

LAKESIDE UNION SCHOOL DISTRICT

DONALD E. SUBURU SCHOOL

Grades K-5
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2007-08 School Accountability Report Card

Published February 2009

Lakeside Union School District

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Contents

- Principal's Message
- District & School Profile
- Parent Involvement
- Student Achievement
- School Facilities & Safety
- Classroom Environment
- Curriculum & Instruction
- Professional Staff
- District Expenditures
- SARC Data & Internet Access

The statistical information disclosed in this report is obtained from the California Department of Education and the Lakeside Union School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Data for the instructional materials and school facilities sections were acquired in February 2009.

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. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. Our school provides a welcoming, stimulating environment where students are actively involved in learning academics through a standards-based curriculum. We hold both staff and students accountable for their work, as we provide educational programs that meet or exceed state standards. Using assessment data to drive curricular programs, teachers analyze this information to develop effective instructional strategies and differentiated instruction that enable our students to reach proficiency. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

Gary Mullen, Principal

District & School Profile

Lakeside Union School District serves over 1,300 students and is comprised of one K-5 elementary school and one K-8 elementary school. The district and its schools are located in the fast growing southwest part of Bakersfield, situated in a rich agricultural region. Residential developers are planning new projects within the district's boundaries. Lakeside Union School District's proactive board of trustees is in the process of planning additional schools in anticipation of a dramatic increase in enrollment in the near future.

A progressive leadership team along with a professional, dedicated teaching staff has enabled the district's state test scores to increase over the years. Lakeside Union School District offers the local community an exceptional educational program emphasizing student achievement academically as well as socially. Using research-based, innovative instructional methods and taking advantage of generous parent volunteers, students experience a rigorous standards-based curriculum administered by highly qualified teachers in a safe, nurturing environment.

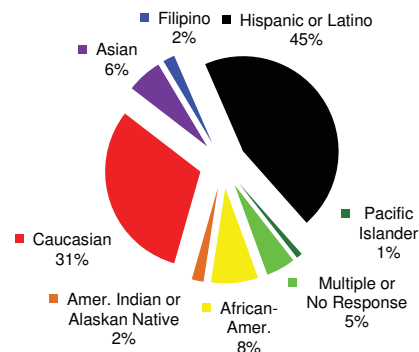
District Mission

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.

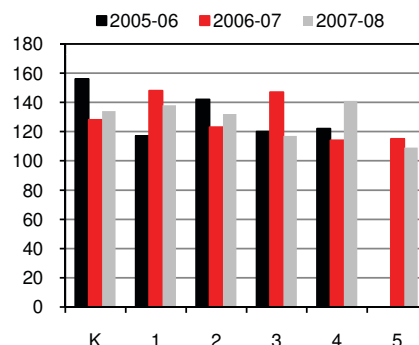
Suburu School Profile

Suburu School currently services 771 students in kindergarten through fifth grade (2007-08 CBEDS). During the 2006-07 school year, Suburu School was a K-4 school; the fifth grade curriculum was added at the beginning of the 2006-07 school year. The student body includes 5% receiving special education services, 18% qualifying for English learner support, and 54.3% receiving free or reduced-price lunch.

Percentage of Students by Ethnicity
 2007-08 Enrollment: 771



Three-Year Enrollment Trend



Located in a suburban area in the Castle and Cooke development of Silvercreek, 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. Suburu School earned a 2008 API (Academic Performance Index) score of 757 and met all criteria to achieve 2008 AYP (Adequate Yearly Progress) schoolwide and in all subgroups.

Parent Involvement

Staff members at Suburu School believe that a successful educational experience for each student results from parents, students, and staff working together. Parents are encouraged to be involved in their child's learning environment by attending school events, serving on a school committee, volunteering in the classroom, or helping in the library.

Back to School Night, Open House, the Annual Spring Carnival, reading week, holiday festivals, and PTC-sponsored activities provide wonderful experiences for parents to interact with the school community while supporting their child's efforts. As a member of the Parent Teacher Club (PTC), English Language Advisory Council, District English Language Advisory Council, or School Site Council (SSC), parents have the opportunity to provide input on school activities, programs, and financial planning.

