Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600

Sierra Lakes Elementary School

5740 Avenal Place, Fontana, CA 92336 - (909) 357-5270

Serving grades Kindergarten through Five - CDS Code: 36-67710-6119986

http://www.fusd.net/sierrlakes

James Raymond, Principal
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2019-2020 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.

POINT YOUR PHONE

CAMERA HERE

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

District Vision

Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment

Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

School Profile (School Year 2020-21)

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

Our vision is to increase student growth, guided by the ongoing communication and collaboration of the School Site Council (SSC), the Instructional Leadership Team (ILT), and Professional Learning Communities (PLC). By using data to identify the strengths and weaknesses of the school, each grade level and individual students, we collectively implement instructional strategies which support the highest levels of learning. Ultimately, we intend to make sure students have high levels of academic achievement that lead to every student being college and career ready, in the preparation to becoming global citizens.

Sierra Lakes has one of the highest culturally diverse enrollments in the district. Students' family origins represent 26 different countries of the world. 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.

In addition, Sierra Lakes Elementary School received its designation as a California Distinguished School and the Title I Accolade of "2017-18 Education Results Partnership California Honor Roll School Achievement Award."

Fontana Unified schools are located in San Bernardino county, California. The state of California has been heavily impacted by the COVID-19 pandemic and most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning. Every county in California is assigned to a tier based on its test positivity and adjusted case rate. San Bernardino County is currently in the Widespread (Purple) Tier, the strictest of tiers. Under the California guidance, schools may not reopen for in-person instruction until the county has been in the Substantial (Red) tier for at least two weeks. As a result, all Fontana Unified schools will continue to educate students via distance learning until further notice.

Principal's Message

The purpose of the SARC is to share our mission statement, goals, assessment data, student demographics, and various other programs/ priorities that occur at Sierra Lakes. We have a vision to increase student growth, guided by the ongoing communication and collaboration of various groups or teams:

* School Site Council (SSC)
* Instructional Leadership Team (ILT)
* Professional Learning Communities (PLC)
* Positive Behavior Interventions and Supports Team (PBIS)
* Parent Teacher Association (PTA)
* English Language Advisory Council (ELAC)

By using data to identifying the strengths and weaknesses for individual students at each grade level, we collectively implement instructional strategies which support the highest levels of learning. Ultimately, we intend to make sure that all students possess a strong foundation of academic knowledge and social skills preparing them to be college and career ready.

The COVID-19 pandemic has required the closure of in-person learning at our school. While we all would rather be learning in-person together; I am so proud of our students, families, and teachers for how well they have handled the transition to distance learning. I look forward to being able to see all of the students in-person again as soon as it Is safe to do so. Until then, we will continue to get through this unprecedented challenging time together virtually.

School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana Unified School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

School Enrollment

The charts display student enrollment broken down by student group and grade.

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	98	95	95
1st	108	118	113
2nd	106	102	128
3rd	111	107	107
4th	120	101	110
5th	128	121	105
Total	671	644	658

Enrollment by Student Group

2019-20

	Percentage
Black or African American	14.0
American Indian or Alaska Native	0.3
Asian	8.2
Filipino	5.6
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	0.2
White	11.4
Two or More Races	2.4
EL Students	13.2
Socioeconomically Disadvantaged	50.0
Students with Disabilities	6.5
Foster Youth	1.8
Homeless	1.2

Conditions of Learning
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

School Facilities (School Year 2020-21)

Age and Condition of Facilities

Sierra Lakes Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 2002, the school sits on seven acres and includes a library, 24 permanent classrooms, six portable classrooms (two of which are for Science/Music and a computer lab), a second computer lab, a staff lunch room, a staff workroom, and a cafeteria /multipurpose room with a stage area.

For safety purposes, the district updated lighting throughout all the common areas on the perimeter of the buildings and updated safety measures within the school office. In the summer 2015, the school site and district collaboratively mounted 29 SMART board projectors to further assist with technological and visual teaching strategies. The school also installed a new filtered water fountain in the cafeteria for student and staff use.

Two years ago, Sierra Lakes has had an external facelift. The school's exterior landscaping included updated water lines and numerous trees, grasses, and flowers that were planted. Mulch was also used to make Sierra Lakes look and feel like a beautiful school again. Furthermore, the playground blacktop was resurfaced and the jungle gyms had new padding installed underneath them. In addition, the Sierra Lakes students and staff have embarked upon full implementation of PBIS. As people walk around campus, they will notice permanent all-weather banners that focus on behavioral expectations for various areas of our campus. Lastly, a professional artist painted a beautiful mural on the wall out front. The campus looks fantastic and we have reason to take pride in our school!

