

FONTANA UNIFIED SCHOOL DISTRICT

SIERRA LAKES ELEMENTARY SCHOOL

District Office
9680 Citrus Avenue
Fontana, CA 92335
(909) 357-5000



Grades K-5
Andrea Credille, Principal
5740 Avenal Place - Fontana, CA 92336
(909) 357-5270 - FAX (909) 357-5279

www.fusd.net

A 2005-06 California
Distinguished School

2004-05 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 school facilities and instructional materials were acquired May 2006.

Principal's Message

I'd like to welcome you to Sierra Lakes Elementary'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 students can and will excel in an environment that is tailored to their evolving needs. Our API and AYP growth during the past 3 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.

Our hard working staff 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 achievements.

School Mission

Sierra Lakes Elementary 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.

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, or school office. Each year, annual events such as Back to School Night, Open House, Parents Academy, 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 Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication takes place through the school newsletter which is sent home each trimester and features the school calendar, special events and announcements, and grade level activities. ConnectEd 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.

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.

School Profile

Sierra Lakes Elementary School is a single-track, year-round school serving 452 students in kindergarten through fifth grade. 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. During the 2005-06 school year, Sierra Lakes Elementary 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'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. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used 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 provided intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language Development Test

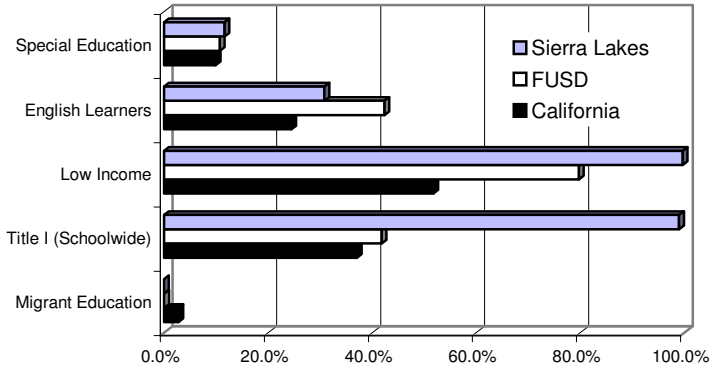
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

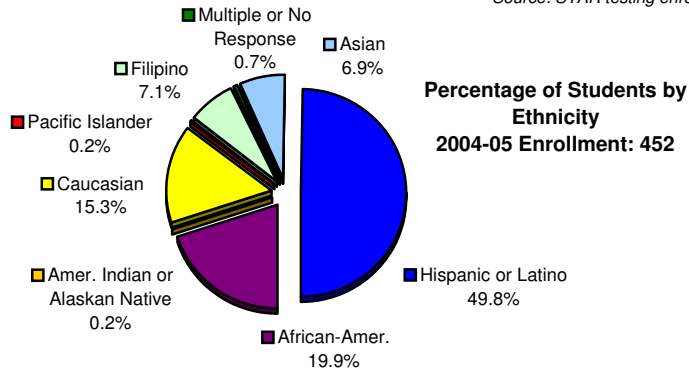
Students at Sierra Lakes Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



**Percentage of Students by Ethnicity
2004-05 Enrollment: 452**

District-Administered Assessments

2002-03					
Grade	2	3	4	5	
Reading	n/a	n/a	n/a	n/a	
Math	68%	64%	58%	44%	
Writing	63%	52%	33%	55%	
2003-04					
Grade	2	3	4	5	6
Reading	50%	26%	17%	23%	n/a
Math	89%	62%	55%	25%	15%
Writing	65%	61%	26%	49%	14%
2004-05					
Grade	2	3	4	5	
Reading	63%	53%	23%	41%	
Math	73%	78%	52%	30%	
Writing	45%	57%	56%	72%	

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Sierra Lakes			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	21	31	39	29	29	27	43	43	41
Math	41	49	63	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

2004-05

	Sierra Lakes						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	43		*		24		50
Math	36		*		52		92

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Sierra Lakes					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	46	27	12	39	*	
Math	56	73	65	63	*	

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

	Sierra Lakes			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	20	28	42	18	20	25	35	36	40
Math	38	35	50	24	23	26	35	34	38
Science		16	18	11	9	11	27	25	27
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

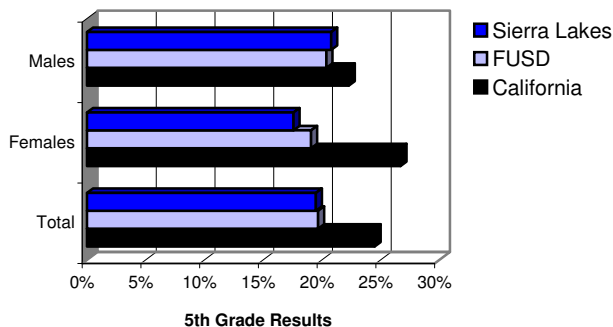
	Sierra Lakes						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	38	*	50	*	33		63
Math	38	*	93	*	41		67
Science	12	*	*		7		50
History							

**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
2004-05

	Sierra Lakes					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	36	50	21	42		8
Math	46	56	43	51		24
Science	21	15	5	19		*
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



information on the STAR Program, please visit <http://star.cde.ca.gov/>.

CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <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 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 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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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.

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; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. 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. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Sierra Lakes Elementary School met all 2005 AYP criteria and therefore did not qualify for Title I Program Improvement.

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

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/.

Academic Performance Index (API)							
API Base			API Growth				
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	100	99		Percent Tested	100	99	99
API Base Score	670	699		API Growth Score	668	699	763
Growth Target	7	5		Actual Growth		29	64
Statewide Rank	3	4		Eligible for GPA	N/A	Unfunded	Unfunded
Similar Schools Rank	9	8		Eligible for II/USP	Unfunded	Unfunded	Unfunded

API Significant Subgroup Results							
Hispanic or Latino							
API Base Score	652	682		API Growth Score	648	685	721
Growth Target	6	4		Actual Growth		33	39
Socioeconomically Disadvantaged							
API Base Score	645	673		API Growth Score	642	675	763
Growth Target	6	4		Actual Growth		30	90

Adequate Yearly Progress (AYP)						
Overall School Results	Sierra Lakes			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
	No	Yes	Yes	No	No	No
Subgroup Results						
	Sierra Lakes			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African-Amer.	N/A	Yes	Yes	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	No	Yes	Yes	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Sierra Lakes
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, Sierra Lakes Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation 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/.

School Facilities & Safety

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

Campus Description

Year Built	2002
Acreage	7 ac
Square Footage	54,641 sf
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	0
# of Restrooms (student use)	3 sets
Enrichment Room	1
Library	1
Computer Lab	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 four proctors. At 8:15 a.m. when the campus is open for students arriving to school, four proctors and three 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 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 August 2004. 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. Each custodial staff member receives job training and is provided a comprehensive handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests to the principal for review; upon approval, the principal forwards all work orders 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 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.

The district's maintenance department inspects Sierra Lakes Elementary on an annual basis 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 September 28, 2005; no emergency repairs were needed and no unsafe conditions were found.

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 2004-05 school year, Sierra Lakes Elementary did not receive or require deferred maintenance funds for campus upkeep.

Classroom Environment

Discipline & Climate for Learning

Students at Sierra Lakes Elementary are guided by school rules and behavioral expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Sierra Lakes Elementary'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 behavioral expectations with students at the beginning of the school year. Each student is provided a student handbook which contains academic, behavioral, and safety policies; students are required to review the handbook at home with their parents. Throughout the year, students are reminded of their academic and behavioral responsibilities in their classroom and through teacher-prepared notices sent home to parents.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Each month,

School Site Inspection Most Recent Inspection: September 28, 2005

Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	No*
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

*In two different restrooms, replace missing soap dispensers (two) and repair nonfunctioning hand dryers (two). Work orders were submitted and deficiencies corrected immediately by the district's maintenance department.

100% of restrooms fully operational during the 2004-05 school year.

Suspensions & Expulsions

	Sierra Lakes		
	02-03	03-04	04-05
Suspensions (#)	24	61	35
Suspensions (%)	4.67%	10.36%	7.74%
Expulsions (#)	0	5	1
Expulsions (%)	0.00%	0.85%	0.22%
	FUSD Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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.

teachers present classroom citizenship and attendance awards to qualifying students. At the end of each trimester, students meeting academic, behavioral, 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 the Mad Science Club 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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	17.8	2	2	
1	20.7	1	2	
2	19.2	5		
3	20.0	5		
4	27.0		3	
5	23.7		3	
Combo K-3	21.0	1		
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.5			2
1	17.8	4		
2	15.0	4		
3	20.8	1	3	
4	31.7		3	
5	33.0			1
6	31.0		1	
Combo K-3	20.0	1		
Combo 4-5	30.0		1	
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	12.0	6		
1	16.0	4		
2	17.6	5		
3	17.0	4		
4	25.7		3	
5	27.7		3	

Combo classes are any combination of K-3 and 4-5 grades.

Sierra Lakes Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05 school year, 100% of Sierra Lakes Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Instructional Time

During the 2004-05 school year, all instructional time offered at Sierra Lakes Elementary exceeded state requirements. Due to bus schedules and a multiple-track calendar, actual minutes vary slightly by track and school. For the 2004-05 school year, Sierra Lakes Elementary offered 180 days of instruction comprised of 137 regular days and 43 minimum days. Every Tuesday is a minimum day. Sierra Lakes Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	53,195	50,400
4-6	54,565	54,000

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Sierra Lakes Elementary 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 2004-05 school year, Sierra Lakes Elementary held three staff development days that focused on:

- Online Assessment Response System
- Vocabulary and comprehension teaching strategies
- Instructional techniques and how to improve the language arts program

Sierra Lakes Elementary's literacy coach 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.

