

Fontana Unified School District Sierra Lakes Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

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DISTRICT INFORMATION

Fontana Unified School District
9680 Citrus Avenue
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BOARD OF EDUCATION

Marcelino "Mars" Serna, President
Adam Perez, Vice President
Joe Armendarez, Member
Jennifer Quezada, Member
Mary Sandoval, Member
David Muñoz-Padilla, Student Board Member

DISTRICT ADMINISTRATION

Miki R. Inbody
Superintendent
Tina Daigneault
Associate Superintendent,
Business Services
Monica Makiewicz, Ph.D.
Associate Superintendent,
Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent,
People Services
Craig Baker
Associate Superintendent,
Student Services

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.

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 STATEMENTS

DISTRICT MISSION

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

DISTRICT VISION

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

CORE VALUES

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

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.

DISTRICT GOALS

- 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 STATEMENTS

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.

SCHOOL PROFILE

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."

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.9
Male	51.1
Non-Binary	
American Indian or Alaska Native	0.5
Asian	8.9
Black or African American	12.3
Filipino	7.6
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	0.4
White	11.7
Two or More Races	3.6
EL Students	11.7
Foster Youth	1.2
Homeless	0.4
Military	
Socioeconomically Disadvantaged	43.7
Migrant Education	
Students with Disabilities	9.6

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	120
1st	117
2nd	117
3rd	129
4th	136
5th	130
6th	0
Total	749

CONDITIONS OF LEARNING

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.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	86.47	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	4.10	13.53	407.00	23.67	18,854.30	6.86
Total Teaching Positions	30.70	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.30	91.73	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.92	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.46	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.90	1.82	11,953.10	4.28
Unknown	1.30	3.89	87.80	5.02	15,831.90	5.67
Total Teaching Positions	34.20	100.00	1,749.90	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS

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.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	03/23/2022
Data Collected:	March 2022
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	RM 21, RM 6, P- 2, RM 3, RM 4, RM 5, STAFF LOUNGE: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Fair	LIBRARY: 11. PAINT CHIPPING ON DOOR. ADMIN BLDG: 11. PAINT CHIPPING ON GATE AT ENTRY. TEACHER WRK AREA, HEALTH OFC, RM 17, RM 18, RM 19, RM 20, TEACHER WRK RM: 11. PAINT CHIPPING ON TRIM. RM 10: 11. PAINT IS CHIPPING AT BASE OF EXTERIOR WALL AT ENTRY. RM 11, RM 12, RM 7, RM 8, RM 9: 11. PAINT IS CHIPPING ON EAVE AND TRIM. RM 16: 11. PAINT CHIPPING ON TRIM.
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	HEALTH OFC: 15. WEATHER STRIP BROKEN ON DOOR. BOLT PROTRUDING.

SCHOOL FACILITIES

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.

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 21, 2022, 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 according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. 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.

TEXTBOOKS

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

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016	Yes (State)	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015	Yes (State)	0
	Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015	Yes (State)	0
History / Social Science	Grades: K-3rd / Course: History/Social Science / Publisher: Houghton Mifflin / Series: California Social Studies / Adoption: 2006	Yes (State)	0
	Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020	Yes (State)	0
Science	Grades: K-5th / Course: Science / Publisher: Imagine Learning / Series: Twig Science / Adoption: 2022	Yes (State)	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	44	34	47
Mathematics (Grades 3-8 and 11)	31	18	33
Science (Grades 5, 8, and 10)	28	16	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	419	413	98.57	1.43	43.83
Male	218	217	99.54	0.46	41.01
Female	201	196	97.51	2.49	46.94
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	46.88
Black or African American	49	49	100.00	0.00	34.69
Filipino	29	29	100.00	0.00	79.31
Hispanic or Latino	247	244	98.79	1.21	42.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	39	37	94.87	5.13	45.95
Two or More Races	18	18	100.00	0.00	22.22
EL Students	43	42	97.67	2.33	19.05
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	184	99.46	0.54	33.70
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	53	52	98.11	1.89	11.54

