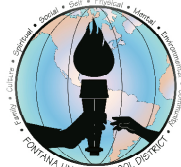


POPLAR ELEMENTARY SCHOOL

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Fontana, CA 92335
(909) 357-5000

www.fusd.net



Grades PreK-6
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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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

Principal's Message

As I enter my second year as Principal of Poplar Elementary School, I would like to welcome you to our Annual School Accountability Report Card. In this document you will find important information regarding the continued success our students have demonstrated over the past several years and the quality of our instructional program. Poplar's highly trained staff members work together to plan and implement a well-balanced curriculum that provides students with consistent, balanced instruction that is aligned to the California State Standards.

It is my continued hope that as parents, you stay involved in your child's education through school involvement and support at home. I invite all of you to visit and volunteer in your child's classroom, PTA, school site meetings, workshops, and other parent organizations. Together through our hard work, our students will be challenged to reach their maximum potential.

Parent Involvement

Parents are encouraged to get involved in Poplar Elementary School's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom, the library, the office, or with fund-raisers. Events such as Back to School Night, Open House, Family Math Night, Literacy Night, Community Cleanup Day, and book fairs provide opportunities for parents to interact with school staff while supporting their child's academic programs. Coffee with the Principal offers parents the opportunity to share their ideas and comments with school administration. Parent education workshops are offered throughout the year to help parents acquire computer skills, language fluency, homework support strategies, and understanding grade level standards. 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.

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-to-home communication takes place in a variety of formats and is provided in both English and Spanish. The school newsletter, the *Poplar Patriot*, is prepared jointly by students and staff and features messages from the principal and assistant principal as well as important information about school events, meetings, helpful tips, student testing, and district news. Poplar Elementary School's website may be accessed at www.fontana.k12.ca.us/schools/Elementary/Poplar. TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers are sent home to remind parents of school activities or important events. Two school marquees are updated frequently with parent reminders and special announcements. Parents seeking more information about getting involved in the school community may contact the school office staff at (909) 357-5720.

School Profile

Poplar Elementary School is a multi-track, year-round school serving 706 students in kindergarten through fifth grade, including 10% in special education, 61.6% qualifying for English learner support, and 80.3% qualifying for free or reduced price lunch. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth. Poplar Elementary School is a clean, safe, and comfortable environment for students to learn. Teaching staff are committed to providing instruction using standards-based, research-proven techniques designed to promote academic success.

Percentage of Students by Ethnicity 2007-08 Enrollment: 706

African-Amer.	3.82%
Amer. Indian or Alaskan Native	0.85%
Caucasian	3.26%
Asian	0.42%
Filipino	0.14%
Hispanic or Latino	90.37%
Pacific Islander	0.85%
Multiple or No Response	0.28%

Student Achievement

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

District Benchmark Assessments

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

California English Language Development Test

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

Standardized State Assessments

Students at Poplar Elementary School 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 Standards Tests (CST), the Aprenda 3, and the California Alternative Performance Assessment (CAPA).

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

California Standards Tests (CST)

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

or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

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

Upon completion of the 2007-08 fitness exam, no fifth grade students scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

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.

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

	Poplar			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	31	30	33	28	30	34	42	43	46
Math	42	31	39	27	27	30	40	40	43
Science	16	18	32	18	23	31	35	38	46
History				17	17	19	33	33	36

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

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

	Poplar						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	*	*			32	*	45
Math	*	*			40	*	33
Science	*				33		*
History							

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

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

	Poplar					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	31	30	21	32	2	
Math	43	35	32	39	22	
Science	37	26	9	33	*	
History						

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

	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Statewide Rank		3	4	3
Similar Schools Rank		7	9	8
Results				
Schoolwide - All Students	725	44	-9	11
Ethnic Subgroups				
Hispanic or Latino	725	45	-9	10
Other Subgroups				
Economically Disadvantaged	726	44	-9	12
English Learners	719	47	-1	15

Adequate Yearly Progress (AYP)

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

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

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

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

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

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other

designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Poplar Elementary School did not participate in the Title I Program Improvement and is therefore not required to comply with Title I Program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

	Poplar	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1

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

School Facilities & Safety

Poplar Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. School facilities were built in 1958; since that time, modernization projects have been completed and new buildings and classrooms have been added to accommodate the growth in enrollment. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