School Leadership

Sierra Lakes Elementary's principal works closely with teachers and staff, leading the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by Sierra Lakes Elementary's principal.

Ms. Andrea Credille has been with the Fontana Unified School District for ten years, principal of Sierra Lakes Elementary for the past four years, and in the educational field since 1990, serving as both a teacher and principal at various schools. Principal Credille holds a master's degree in administration, a bachelor's degree in speech and communications (public relations), and has attained her Tier I and Tier II administrative credentials.

Supporting the principal in the decision-making process is the Grade Level Leaders Team, comprised of the principal, designated teacher representatives from each grade level, and site literacy coach. As needed, the Grade Level Leaders Team meets to collaborate on curricular issues and serve as a liaison between administration and teaching staff.

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 September 29, 2005, the Fontana Unified School District 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. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

District Adopted Textbooks (Grade K-6)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill: <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

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 5,513 titles in English and 97 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 twice a week; students may visit the library on their own before school, during lunch, and after school.

Technology Resources

During the 2004-05 school year, Sierra Lakes Elementary had a total of 49 computers; 25 computers had Internet access. Each classroom in grades K-3 had one computer and fourth and fifth grade classes each had two computers. Students use classroom 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 computers, all with Internet access. 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.

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. Sierra Lakes Elementary 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.

The school's special education program is staffed by one special day class teacher and one special education aide who provide full-day instruction in the Special Day class. Two resource specialist teachers (one full-time and one part-time) and one resource specialist instructional aide work with students in their class and in the resource room in small group settings. Each student is provided instruction based upon their Individualized Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are mainstreamed into the general education classroom based upon their IEP and provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Sierra Lakes Elementary's English Language Acquisition Program supplements the EL student's language arts curriculum; instruction is administered by classroom teachers, the bilingual aide, and special education staff. The bilingual aide works with English Learners individually and in small groups, helping them develop language skills, reading skills, vocabulary development, and language fluency. English Language Development (ELD) instructional materials are used in the classroom and for individualized intervention. As students increase fluency in the English language, Sierra Lakes Elementary continues to monitor their performance through the CELDT and adjusts instruction as needed to ensure continued success.

Students in grades four and five may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction from GATE-certified teachers. After-school GATE enrichment activities are held once a week; instruction focuses on special projects and thematic units. During the 2004-05 school year, students enjoyed art and history-related activities.

Sierra Lakes Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- During School Pull-out Tutoring: 1) instructional aides work with students for 30 minutes a day outside the general education environment to increase language arts skills; 2) the literacy coach works with struggling readers for 30 minutes each day in small groups outside the general education classroom, focusing on improving fluency in reading.

- Off-track Intercession: students in grades 2-5 receive four hours of instruction four days a week over a two-week period (between trimesters). Instruction is provided by a certificated teacher who provides remediation and front-loading of skills/subject area content for upcoming class lessons.

- After-School Tutoring for grades 2-5: students who are not reaching proficiency levels in language arts and math may receive 60 minutes of tutoring three days a week by certificated staff.

- After-School Tutoring for grades K-1: language arts and math instruction provided for students not meeting proficiency standards. Instruction is provided 60 minutes a day three days a week by certificated staff.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. Periodically, Sierra Lakes Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Sierra Lakes Elementary 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) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.1
Health Assistant	1	0.2
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	0.6
LSH Aide	1	0.3

LSH = Language/Speech/Hearing
FTE = Full-Time Equivalent

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'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.

Teacher Assignment

For the 2004-05 school year, Sierra Lakes Elementary had 23 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Sierra Lakes	100.0
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

2004-05

	Sierra Lakes %	FUSD %
Doctorate	0.0	0.4
Master's Degree plus 30 or more semester hours	0.0	2.6
Master's Degree	29.0	35.3
Bachelor's Degree plus 30 or more semester hours	32.3	27.5
Bachelor's Degree	38.7	33.9
Less than a Bachelor's Degree	0.0	0.4

Teacher Credentials & Assignments

	Sierra Lakes			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	25	25	24	1818	1780	1911
Teachers with Full Credential	24	25	23	1603	1635	1771
Teachers in Alternative Routes to Certification	1	0	1	120	63	168
Pre-Internship	1	0	0	129	47	9
Teachers with Emergency Permits	2	0	0	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	5	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	5	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

21st Century
Class Size Reduction
Comprehensive School Reform
Early Intervention
Gifted & Talented Education
High Priority Schools
Instructional Materials
Parent Education
Peer Assistance & Review
Reading First
School Improvement
School Safety
Smaller Learning Communities

Special Education
Staff Development
State & Federal Preschool
Supplemental Technology
Title I, III, & V
Tobacco Use Prevention

Salary Comparison

2003-04

	State Average of Districts in Same Category	
	FUSD	
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

2004-05

Total Expenditures	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127