Parent Involvement Policy will be 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. Weekly class newsletters, monthly parent newsletters, telephone calls, and parent conferences are used to keep parents up to date on school information and student progress. The school's web site is a valuable resource for general information about the school and its programs, schedules, staff, and educational resources. School staff encourage parents to present ideas and suggestions at meetings, on an individual basis, or by written communication. Parents may contact the school office at (661) 665-8190 for more information about Suburu School or to volunteer their talents.

Student Achievement

Adequate Yearly Progress

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 assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency

rate in English/Language Arts and 37.0% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2007-08

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Suburu School	LUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate*	N/A	N/A

*Graduation Rate applies to grades 9-12 only.

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies which students are English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language. Results are used to place students in a language development program geared to their present language level and individual learning needs.

Standardized State Assessments

All students participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Apenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Apenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target is for every student to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, all schools are required by the state to administer a physical fitness test to all students in fifth, seventh, and ninth grades. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness" zone.

Upon completion of the 2007-08 fitness exam, 11.2% of fifth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and CST). Schools that do not meet or exceed their growth targets and are ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Suburu School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I

**California Standards Test Results
All Students
Percentage of Students Scoring at Proficient & Advanced Levels**

	Suburu School			LUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	48	45	46	43	45	47	42	43	46
Math	49	46	49	38	37	43	40	40	43
Science		35	28	24	34	41	35	38	46
History				26	21	38	33	33	36

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Suburu School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	30	*	51	75	38	*	57
Math	35	*	63	75	40	*	60
Science	15		*	*	18	*	43
History							

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.
In cases where a % is not provided, no students were tested in the subgroup or subject area.*

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Suburu School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	42	50	14	36	15	15
Math	50	48	22	41	11	23
Science	29	28	0	14	*	*
History						

**Academic Performance Index (API)
Three-Year Performance Comparison**

	2008 API Score	API Rank		
		2005	2006	2007
Statewide Rank		6	5	5
Similar Schools Rank		5	2	3
		Increase/Decrease in API		
Results		2005-06	2006-07	2007-08
Schoolwide - All Students	757	-9	4	0
Ethnic Subgroups				
Hispanic or Latino	719	-9	12	-3
Caucasian	809	11	0	-3
Other Subgroups				
Economically Disadvantaged	712	-15	-6	1
English Learners	703			13

Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

In 2007-08, Suburu School qualified to receive Title I Targeted Assistance funds. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status

PI Status	Suburu School	LUSD
	PI Status	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		N/A
Percent of Schools Currently Identified for PI		N/A

School Facilities & Safety

School Facilities

Suburu School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1998; ongoing maintenance and improvements ensure campus facilities remain up to date and provide adequate space for students and staff. During the 2007-08 school year, the Parent Teacher Club funded general landscaping improvements and purchase of trees.

Campus Description

Year Built	1998
Square Footage	55,311 sf
	Qty.
# of Permanent Classrooms	21
# of Portable Classrooms	17
# of Restrooms (student use)	5 sets
English Learner Room	1
Learning Center	1
Speech Room	1
Computer lab	1
Library	1
Staff Lounge	1
Teacher Work Room	1
Multipurpose Room	1

Campus Supervision

Since Suburu School is a neighborhood school, all students either walk to school or are dropped off by a parent or guardian. For those students arriving by car, Suburu School's student valet program increases student safety while decreasing traffic congestion. At the designated drop off areas, 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 school aide is stationed at the bike rack and two school aides are on the playground to supervise morning activities. Two school aides are on the kindergarten playground. Both administrators circulate around the campus to help supervise students.

During recess, three school aides are on the playgrounds to supervise student activities. During the lunch period, four school aides share supervision of students in the cafeteria and on the playground. When students are dismissed at the end of the day, all four exit gates are supervised by either a teacher or a school aide to ensure students leave campus in a safe and orderly manner. Kindergarten students are escorted to the parent pickup area and released to an authorized parent, guardian, or older sibling. The custodians, school office, and school aide supervising students are assigned hand-held radios to quickly facilitate emergency as well as routine communications.

