	N/A

IV. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.50	6			17.67	6			19.67	6		
1	18.50	6			18.83	6			19.50	6		

2	19.40	5			17.83	6			18.50	6		
3	19.20	5			18.50	6			18.67	6		
4	28.67		3		31.00		2	1	29.25		4	
5												
6												
K-3									17.00	1		
3-4												
4-8												
Other												

Class Size Reduction Participation

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. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2001	2002	2003
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

V. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is 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.

	2001	2002	2003
Total Teachers	25	28	31
Teachers with Full Credential (full credential and teaching in subject area)	23	25	28
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	2	3	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

All of our classroom teachers have credentials to teach subject areas appropriate to his or her credential. The Board of Trustees and staff realize that a school district is no better than its teaching staff, and we are fortunate to have caring and knowledgeable teachers.

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.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	.05
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1
Other	

VI. 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 support providers 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 the 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	46,800	36,000
1	52,020	50,400
2	52,020	50,400
3	54,720	50,400
4	55,800	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. On dense fog days, school may be delayed for up to two hours

VII. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34,864	35,371
Mid-Range Teacher Salary	50,651	55,531
Highest Teacher Salary	59,768	67,900
Average Principal Salary (Elementary)	71,080	83,242
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	82,658	115,103

Percent of Budget for Teacher Salaries	38.39	42.96
Percent of Budget for Administrative Salaries	3.50	6.17

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	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)
\$5731917	\$5342	\$6444	\$6719

Types of Services Funded

Some of the additional programs provided during the 2002-2003 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: 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): A state funded program designed to improve education for all students.

Title VI: A federally funded program that provided library books, reference materials, and equipment.