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 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; the principal and five 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.

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.

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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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.

Improvements to Facilities

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 05/04/2020 Overall Summary of School Facility Conditions: Good Data Collected: October, 2020				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			STAGE: WATER STAIN CEILING TILE. MPR: WATER STAIN CEILING TILES. (Work orders submitted)
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			RM 3, RM 5: CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN). RM 10: PAINT IS CHIPPING AT BASE OF EXTERIOR WALL AT ENTRY. RM 7, RM 8, RM 9, RM 11, RM 12: PAINT IS CHIPPING ON EAVE AND TRIM. P-4: PAINT IS CHIPPING ON SIDING. MPR: PAINT IS CHIPPING ON WEST WINDOW FRAMES. (Work orders submitted)
Structural (Structural Damage, Roofs)	X			P-4: DRY ROT ON SIDING AND EAVE. (Work order submitted)
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			**District**
	18-19	19-20	20-21	20-21
Fully Credentialed	28	29	29	215
Without Full Credentials	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	18-19	**19-20**	**20-21**
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2020-21)

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on December 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

Adoption of Instructional Materials

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

History/Social Studies & Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in 2019, adoption for grades four and five was completed in 2020, and grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

Quality, Currency, & Availability

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2020						
Grade Levels	**Subject**	**Publisher**	**Series**	**Adoption Year**	**From Most Recent Adoption**	**% Lacking**
K-5	English Language Arts/English Language Development	McGraw-Hill	Reading Wonders	2016	Yes	0.00%
K-3	History/Social Science	Houghton Mifflin	California Social Studies	2006	No	0.00%
4-5	History/Social Science	Teacher's Curriculum Institute	Social Studies Alive!	2020	Yes	0.00%
K-5	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
K-5	Science	Houghton Mifflin	California Science	2007	No	0.00%

Pupil Outcomes
State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	52	44	48	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	37	30	30	19	23	26	37	38	30
Science (Grades 5, 8, and 10)	--	--	22	--	--	18	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
		English-Language Arts				Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	337	334	99.11	0.89	48.2	335	99.41	0.59	30.45
Male	164	164	100.00	0.00	48.17	164	100.00	0.00	34.15
Female	173	170	98.27	1.73	48.24	171	98.84	1.16	26.9
Black or African American	57	57	100.00	0.00	49.12	57	100.00	0.00	19.3
Asian	18	17	94.44	5.56	64.71	17	94.44	5.56	52.94
Filipino	21	21	100.00	0.00	85.71	21	100.00	0.00	38.1
Hispanic or Latino	182	180	98.90	1.10	40	181	99.45	0.55	30.39
White	39	39	100.00	0.00	46.15	39	100.00	0.00	28.21
Two or More Races	19	19	100.00	0.00	68.42	19	100.00	0.00	36.84
Socioeconomically Disadvantaged	199	199	100.00	0.00	38.69	199	100.00	0.00	24.62
English Learners	72	70	97.22	2.78	40	71	98.61	1.39	30.99
Students with Disabilities	33	33	100.00	0.00	9.09	33	100.00	0.00	3.03

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

Percentage of Students in Healthy Fitness Zone 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.4%	17.2%	14.8%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Engagement
State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2020-21)

Parents are encouraged to get involved in Sierra Lakes Elementary School's learning community. Parents may volunteer to work in the classroom, the library, and/or the school office. Another option is for volunteers to work on special projects at home.

Each year, annual events such as Back-to-School Night, Multicultural Night, College and Career Day, 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 are other avenues that provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish. Parents are invited to a monthly Coffee with the Principal for suggestions, questions and concerns. Connect 5 is an Internet-based telephone messaging system that our Community Aide utilizes to sends voicemail recordings to alert and/or remind parents of weekly evets taking place on campus. It can also forward personalized messages from school staff to each student's home. Monthly newsletters are also sent home to support ongoing communication. Some teachers or grade level PLC teams distribute weekly newsletters or updates to keep parents apprised of current classroom activities and lessons. Progress reports are issued each quarter and report cards are issued semesterly.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Students and staff at Sierra Lakes Elementary School have started the full implementation of Positive Behavior Interventions (PBIS). Last year, our PBIS Team continued training by the San Bernardino County Office of Education. They, in-turn, disseminated information about the program and involved the staff in planning for full implementation. PBIS at Sierra Lakes, focusses on making expectations clear for students. Banners are posted throughout campus to guide and remind student of the behaviors that we expect.