Suburu School is a closed campus; when instruction starts there is a single entry onto the campus. Visitors are required to check in at the front office upon arrival, wear an identification tag while on campus, and then return to the school office upon departure. 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, or disaster drills are held monthly. Local law enforcement quickly responds to concerns as they arise.

School Inspections

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on the current condition of facilities. Suburu School's most recent inspection took place on February 26, 2009; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2007-08 school year, 100% of student restrooms were fully functional and available for use at all times.

School Site Safety Plan

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 fall 2008.

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 prepare and submit requests to the principal for approval; a representative from M&O visits the campus regularly to pick up work order requests. The district's maintenance department prioritizes incoming requests based upon the nature of the project. Safety issues are always given the highest priority and resolved immediately by either the site custodian or M&O staff. The principal or custodial staff contact M&O via telephone or hand-held radio for urgent situations.

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 Director of M&O 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. Once a month, the director of M&O meets with custodians to address safety issues, district policies, and school activities schedules.

The principal meets with the lead day custodian once a week to discuss school facilities and safety issues, custodial responsibilities, and housekeeping needs. Every morning before school begins, the day custodian secures the school gates and inspects 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. The custodian frequently checks restrooms as a proactive measure in keeping facilities stocked, safe, and sanitary.

Two full-time day custodians 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; 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. One full-time groundskeeper and one part-time groundskeeper are responsible for maintaining landscaping and irrigation systems. The Director of M&O follows-up regularly to ensure custodians are

following district's cleaning standards and to survey campus facilities to identify deficiencies that should be corrected to maintain high safety and cleanliness standards.

Deferred Maintenance

Lakeside Union School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components; these typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Lakeside Union School District allocated a portion of \$140,677 of deferred maintenance funds to Suburu School. Funds were used for painting projects, abatement, flooring replacement, and glass repairs.

Classroom Environment

Discipline & Climate for Learning

Suburu School believes that student conduct must provide the opportunity for learning in a safe, positive, and nurturing environment. Teachers have established individual classroom management and behavior incentive plans based on a very basic set of schoolwide rules.

Suburu School's student/parent handbook outlines behavioral expectations, school rules, consequences for poor conduct, and discipline policies that the students are to follow. During the first week of school, classroom orientations and school discipline assemblies reinforce school rules and behavioral expectations. Teachers take a proactive approach to minimizing classroom disruptions and reinforce positive behavior on a daily basis. Students are reminded individually and as needed to conduct themselves in a safe, responsible, and respectful manner.

School staff employ a progressive discipline approach which begins in the classroom. The behavior improvement process involves the student, teacher, and parent. Students continuing to have

School Facility Good Repair Status	
Item Inspected	Repair Status
	Good Fair Poor
Most Recent Inspection: February 26, 2009	Repair Needed and Action Taken or Planned
Gas Leaks	✓
Mechanical Systems	✓
Windows/Doors/Gates (interior and exterior)	✓
Interior Surfaces (walls, floors, and ceilings)	✓ Multipurpose Room: floor tiles raised. Lounge: flooring and door to storage need repair. Girls' Restroom 800: flooring cracked at entrance. 501 Workroom: flooring raised similar to multipurpose room. Rooms 701 and 702: carpet has missing piece from wear down middle.
Hazardous Materials (interior and exterior)	✓
Structural Damage	✓ Restroom 800 Block: (boys') partitions rusted, cover on light fixture missing.
Fire Safety	✓ 501 Workroom: fire extinguisher blocked by ladder.
Electrical (interior and exterior)	✓
Pest/Vermin Infestation	✓
Drinking Fountains (inside and outside)	✓
Restrooms	✓
Sewer	✓
Roofs	✓ Room 201: gutters full and growing grass.
Playground/School Grounds	✓
Overall Cleanliness	✓
Overall Summary of School Facility Good Repair Status	
Overall Summary	Exemplary Good Fair Poor
	✓

Rating Description: Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

difficulty with their behavior are referred to the principal who follows the district's discipline matrix and considers past behavior and severity of infraction when determining disciplinary action. Consequences are administered in a fair, firm, and consistent manner.