Campus Description

Year Built	1958
Acreage	9.55
Square Footage	52,801 sf
	Qty.
# of Permanent Classrooms	21
# of Portable Classrooms	15
# of Restrooms (student use)	4 sets
Library	1
Computer Lab	1
Enrichment Room	1
Staff Lounge	1
Teacher Work Room	1
Cafeteria/Multipurpose Room	1

2007-08 Campus Improvement Projects:

- Campus Clean-up Day
- Paint playground equipment and planter located in front of the school

Campus Supervision

Each morning as students are arriving on campus, the principal and four noon aides supervise the cafeteria and playground. During recess and lunch periods, four noon aides and one of the administrators are on the playground to ensure students play safely. When students are dismissed for the day, administrators and teachers are stationed at the student pickup areas and bus loading zones to ensure students depart safely. Poplar Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office, show valid identification, and wear school identification badges while on campus.

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 current plan was reviewed, updated, and discussed with school staff in Spring 2008. 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. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and

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

A 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 forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; 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 and two full-time evening custodians are assigned to Poplar 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 and principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. The principal and day custodian check restrooms for cleanliness before school starts, after classes begin, after lunch, and after each recess. The principal and custodians communicate weekly and as needed regarding campus maintenance and safety issues.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at Poplar Elementary School at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on January 17, 2008. During the 2007-08 school year, all restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Most Recent Inspection: January 17, 2008	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
			Girls' Restroom by 18: Replace broken soap dispenser. Girls' Restroom by 6: Replace missing push lever on middle faucet. Rooms 27, 28, 31, 42: Replace stained ceiling tile. Room 24: Repair torn carpet by teacher's desk. Kitchen office: Replace missing ceiling tiles.
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
			Room 32: Repair loose siding on ramp. Walkway by K1/K2 south: Repair underside of covered walkway (wood is rotted). W.O. #50623
Fire Safety	✓		
Electrical (interior and exterior)	✓		
			Walkway by 3: Reconnect conduit where wires are exposed on the southwest side of Room 3 above the walkway. Room 30: Replace missing ceiling light diffuser. W.O. #35127.
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

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

Rating Description:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school. Work orders were generated for all deficiencies.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Poplar Elementary School received \$198,533 in deferred maintenance funds which were used for roof and asbestos improvement projects throughout the campus.

Classroom Environment

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				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.2	4	2	
1	19.5	6		
2	19.4	7		
3	17.0	7		
4	29.8		3	1
5	26.0		5	
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.5	6		
1	19.8	6		
2	19.3	6		
3	17.5	8		
4	30.5		4	
5	28.8		4	
2007-08				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	16.3	6		
1	20.4	2	3	
2	19.2	5	1	
3	18.0	6		
4	30.3		4	
5	28.3		4	
Combo K-3	20.0	1		

Combo classes are any combination of grades K-3.

Discipline & Climate for Learning

Students at Poplar Elementary School are guided by school rules and behavior expectations that promote respect and responsibility. School staff take a proactive approach to minimizing discipline problems. Students are informed on the importance of making good choices in behavior and given opportunities to learn from their mistakes and correct negative behavior patterns. Teachers discuss the variations of appropriate and inappropriate behavior as well as the consequences for poor conduct. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends when addressing consequences for poor choices in behavior. Parents are contacted as needed to identify and discuss strategies to help students with behavior issues.

Discipline assemblies are held at the beginning of the school year, just before the winter holiday season, and at the beginning of spring to review school rules, attendance policies, playground safety, and behavior expectations. Each student is given a student/parent handbook which is required to be reviewed at home; an acknowledgement page in the student/parent handbook is required to be signed and returned to the student's teacher. The handbook outlines district policies, school rules, student code, and academic expectations. Teachers reinforce school rules and behavior expectations during the first few weeks of school and in the classroom on an as-needed basis. Students in grades 4-5 are provided a student planner which may be used to record assignments as well as a communications tool between the student's teacher and parent/guardian.

	Suspensions & Expulsions		
	Poplar		
	05-06	06-07	07-08
Suspensions (#)	22	20	25
Suspensions (%)	2.89%	2.71%	3.55%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
FUSD Elementary Schools			
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.82%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	0.02%

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

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

Teachers reinforce positive behavior immediately through verbal praise. Students with perfect attendance are recognized and awarded individually. Positive behavior is recognized formally every month with "Caught Being Good" tickets given by any staff member. Students receiving tickets are entered into a weekly drawing and are rewarded with prizes. The two classrooms with the highest attendance rate for the month are rewarded with popsicles. At the end of each trimester, students with outstanding citizenship, meeting academic goals, and making significant improvement are honored at an awards assembly. Trimester honors include: Principal's Honor Roll, Teacher's Honor Roll, Presidential Award, citizenship, Most Improved Reader, and Most Improved Math. To promote reading and increase reading skills, students are recognized for moving up through the Accelerated Reader reading levels; classroom presentations are conducted by the student's teacher.

