

SIERRA LAKES ELEMENTARY SCHOOL

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A 2005-06 California
Distinguished School

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

It is an honor to welcome you to Sierra Lakes Elementary School's Annual School Accountability Report Card and thank you for taking the time to explore it. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the school accountability report card as a required component that every school in California must issue.

It is the belief of Sierra Lakes Elementary School that all students can and will excel in an environment that is tailored to their evolving needs. Our API and AYP growth during the past four years reflects the great strides we have made during that time. Although we recognize our areas of needs and concerns, we are extremely proud that we continue to meet all academic goals from the state, district and federal government, as well as being named a California Distinguished School.

I'm ecstatic that we have a high caliber staff that is both skilled and dedicated to the success of all students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students.

We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district and myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Sierra Lakes Elementary School change with the times and maintain flexibility in this and future endeavors and achievements.

School Mission

Sierra Lakes Elementary School will be a safe, positive school community dedicated to fostering passion, creativity, integrity, and unity, where all members are committed to the academic and personal success of all students.

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

Parent Involvement

Parents are encouraged to get involved in Sierra Lakes Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to work in the classroom, the library, and school office or volunteer to work on special projects at home. Each year, annual events such as Back to School Night, Open House, and Family Fun Nights provide opportunities for parents to interact with school staff while supporting their child's academic programs. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish. The school newsletter is sent home each trimester and features the school calendar, special events and announcements, and grade level activities. Some teachers or grade level teams distribute weekly newsletters or updates to keep parents apprised of current classroom activities and lessons. TeleParent is an-Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Progress reports are issued each trimester; in some cases, teachers will send weekly progress reports home. Parents seeking more information about volunteering their time to the school community may contact the school secretary at (909) 357-5270.

School Profile

Sierra Lakes Elementary School is a single-track, year-round school serving 714 students in kindergarten through fifth grade, including 8.12% in special education, 24.9% qualifying for English learner support, and 41.3% qualifying for free or reduced price lunch. Not only is Sierra Lakes one of the district's newer elementary schools (opening its doors in the 2002-03 school year), it also has one of the highest culturally diverse enrollments in the district.

Percentage of Students by Ethnicity

2007-08 Enrollment: 714

African-Amer.	18.6%
Amer. Indian or Alaskan Native	0.6%
Caucasian	13.9%
Asian	8.1%
Filipino	12.8%
Hispanic or Latino	44.1%
Pacific Islander	0.4%
Multiple or No Response	1.5%

During the 2005-06 school year, Sierra Lakes Elementary School received its designation as a California Distinguished School and the Title I Academic Achievement Award. These honors are directly attributed to the dedication, efforts, and support of Sierra Lakes Elementary School's teachers, parents, and students.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Sierra Lakes Elementary School. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Fontana Unified School District and Sierra Lakes Elementary School provided individualized intervention programs for those students not meeting grade level proficiency standards.

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 new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Sierra Lakes Elementary 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), Aprenda 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 Aprenda 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)

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 for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) 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, Sierra Lakes Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. 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, 7.3% of fifth grade students tested were 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

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

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

	Sierra Lakes			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	47	56	57	28	30		42	43	46
Math	55	67		27	27		40	40	43
Science	21	42	40	18	23	31	35	38	
History				17	17	19	33	33	

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**

	Sierra Lakes							
	African-Amer.	Amer. Alaskan Native	Indian or Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
English-Language Arts	42	*	59	71	53	*	69	
Math	41	*	62	76	52	*	67	
Science	26		*	67	38	*	38	
History								

**Less than 10 students were tested; to protect confidentiality, these results are not disclosed.*

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

	Sierra Lakes					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	47	64	32	51	11	
Math	55	59	41	51	35	
Science	38	42	28	45	*	
History						

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

		API Rank		
		2005	2006	2007
Statewide Rank		6	7	8
Similar Schools Rank		10	8	10
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	818	30	38	-18
Ethnic Subgroups				
African-Amer.	752	-24	61	-55
Hispanic or Latino	802	32	44	1
Other Subgroups				
Economically Disadvantaged	789	-4	37	-10
English Learners	767	73	10	-13

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.

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

Did the school and district meet or exceed 2007 AYP performance criteria in each of the areas listed below?

AYP Indicator	Sierra Lakes	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

• Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report (page 3) 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/.

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 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, Sierra Lakes Elementary School qualified for Schoolwide Title I funding and is therefore required to comply with Title I Program requirements.

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/ay/.