Suspensions & Expulsions			
Suburu School			
	05-06	06-07	07-08
Suspensions (#)	33	53	59
Suspensions (%)	5.02%	6.84%	7.65%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
LUSD			
	05-06	06-07	07-08
Suspensions (#)	120	210	195
Suspensions (%)	8.47%	14.84%	14.39%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

Student Recognition

Academic accomplishments, attendance efforts, and good citizenship are celebrated throughout the year. Honors include:

- Bobcat Heroes - staff who observe students being good citizens or demonstrating any positive behavior complete a Bobcat Hero form and place the form into a jar in the school office. On Fridays during morning announcements, twelve forms are drawn and selected students receive an incentive prize, a free meal certificate for a local restaurant, or a healthy treat.

- Perfect Attendance and No Tardies: during weekly awards presentations, students meeting established attendance criteria are rewarded with school spirit items such as water bottles, stickers, and key chains.

- Student of the Week (grades K-3): teachers select one student from their class who has demonstrated outstanding citizenship or academic achievement. All students nominated for Student of the Week participate in a group photo with the principal.

- Student of the Month (grades 4-5): teachers select one student from their class who has demonstrated outstanding citizenship or academic achievement. Selected students are recognized by the principal or assistant principal at in-class presentations, participate in a group photo with a school administrator, and are invited with their parents to district board meetings for formal recognition.

- Awards Assemblies: students in fourth and fifth grade are honored for their reading, academic, and attendance efforts at end-of-quarter assemblies.

- Classroom Incentives: each teacher has developed grade-appropriate incentives to reward students "caught being good" and for outstanding citizenship or academic accomplishments.

- Accelerated Reader (AR) Awards: students earn points as they finish reading books and pass comprehension tests. Awards are presented to students as they meet individual reading goals and accumulate AR points. Students receive certificates at in-class presentations.

- Student Valet: students demonstrating outstanding citizenship qualify for participation in the morning student valet program.

- Honor Roll: students in fourth and fifth grade who meet designated grade point average criteria are awarded with certificates of achievement at the end of each grading period.

- Principal's List: at the end of the school year, students are invited to a special dinner hosted by the PTC and recognized for their academic accomplishments and meeting Principal's List grade point criteria.

Enrichment Activities

Suburu School incorporates enrichment into the core curriculum and invites students to participate in school-sponsored activities. Students are encouraged to participate in band (fifth grade only) and choir (fourth grade only). Recreational programs are held after school and sponsored by the YMCA.

Class Size

Suburu School maintained an overall average class size of 20.3 students for the 2007-08 school year. The average class size statewide for 2007-08 was 25.2 students (per classroom). The Class Size Distribution table in this report illustrate the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes					
2005-06					
Avg.					
Grade	Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	19.5	8			
1	18.0	6			
2	18.9	7			
3	17.1	7			
4	30.5		4		
Combo K-3	19.0	1			
2006-07					
Avg.					
Grade	Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	18.3	7			
1	18.5	8			
2	17.6	7			
3	18.4	8			
4	28.5		4		
Combo K-3					
2007-08					
Avg.					
Grade	Class Size	Number of Classrooms			
		1-20	21-32	33+	
K	19.1	7			
1	19.6	7			
2	16.4	8			
3	17.0	7			
4	28.2		5		
5	27.3		4		

Combo classes are any combination of K-3 grades.

Suburu School participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2007-08 school year, 100% of K-3 classes at Suburu School participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Instructional Time

During the 2007-08 school year, Suburu School offered 180 days of instruction comprised of 170 regular days and 10 minimum days. Some minimum days were held the day before a school holiday; the remaining minimum days are used for parent conferences.