Curriculum & Instruction

Staff Development

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

- Developing Math Strategies
- English Language Development Objectives
- Differentiated Instruction Using GLAD Strategies

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

Poplar Elementary School's English language learner (ELL) intervention teacher provides staff development and coaching to help teachers deliver an effective program for English learners. The ELL teacher models lessons in the classroom while working with beginning English learners who are new to the country or not proficient in the English language.

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers.

Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials

were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

Library Resources

The school library is open from 8:00 a.m. to 4:30 p.m. and is staffed by a full-time librarian. The library features over 13,000 titles in English and 400 titles in Spanish for students to check out. Students have access to additional resources such as encyclopedias, dictionaries, newspapers, magazines, thesaurus, and books on tape. Three Internet-accessible computers are available for research and electronic title searches. Students visit the library with their class once a week; students may visit the library on their own time before school, during lunch and recesses, and after school.

Technology Resources

During the 2007-08 school year, Poplar Elementary School had a total of 63 computers. A mobile lab equipped with 30 internet-accessible laptops is available for class projects. The school's computer lab features Internet-accessible workstations and is used for whole class instruction. Each teacher determines the method to integrate technology into the math and language arts curricula. Students use classroom and lab computers for research, Accelerated Reader, Accelerated Math, word processing, graphics presentations, keyboarding, and educational-based skill-building programs. Classrooms are equipped with a SMARTBoard, a teacher's laptop, LCD projector, and document camera.

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
Language Arts			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
	Holt, Rinehart and Winston; <i>Literature and Language Arts</i>	6	2003
	Hampton Brown; <i>High Point</i>	6	2003
Math			
	Scott Foresman; <i>California Mathematics</i>	K-5	2008
	McDougal Littell; <i>Mathematics Concepts and Skills</i>	6	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-6	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006
	Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	2006

Professional Staff

Teacher Assignment

For the 2007-08 school year, Poplar Elementary School had 33 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments								
	Poplar				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
Total Teachers	36	37	33		1823	1885	1869	
Teachers with Full Credential	36	37	33		1723	1802	1764	
Teachers without Full Credential	0	0	0		100	83	105	
Teachers in Alternative Routes to Certification	0	0	2		91	72	76	
Pre-Internship	1	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	8	2	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	8	2	0	0	379	270	32	21
Teacher Vacancies	0	0	0	0	4	0	2	5

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

	Teacher Education Levels 2007-08	
	Truman %	FUSD %
Doctorate	2.0	1.5
Master's Degree plus 30 or more semester hours	36.0	34.6
Master's Degree	2.0	1.1
Bachelor's Degree plus 30 or more semester hours	50.0	49.2
Bachelor's Degree	8.0	11.3
Less than a Bachelor's Degree	2.0	2.2

Counseling & Support Services Staff

Poplar 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. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

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. Poplar Elementary School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08		
	No. of Staff	FTE
Counselor	1	0.50
Psychologist	1	0.40
School Nurse	1	0.25
Health Assistant	1	0.60
Adaptive PE Specialist	1	0.10
Adaptive PE Aide	1	0.10
LSH Therapist	1	0.40

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2006-07	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$192,444	\$210,769
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5%	39.9%
Administrative Salaries	4.9%	5.5%

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,268 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

**Current Expense of Education per Pupil
2006-07**

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

Parents may access Poplar Elementary School's SARC and access the internet at any of the county's public libraries. The closest library to Poplar Elementary School is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

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

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

Dollars Spent per Student

Expenditures Per Pupil	Poplar	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,252	\$7,893	79.2%	N/A	N/A
Restricted (Supplemental)	\$1,729	\$2,383	72.5%	N/A	N/A
Unrestricted (Basic)	\$4,523	\$5,510	82.1%	\$5,300	85.3%
Average Teacher Salary	\$68,356	\$64,747	105.6%	\$65,008	105.1%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,257 per ADA of categorical, special education, and support program funds for:

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