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	419	414	98.81	1.19	30.92
Male	218	217	99.54	0.46	35.48
Female	201	197	98.01	1.99	25.89
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	33	32	96.97	3.03	56.25
Black or African American	49	49	100.00	0.00	18.37
Filipino	29	29	100.00	0.00	62.07
Hispanic or Latino	247	244	98.79	1.21	27.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	39	38	97.44	2.56	28.95
Two or More Races	18	18	100.00	0.00	27.78
EL Students	43	42	97.67	2.33	9.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	185	184	99.46	0.54	23.91
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	53	52	98.11	1.89	7.69

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	138	138	100.00	0.00	27.54
Male	79	79	100.00	0.00	35.44
Female	59	59	100.00	0.00	16.95
Non-Binary					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	20.00
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	82	82	100.00	0.00	24.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	61	100.00	0.00	18.03
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	17	17	100.00	0.00	11.76

PHYSICAL FITNESS ASSESSMENT

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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	99	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	819	800	281	35.1
Female	395	387	130	33.6
Male	424	413	151	36.6
Non-Binary				
American Indian or Alaska Native	4	4	1	25
Asian	73	73	18	24.7
Black or African American	107	100	39	39
Filipino	57	57	12	21.1
Hispanic or Latino	448	439	176	40.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
White	94	91	25	27.5
Two or More Races	30	30	8	26.7
EL Students	106	105	29	27.6
Foster Youth	15	13	4	30.8
Homeless	4	4	1	25
Military				
Socioeconomically Disadvantaged	375	363	156	43
Migrant Education	0	0	0	0
Students with Disabilities	95	91	37	40.7

PARENT ENGAGEMENT

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

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 send voicemail recordings to alert and/or remind parents of weekly events 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.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in August 2022. 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

SUSPENSIONS AND 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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	2.62	0	1.71	0	0	0
District	2.01	0.06	3.27	0.03	0	0.04
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	1.71	0
Female	0.51	0
Male	2.83	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.67	0
Filipino	0	0
Hispanic or Latino	1.56	0
Native Hawaiian or Pacific Islander	0	0
White	1.06	0
Two or More Races	3.33	0
EL Students	0.94	0
Foster Youth	6.67	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	2.4	0
Migrant Education	0	0
Students with Disabilities	1.05	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL 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 completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	3	3	3

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	1498

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.0

COUNSELING AND SUPPORT SERVICES

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.

CLASS SIZE DISTRIBUTION

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

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	24	52	29		1	1	4	4	5		1	2
1st	23	43	27	1	2	3	4	4	5		1	1
2nd	18	40	26	2	3	3	5	4	5		1	1
3rd	16	48	24	4	2	4	4	5	6		1	1
4th	22	42	42	3	2	3	13	5	5		2	2
5th	22	44	40	3	2	3	15	4	5		2	2
6th												
Other	14	24	25	1			1	1	1			

DISTRICT REVENUE SOURCES

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

- After School Education
- Career Technical Education
- Extended Learning Opportunities
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- Supplementary Programs
- Title I, II, III, IV
- Transportation: Special Education

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 6,917
School: From Supplemental/Restricted Sources	\$ 1,180
School: From Basic/Unrestricted Sources	\$ 5,737
District: From Basic/Unrestricted Sources	\$ 6,057
Percentage of Variation between School & District	-5.28 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	-13 %

TEACHER AND ADMINISTRATIVE SALARIES

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.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 50,645	\$ 51,081
Mid-Range Teachers	\$ 81,674	\$ 77,514
Highest Teachers	\$ 109,766	\$ 105,764
Elementary School Principals	\$ 124,573	\$ 133,421
Middle School Principals	\$ 124,573	\$ 138,594
High School Principals	\$ 137,291	\$ 153,392
Superintendent	\$ 250,000	\$ 298,377
Teacher Salaries	32 %	32 %
Administrative Salaries	5 %	5 %

SCHOOL SITE TEACHER SALARIES

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.

2020-21 Average Teacher Salary	
School	\$ 88,933
District	\$ 89,523
Percentage of Variation between School & District	-0.66 %
All Similar School Districts	\$ 85,368
Percentage of Variation between School & State	4.18 %

DISCIPLINE AND 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.