All instructional minutes offered at Suburu School during the 2007-08 school year exceeded state requirements specified in the California Education Code Section. The table below is a comparison of actual minutes offered to the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	46,800	36,000
1-3	51,300	50,400
4-5	54,975	54,000

Curriculum & Instruction

Staff Development

All training and curriculum development at Lakeside Union School District revolves around the California Content Standards and Frameworks. 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, and school goals. During the 2007-08 school year, Suburu School held three staff development days covering:

- AB466 training
- Interdisciplinary and Differentiated Instruction
- Reading on a Firm Foundation
- Student Engagement
- * Instructional Strategies
- Science Adoption
- Safe School
- AYP/API
- Curriculum - Target Standards
- AVID (Advancement via Individual Determination)
- Pacing Schedules

Suburu School supports the efforts of all teachers, new and veteran, to gain the experience, knowledge and skills to be effective leaders in the classroom through district- and county-sponsored programs. All teachers new to Suburu School are required to attend a three-day training session before the school term starts; teachers are introduced to the district's policies and procedures, curriculum, and operations. Lakeside Union School District and the Kern County Office of Education jointly support new and veteran teachers in developing their teaching skills. Beginning Teacher

Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Suburu School invites its long-term substitute teachers working in the school to participate in staff development activities sponsored by the school or district. The principal may request instructional assistants to attend district-sponsored training sessions.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Kern County Office of Education and continuing education opportunities offered through local colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

School Leadership

Leadership is a responsibility shared among the principal, assistant principal, Principal's Committee, school staff, and parents. Principal Gary Mullen is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work closely as a team, sharing many of the responsibilities associated with an effective elementary school. The assistant principal plays a significant role in the oversight of student discipline.

At the beginning of the 2008-09 school year, Mr. Gary Mullen began his sixth term as principal of Suburu School. He has been in the educational field for 31 years and serving the Lakeside Union School District for the past nine years. Professional certifications and appointments include:

- Bachelor's degree in elementary education
- Master's degree in administrative services with a physical education concentration
- Clear Multiple Subject Teaching Credential
- Clear Administrative Services Credential
- Principal/Superintendent Linns Valley School District
- District Director of Special Projects
- 1993 Teacher of the Year - Belridge School District

Suburu School's Principal's Committee is comprised of the principal, assistant principal, and elected grade level teacher representatives. Team members meet once a month to 1) collect information regarding alternative approaches to a problem or situation through shared decision-making, 2) establish goals to provide a plan for school improvement and refinement of the school programs and practices, and 3) address issues concerning buildings, groundskeeping, and school operations. Committee members are actively involved in addressing student achievement issues and ongoing evaluation of instructional programs. Grade level representatives serve as a liaison between school administration and grade level teams.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, and parents. The SSC meets once a month and takes an advisory role in evaluating school programs and progress in meeting school goals. Team members serve as liaison between the school and

community and are responsible for approving the annual budget, school site plan, and school safety plan.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent 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 September 9, 2008, 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 Resolution No. 09092008 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.

District Adopted Textbooks

Year Adopted	Publisher; Series	Grades
Math		
2002	McGraw Hill; <i>Mathematics</i>	K-1
2002	Saxon; <i>Math</i>	2-5
2008	Harcourt School Publishers; <i>California</i>	K-5
Language Arts		
2003	Houghton Mifflin <i>A Legacy of Literacy</i>	K-5
English Language Development		
2004	Hampton Brown; High Point for Els	4-5
Science		
2007	Harcourt; California Science	K-5
Social Science		
2006	Harcourt; <i>Reflections: California</i>	K-5

Library Resources

The library is open from 8:00 a.m. to 2:30 p.m. and is staffed by a librarian. Students have access to a wide variety of books in all reading levels, dictionaries and encyclopedias. Six Internet-accessible computers are available for title searches, research, and Accelerated Reader testing. Students visit the library once a week with their class.

Technology Resources

During the 2007-08 school year, Suburu School had a total of 70 computers. Teachers have access to one computer lab featuring 34 workstations. Students visit the computer lab weekly as a class for 45 minutes. Whole class instruction supports the core curriculum in forms of multimedia projects, writing assignments, research, basic keyboarding and assessments. Teachers determine the best methods to integrate technology into math, reading, and language arts lessons in accordance with district technology standards.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Suburu School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies. For all students, teachers meet with parents on a regular basis to discuss academic performance and review student assessment results to determine or modify instructional strategies that maximize the students opportunities to achieve grade level proficiency in all subject areas.