PBIS activities include:

* Expectation Stations - students at each grade level learn about and practice the expectations for various areas of campus through modeling.
* Teaching Acceptable Behaviors - classroom teachers are focusing on teaching students to make better choices by helping them change behaviors when they make a poor choice. Before a referral is sent to the office, teachers are required to implement three different interventions for each type of Education Code violation.
* Discipline Matrix - the PBIS team has developed a Discipline Matrix which identifies various Education Codes and also provides guidelines for them to follow for the first, second, and third occurrences of said behaviors.
* Social Skills - students are learning weekly social skills that are broken down into three or four manageable steps. They are read on daily announcements. Classrooms display posters that correspond to the skill and steps. Lastly a Behavior Specialist comes to Sierra Lakes weekly to

teach and role play the social skills during student lunches.

* Playground Rules – Watch D.O.G. Dads "work/play" with students at recess in order to teach them a variety of games. This way, they have numerous options to interact with and enjoy their recesses. Posters have also been created and are displayed on the playground, to clarify a set of standardized rules for each game. This way, if students possess different ideas about how to play the game or what rules they should follow, they have a reference for clarification.
* Super Shark Ticket and Raffle – during the week, students have an unlimited number of opportunities to earn Super Shark Tickets. They can earn a ticket for displaying a social skill, receiving a fantastic score on a quiz/test, or even just being polite by using manners. Then, the students write their name and their teacher's name on their ticket(s) and place them into the "Shark Tank," which is a cylinder-shaped raffle bin. Then, every Friday raffle winners are announced and students come to the office to receive their awards.
* Positive Reinforcement – students receive a variety of positive enforcements such as toys, pencils, pens, clothing, sports equipment, certificates to restaurants and quarterly Good Behavior Assemblies.
* School Motto and Expectation – "Make your mark by being a SHARK!" We use the words SHARK in two ways… as our school mascot and as an acronym for behaviors that we like to see at Sierra Lakes.

The acronym stands for:

S – Safe
H - Honest
A - Accountable
R - Respectful
K - Kind

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, as well an assembly once at the beginning of the year and again at the middle of the 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. Behavior assemblies are held each each marking period to reinforce school rules and discipline policies.

Sierra Lakes Elementary School offers an anti-bullying assembly yearly in collaboration with Red Ribbon Week. The school has also initiated Spirit days on Fridays to increase attendance and participation on the school campus.

Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	3.19	1.30	2.60	0.00	0.00	0.00
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

Safe School Plan (School Year 2020-21)

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 2020. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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
- Conflict resolution

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Class Size

The table indicates the average class size by grade, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	21	24	24	1	-	-	4	4	4	-	-	-
1	27	28	23	-	-	1	4	4	4	-	-	-
2	25	25	18	-	-	2	4	4	5	-	-	-
3	26	26	16	-	-	4	4	4	4	-	-	-
4	30	24	22	-	-	3	8	8	13	-	-	-
5	32	29	22	-	1	3	10	10	15	1	1	-
Other	9	8	14	1	1	1	-	-	1	-	-	-

Counseling & Support Staff (School Year 2019-20)

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 Intervention Team (SIT) members and follow the SIT 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.

The school has a part-time counselor on Mondays, Tuesdays and alternating Wednesdays. She works with the students on academics, socio-emotional, and behavioral concerns. The counselor supports individuals, small groups and classroom lessons focused on Anti-bullying, Study Skills, Sexual Harassment and Caring Messages for Students.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	1316

Counseling & Support Services Staff		
	Number of Staff	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1	0.5
Nurse	1	0.2
Psychologist	1	0.2
Resource Specialist (non-teaching)	2	1.2
Speech/Language/Hearing Specialist	1	0.5

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that were professional development opportunities available to staff. Additionally, multiple partial day opportunities are available for staff. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	18-19	**19-20**	**20-21**
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

District Revenue Sources (Fiscal Year 2019-20)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

District Expenditures (Fiscal Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$7,199
From Supplemental/Restricted Sources	$923
From Basic/Unrestricted Sources	$6,277
District	
From Basic/Unrestricted Sources	$6,286
Percentage of Variation between School & District	-0.1%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-19.0%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2018-19		
	District	State
Beginning Teachers	$48,932	$50,029
Mid-Range Teachers	$78,912	$77,680
Highest Teachers	$105,055	$102,143
Elementary School Principals	$121,535	$128,526
Middle School Principals	$121,535	$133,574
High School Principals	$133,944	$147,006
Superintendent	$250,000	$284,736
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	33.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	$91,831
District	$88,170
Percentage of Variation	4.2%
School & State	
All Unified School Districts	$83,052
Percentage of Variation	10.6%