Title I Program Improvement (PI) Status		
	Sierra Lakes	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

School Facilities & Safety

Sierra Lakes Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 2002; ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

2007-08 Campus Improvements:

- Cleared overgrown weeds and grass in planters and near cement benches

2008-09 Campus Improvement Projects:

- Pave dirt areas with cement
- Repaint windows and doors throughout campus

Campus Description	
Year Built	2002
Acreage	7 ac
Square Footage	54,641 sf
	Qty.
# of Permanent Classrooms	25
# of Portable Classrooms	4
# of Restrooms (student use)	3 sets
Library	1
Enrichment Room	1
Staff Lunch Room	1
Staff Work Room	2
Cafeteria/Multipurpose Room with stage area	1

Campus Supervision

Breakfast is available each morning before school starts and is supervised by six adults; four proctors and two teachers are stationed at designated areas on campus and on the playground. At 8:25 a.m. when the campus is opened to students arriving to school, four proctors and two teachers share supervision of students in each of the designated play areas. During recess, four proctors and two teachers are on the playground to ensure students play safely. At lunch time, the principal and five proctors monitor the cafeteria and playground activities. When students are dismissed for the day, each teacher escorts their class to the bus and student pickup areas; four teachers remain in the bus and pickup areas to ensure all students have departed safely. Sierra Lakes Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in fall 2007. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms, and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who then forwards all the requests to the district's maintenance department. Projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian (senior custodian) and one full-time evening custodian are assigned to Sierra Lakes Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked periodically throughout the day and cleaned as needed. The principal and custodians communicate daily regarding campus maintenance and safety issues; the school's bell system is used to notify the custodian when support is required.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 9, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		Room 14: Repair loose entry door lock.
Interior Surfaces (walls, floors, and ceilings)	✓		Rooms 3, 18, MPR, Library, Admin. Workroom, Staff Lounge: Replace stained ceiling tiles. Room 16: Replace two stained ceiling tiles. W.O. #50676 generated by site. Rooms P2, P3, P4: Reattach loose base coving by the sink.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		Women Restroom: Repair water leak on pipe at top of toilet in middle stall.
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		Rooms 3, 16, MPR, Library: Check for roof leaks. WO#50676
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary	✓			

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. Work orders were generated for all deficiencies.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at Sierra Lakes Elementary School at least twice a year. A formal inspection is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 9, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

Deferred Maintenance

Fontana Unified 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. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Sierra Lakes Elementary School did not receive deferred maintenance funds for campus upkeep projects.

Classroom Environment

Discipline & Climate for Learning

Students at Sierra Lakes Elementary School are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Sierra Lakes Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. A progressive discipline approach is taken when students continue having trouble following school rules.

Classroom teachers review and discuss school rules and behavior expectations with students at the beginning of the school year. Each student is provided a student handbook which contains academic, behavior, and safety policies; students are required to review the handbook at home with their parents. Throughout the school year, the principal routinely forwards bulletins to the classroom teachers; the bulletins contain information for both the teacher and their students. When necessary, the bulletins include notices or direction to address unacceptable trends in student behavior or remind students of their responsibility to follow school rules.

Suspensions & Expulsions			
	Sierra Lakes		
	05-06	06-07	07-08
Suspensions (#)	23	22	29
Suspensions (%)	4.08%	3.30%	4.07%
Expulsions (#)	1	1	0
Expulsions (%)	0.18%	0.15%	0.00%

FUSD Elementary Schools			
	05-06	06-07	07-08
	Suspensions (#)	775	735
Suspensions (%)	3.82%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	0.02%

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.

Character education lessons are embedded in the daily curriculum as a component of the school's health education program. Students are given six wrist bands throughout the school year. Each wrist band displays one of six character traits: responsibility, citizenship, fairness, respect, caring, and honesty. Assemblies are held throughout the year that follow the theme of each wrist band. Teachers are responsible for leading class discussions on each character trait as they are introduced and reinforcing positive behavior traits through daily lessons and routines.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Each month, teachers present classroom citizenship and attendance awards (collector dog tags) to qualifying students. At the end of each trimester, students meeting academic, behavior, and attendance criteria are awarded and recognized at schoolwide assemblies. At the end of the year, medals and trophies are presented to students who have demonstrated outstanding academic achievements, attendance, and citizenship.

After-school programs and clubs feature fun activities promoting academic enrichment. Certificated staff design and teach an after-school GATE program (Gifted and Talented Education) for high achieving students. Private organizations are contracted by the school to host Mad Science, Spanish Club, Y-Achievers, and Chessmasters activities after school. The YMCA provides fun activities through an after-school day-care program.