English Learners

For students whose primary language is not English and who have limited English proficiency, Suburu School offers programs to help English learners acquire English as quickly as possible and prepare them to meet the state's academic content standards. Students are placed in a class with a teacher who has been certified to teach English learners. During language arts instruction periods, students are grouped based upon reading and language fluency. Two teachers at each grade level provide English learners with 30 minutes of ELD instruction daily as a component of the standard language arts curriculum. (Non-English learners participate in language arts enrichment during this 30-minute time period.) Three bilingual instructional aides provide additional in-class support as well as assist with communication during parent conferences. Teachers use the Moving Into English curriculum for English Language Development (ELD) instruction in the classroom and for individualized intervention. As students increase fluency in the English language, Suburu School re-evaluates proficiency levels and adjusts instructional needs accordingly to ensure continued improvement.

Suburu School's ELD Coordinator serves as a resource for instructional support, CELDT testing, staff development, and lesson planning. The coordinator is shared with Lakeside School and is in responsible for leading English Learner Advisory meetings at the site and district levels.

Special Education

Suburu School operates a special education learning center; two learning center special education teachers and learning center special education aides provide instruction to students with special needs in a small group setting. Instruction is provided in the least restrictive environment and based upon the student's Individualized Education Plan (IEP). The IEP team meets annually to 1) establish goals and objectives, 2) define academic instruction, 3) evaluate the effectiveness of the student's plan, and 4) make adjustments as necessary. Kern County Office of Education operates two full-day, self-contained special day classes staffed by two special education teachers and two special education aides.

Lakeside Union School District is part of the Kern County Special Education Local Plan Area (SELPA), which serves 48 school districts in Kern County. The SELPA affords participating school districts and other county programs to pool resources and expertise in the field of special education. The SELPA's goal is to deliver high quality special education programs and services to students with disabilities in the most effective, efficient, and cost effective manner practicable.

Intervention Programs

Suburu School offers many programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours and after school. The principal and classroom teachers meet monthly to evaluate student progress and to identify students performing above and below grade level proficiency standards. Teachers consider performance on state assessments, student success team input, and end-of-unit tests (Edusoft) when forming intervention strategies. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

Math Steps: 36-week math intervention program for students in grades 2-5 who are performing at the far below basic, below basic, and basic levels on the CST and recommended by their teachers to participate. Selected students receive 55 minutes of instruction two days a week after school with a certificated teacher. Instruction focuses on building math skills required to meet state proficiency standards.

Soar to Success: 18-week language arts intervention program for students in grades 2-5 who are performing at the far below basic, below basic, and basic levels on the CST and recommended by their teachers to participate. Selected students receive 55 minutes of instruction two days a week after school with a certificated teacher. Instruction focuses on building skills required to meet state proficiency standards.

ABC Room: during school intervention for students in kindergarten and first grade who are performing below grade level standards in language arts. Instructional aides provide 30 minutes of instruction four days a week; instruction focuses on spelling, reading, and writing skills. Performance is monitored regularly and adjusted accordingly to meet individual learning levels and abilities.

Summer School: participation is based on individual performance on CST exam. Instruction is provided for 3.5 hours a day, five days a week. Teachers follow Summer Success by Great Source and Houghton Mifflin language arts and math curricula.

Professional Staff

Counseling & Support Services Staff

Suburu School makes every effort to meet the academic, emotional, and physical needs of our students. Counseling support is provided by school administrators and teachers.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff		FTE
	Staff	FTE	
Counselor	0		
Psychologist/Director of Special Education	1	0.5	
Nurse	1	0.2	
Health Aide	1	0.8	
Speech & Language Specialist	2	1.2	

FTE = Full-Time Equivalent

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

Teacher Assignment

For the 2007-08 school year, Suburu School had 40 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Evaluations

Lakeside Union School District believes that effective teacher evaluations are essential to the achievement of the educational goals of the district. Evaluation procedures and criteria are defined in the district's Staff/Teacher Manual. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning

- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are evaluated annually; tenured teachers are evaluated every other year. The evaluation process includes classroom observations, written observation reports, and follow-up conferences to discuss the observation and to recommend improvements. Evaluations are performed by the principal and assistant principal; both administrators have acquired the appropriate credentials and training to perform evaluations. A teacher whose evaluation does not meet specific evaluation criteria, as outlined in the staff/teacher manual, develops a written plan for improvement in collaboration with the principal.

Substitute Teachers

The district rarely experiences difficulty finding qualified substitute teachers. Substitutes are used in the event of a teacher illness, injury, or bereavement. When a substitute teacher is not available for an absent teacher, the principal or assistant principal will fill the role of the absent teacher. On very rare occasions, students in the absent teacher's class are placed in another classroom with a credentialed teacher.

Teachers applying for a substitute position must possess a bachelor's degree and have passed the CBEST exam. The district has access to over 140 substitutes through the Kern County Office of Education substitute consortium; the substitute pool is comprised primarily of aspiring teachers and some retirees.

Teacher Credentials & Assignments

	Suburu School				LUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	37	40	40		70	73	74	
Teachers with Full Credential	37	40	40		69	72	74	
Teachers without Full Credential	0	0	0		1	1	0	
Teachers in Alternative Routes to Certification	0	0	0		0	0	0	
Pre-Internship	0	0	0		0	0	1	
Teachers with Emergency Permits	6	2	0		6	2	2	
Teachers with Waivers	0	0	0		0	0	0	
Teachers Teaching Outside Subject Area	0	0	0		5	9	6	
Teacher Misassignments - Total	0	0	0	0	7	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	7	0	0	0
Teacher Vacancies	0	1	0	0	0	4	0	0

Percentage of Core Classes:

	2007-08	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
Suburu School	100.0%	0.0%
District Totals		
All Schools	96.2%	3.8%
High-Poverty Sch.	0.0%	0.0%
Low-Poverty Sch.	0.0%	0.0%

Teacher Education Levels

	2007-08	
	Suburu School	LUSD
	%	%
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	1.4
Master's Degree	2.5	6.8
Bachelor's Degree plus 30 or more semester hours	90.0	82.4
Bachelor's Degree	7.5	9.4
Less than a Bachelor's Degree	0.0	0.0

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2006-07		
	LUSD	Average of Districts in Same Category
Beginning Teacher Salary	\$39,035	\$39,773
Mid-Range Teacher Salary	\$56,711	\$61,167
Highest Teacher Salary	\$66,918	\$78,093
Average Principal Salaries:		
Elementary School	\$84,652	\$97,851
Superintendent Salary	\$117,776	\$140,582
Percentage of General Fund Expenditures For:		
Teacher Salaries	38.5%	41.0%
Administrative Salaries	4.5%	5.9%

Expenditures Per Student

For the 2006-07 school year, Lakeside Union School District spent an average of \$6,973 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Suburu School	LUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,718	\$6,483	88.2%	N/A	N/A
Restricted (Supplemental)	\$674	\$1,204	56.0%	N/A	N/A
Unrestricted (Basic)	\$5,043	\$5,279	95.5%	\$5,300	95.2%
Average Teacher Salary	\$52,008	\$52,008	100.0%	\$61,488	84.6%

In addition to general fund state funding, Lakeside Union School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received approximately \$2,186 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California Peer Assistance & Review Program for Teachers
- Discretionary Block Grant
- Economic Impact Aide
- English Language Acquisition Program, Teacher Training & Student Assistance
- Instructional Materials
- Instructional Materials, Library Materials, and Education Technology
- Lottery: Instructional Materials
- Professional Development Block Grant
- School and Library Improvement Block Grant
- School Safety & Violence Prevention
- Special Education
- Staff Development
- Title I, II, III, IV
- Transportation

SARC Data & Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Suburu School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Suburu's SARC and access the internet at any of the county's public libraries. The closest library to Suburu School is the Southwest Branch of the Kern County Library located at 8301 Ming Avenue, Bakersfield.

Telephone: (661) 664-7716
 Hours: M-Tu 12-9; W-Th 10-9; Fr-Sat 10-6
 Number of Computers Available: 20
 Printers Available: Yes