Class Size

The following table illustrates 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

Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.7			3
1	19.8	5		
2	21.8		4	
3	19.4	5		
4	28.7		3	
5	28.3		3	

Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	27.5		4	
1	18.6	7		
2	20.2	4	1	
3	20.4	3	2	
4	27.5		4	
5	34.0			3

Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.8		4	
1	18.7	6		
2	19.7	6		
3	19.7	5	1	
4	32.7		1	2
5	30.8		4	
Combo K-3	16.0	1		

Combo classes are any combination of grades K-3.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Sierra Lakes Elementary School supplements district training with site-based training focused on meeting the needs of the school based upon student assessment results and teacher input. During the 2007-08 school year, Sierra Lakes Elementary School held three staff development days that focused on:

- Focus/Motivation Strategies
- Input Strategies
- Theory and Research
- NCLB Expectations
- "The Model"
(Align, Instruct, Assess, Intervene)
- Language Arts - Essential Standards
- Guided Language Acquisition Design (GLAD) Strategies

Staff Development Days Three-Year Trend

2005-06	2006-07	2007-08
3	3	3

Sierra Lakes Elementary School's Title I Teacher provides training and classroom support to new teachers as well as helping veteran teachers improve their classroom teaching strategies. The school's technology coach provides up-to-date training and support on current technology trends to help teachers enhance instruction through the use of technology.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District 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. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were

provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) 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, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:30 a.m. to 4:30 p.m. and is staffed by a full-time library technician. The library features more than 7,200 titles in English and over 100 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias and dictionaries.

Three Internet-accessible computers are available for online research and Accelerated Reader testing. Students visit the library with their class at least once a week; students may visit the library on their own before and after school.

District Adopted Textbooks

Publisher	Grades	Year Adopted
Language Arts		
Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
Hampton Brown; <i>Into English</i>	K-5	1998
Math		
Scott Foresman; <i>California Mathematics</i>	K-5	2008
Science		
Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science		
Houghton Mifflin; <i>Social Studies</i>	K-5	2006

Technology Resources

During the 2007-08 school year, Sierra Lakes Elementary School had a total of 28 computers. Students use computers for Accelerated Reading testing, STAR Reading testing, research, Accelerated Math, and special projects assigned by the teacher. The school's computer lab features 16 Internet-accessible computers and is used for whole class instruction. Each teacher determines the subject area and method to integrate technology into the language arts curriculum. Students utilize lab computers for research, presentation and graphics projects, Accelerated Reader testing, and Accelerated Math testing.

Professional Staff

Teacher Assignment

For the 2007-08 school year, Sierra Lakes Elementary School had 30 teachers who met all credential requirements in accordance with state guidelines. 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".

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 Credentials & Assignments							
	Sierra Lakes				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	25	30	31		1823	1885	1869	
Teachers with Full Credential	25	30	31		1723	1802	1764	
Teachers without Full Credential	0	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	0		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	1		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	5	2	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	5	2	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Sierra Lakes	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels	
	2007-08	
	Sierra Lakes	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	25.8	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	48.4	49.2
Bachelor's Degree	25.8	11.3
Less than a Bachelor's Degree	0.0	2.2

Counseling & Support Services Staff

Sierra Lakes Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Teachers serve as Student Success Team (SST) members and follow the SST process to address issues that affect the ability of a student to perform at his or her best in school. Using a collaborative approach, all teachers within each grade level evaluate and recommend various intervention strategies and services to meet the unique needs of their students.

Counselors & Support Personnel (Nonteaching Professional Staff)		
2007-08		
	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.2
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	As Needed	
Adaptive PE Aide	As Needed	
LSH Therapist	1	0.5

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Sierra Lakes Elementary School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

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. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 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.)

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Sierra Lakes Elementary 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 Sierra Lakes Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to Sierra Lakes Elementary School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4

Current Expense of Education per Pupil 2006-07					
Expenditures Per Pupil	Dollars Spent per Student				
	Sierra Lakes	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$4,598	\$7,893	58.3%	N/A	N/A
Restricted (Supplemental)	\$590	\$2,383	24.7%	N/A	N/A
Unrestricted (Basic)	\$4,008	\$5,510	72.7%	\$5,300	75.6%
Average Teacher Salary	\$77,631	\$64,747	119.9%	\$65,008	119.4%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination (CAHSEE)
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs