

POPLAR ELEMENTARY SCHOOL



Grades PreK-6
 Michelle Hiser, Principal
 Lorraine Perez, Assistant Principal
 9937 Poplar Avenue - Fontana, CA 92335
 (909) 357-5720 - FAX (909) 357-5729



2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

9680 Citrus Avenue
 Fontana, CA 92335
 (909) 357-5000
 www.fusd.net

Board of Education

Kathleen Binks
 Gus Hawthorn
 Laura Abernathy-Mancha
 BarBara L. Chavez
 Julie A. Ramos

District Administration

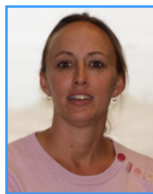
Cali L. Olsen-Binks
 Superintendent
 Richard A. Stedry, Ed.D.
 Deputy Superintendent
 Division of Business Services
 Oscar Dueñas
 Interim Associate Superintendent
 Division of Instructional Services
 Yolanda Mendoza
 Associate Superintendent
 Division of Human Resources

Contents

Principal's Message
 District Goals
 School Profile
 Parent Involvement
 Student Achievement
 School Facilities & Safety
 Classroom Environment
 Curriculum & Instruction
 Professional Staff
 SARC Data and Internet Access
 District Expenditures

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 October 9, 2009, and school facilities information was acquired on June 17, 2009.

Principal's Message



As I enter my third 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.

School Profile

Poplar Elementary School is a single-track, year-round school serving 786 students in kindergarten through fifth grade, including 11% in special education, 55.3% qualifying for English learner support, and 86.6% qualifying for free or reduced-price meals. 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

Percentage of Students by Ethnicity 2008-09 Enrollment: 786

| | |
|--------------------------------|-------|
| African-Amer. | 2.9% |
| Amer. Indian or Alaskan Native | 0.4% |
| Caucasian | 3.6% |
| Asian | 0.4% |
| Filipino | 0.6% |
| Hispanic or Latino | 91.5% |
| Pacific Islander | 0.3% |
| Multiple or No Response | 0.3% |

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.

providing instruction using standards-based, research-proven techniques designed to promote academic success.

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 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, Wellness Fair, 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 an understanding of grade level standards. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning. Parents seeking more information about getting involved in the school community may contact the school office staff at (909) 357-5720.

School-to-home communication is provided in both English and Spanish. A school calendar of school activities and events is sent home with students every month. The school newsletter, the *Poplar Patriot*, is prepared jointly by students and staff each trimester 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.fusd.net. 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.

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.

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.

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.

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 a series of four components: the California Standards Tests (CST), the California Alternative Performance

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Poplar Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

| NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight | | | | | |
|--|-------------|-------|-------------------|-------|------|
| | Scale Score | | Achievement Level | | |
| | Calif. | Nat'l | Basic | Prof. | Adv. |
| All Students | | | | | |
| Reading | | | | | |
| 4th Gr. | 209 | 220 | 30 | 18 | 5 |
| 8th Gr. | 251 | 261 | 41 | 20 | 2 |
| Math | | | | | |
| 4th Gr. | 232 | 239 | 72 | 30 | 5 |
| 8th Gr. | 270 | 282 | 59 | 23 | 5 |

| NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight | | |
|---|----------------------------|----------|
| | Students with Disabilities | |
| | California | National |
| Reading | | |
| 4th Gr. | 74.25 | 65.60 |
| 8th Gr. | 77.66 | 65.60 |
| Math | | |
| 4th Gr. | 79.00 | 84.00 |
| 8th Gr. | 85.00 | 78.00 |
| English Learners | | |
| | California | National |
| Reading | | |
| 4th Gr. | 93.29 | 80.00 |
| 8th Gr. | 92.10 | 77.30 |
| Math | | |
| 4th Gr. | 96.00 | 94.00 |
| 8th Gr. | 96.00 | 92.00 |

Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Academic Performance Index

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

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

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

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

Adequate Yearly Progress (AYP)

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

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

| | Poplar | | | FUSD | | | California | | |
|-----------------------|--------|-------|-------|-------|-------|-------|------------|-------|-------|
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| English-Language Arts | 30 | 33 | 40 | 30 | 34 | 38 | 43 | 46 | 50 |
| Math | 31 | 39 | 46 | 27 | 30 | 35 | 40 | 43 | 46 |
| Science | 18 | 32 | 32 | 23 | 31 | 33 | 38 | 46 | 50 |
| History | | | | 17 | 19 | 25 | 33 | 36 | 41 |

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 Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

| | Poplar | | | | | | |
|-----------------------|----------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
| | African- Amer. | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| English-Language Arts | 28 | * | * | * | 40 | * | 62 |
| Math | 33 | * | * | * | 46 | * | 69 |
| Science | * | * | | | 31 | * | * |
| History | | | | | | | |

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09

| | Poplar | | | | | |
|-----------------------|--------|--------|------------------|----------------------------|----------------------------|-------------------|
| | Male | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Education |
| English-Language Arts | 40 | 40 | 31 | 40 | 31 | |
| Math | 53 | 40 | 43 | 46 | 34 | |
| Science | 38 | 24 | 23 | 32 | 50 | |
| History | | | | | | |

Academic Performance Index (API) Three-Year Performance Comparison

| | API Rank | | |
|----------------------|----------|------|------|
| | 2006 | 2007 | 2008 |
| Statewide Rank | 4 | 3 | 3 |
| Similar Schools Rank | 9 | 8 | 7 |

| Results | 2009 API Score | Increase/Decrease in API | | |
|----------------------------|----------------|--------------------------|---------|---------|
| | | 2006-07 | 2007-08 | 2008-09 |
| Schoolwide - All Students | 751 | -9 | 11 | 20 |
| Ethnic Subgroups | | | | |
| Hispanic or Latino | 752 | -9 | 9 | 22 |
| Other Subgroups | | | | |
| Economically Disadvantaged | 751 | -9 | 11 | 20 |
| English Learners | 752 | -1 | 15 | 24 |

toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 46% of elementary and middle school students must be proficient in language arts and 47.5% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 650 or 1 point in growth.
- Each high school must have a graduation rate of 83.1% 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 2008-09

Did the school and district meet or exceed 2009 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 | | |
| English-Language Arts | No | No |
| Math | Yes | No |
| API | Yes | Yes |

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09

| Grade Tested | Number of Standards Met: | | |
|--------------|--------------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5th Gr. | 23.4 | 26.1 | 32.4 |

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 2008-09, Poplar Elementary School did not participate in the Title I Program Improvement and is therefore not required to comply with Title I Program mandates.

Title I Program Improvement (PI) Status

| | Poplar | FUSD |
|--|-----------|-----------|
| PI Status | Not in PI | In PI |
| First Year of PI Implementation | | 2008-2009 |
| Year in PI | | Year 2 |
| No. of Schools Currently in PI | | 8 |
| Percent of Schools Currently Identified for PI | | 18.2 |

The statistical information in this table reflects the PI status during the 2009-10 school year.

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

School Facilities & Safety

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 |

2008-09 Campus Improvement Projects:

- Replacement of roofing system on all buildings (except portable classrooms)
- Installation of new carpet in two classrooms
- Installation of a safety fence in front of the school to create a single gated entry.

2009-10 Campus Improvement Projects:

- Installation of infrastructure and equipment to support wireless technology throughout the campus
- Installation of new HVAC units (heating/ventilation/air conditioning)

Campus Supervision

Each morning as students arrive on campus, the principal and five noon aides supervise the cafeteria and playground. During recess and lunch periods, five 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 enter through a the main gate and required sign in at the school office, show valid identification, and wear identification badges during their visit.

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 2009. 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.

| School Facility Good Repair Status | | | |
|---|---|------|------|
| Item Inspected | Repair Status | | |
| Most Recent Inspection: June 3, 2009 | Good | Fair | Poor |
| | Work orders have been generated for all deficiencies noted below. | | |
| Gas Leaks | ✓ | | |
| Mechanical Systems | ✓ | | |
| Windows/Doors/Gates (interior and exterior) | ✓ | | |
| Interior Surfaces (walls, floors, and ceilings) | ✓ | | |
| Hazardous Materials (interior and exterior) | ✓ | | |
| Structural Damage | ✓ | | |
| Fire Safety | ✓ | | |
| Electrical (interior and exterior) | ✓ | | |
| 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 | | ✓ | | |
| <i>Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.</i> | | | | |

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Poplar Elementary 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 most recent school inspection took place on June 3, 2009. During the 2008-09 school year, all restrooms were fully operational and available for student use at all times.

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 intercession 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.

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 2008-09 school year, Poplar Elementary School received deferred maintenance funds for electrical projects (\$3,307.09) and wall system installations (\$29,083).

Classroom Environment

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 classroom disruptions. Students are encouraged to make good choices in behavior and given opportunities to learn from their mistakes. Teachers discuss the variations of appropriate and inappropriate behavior as well as the consequences for poor conduct.

| | Suspensions & Expulsions | | |
|-----------------|--------------------------|-------|-------|
| | Poplar | | |
| | 06-07 | 07-08 | 08-09 |
| Suspensions (#) | 20 | 25 | 77 |
| Suspensions (%) | 2.71% | 3.55% | 9.80% |
| Expulsions (#) | 0 | 0 | 0 |
| Expulsions (%) | 0.00% | 0.00% | 0.00% |
| | FUSD | | |
| | Elementary Schools | | |
| | 06-07 | 07-08 | 08-09 |
| Suspensions (#) | 977 | 707 | 1219 |
| Suspensions (%) | 4.75% | 3.59% | 6.39% |
| Expulsions (#) | 10 | 3 | 2 |
| Expulsions (%) | 0.05% | 0.02% | 0.01% |

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.

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. The school counselor meets with small groups of identified students as a measure of intervention to resolve conflicts and barriers interfering with the learning process.

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 students' teachers. 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. Noon aides receive training on best practices and effective behavior management strategies to alleviate unacceptable behavior and conflicts among students on the playground during recesses. Students in grades 4-6 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.

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. Classrooms with perfect attendance for the day and week are recognized with a special banner which is posted on the exterior of each classroom's door. 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. 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, Accelerated Reader Award, and Most Improved Math. To promote reading and increase literacy skills, students progressing up through the Accelerated Reader reading levels are recognized for their efforts at school assemblies and in classroom presentations.

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 | | | | |
|--|-----------------|----------------------|-------|-----|
| 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 | | | | |
| 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 | |
| 2008-09 | | | | |
| K | 15.0 | 8 | | |
| 1 | 19.7 | 5 | 1 | |
| 2 | 19.4 | 5 | | |
| 3 | 18.4 | 4 | 1 | |
| 4 | 27.7 | | 3 | |
| 5 | 31.0 | | 3 | |
| 6 | 24.5 | 1 | 3 | |
| Combo K-3 | 20.0 | 1 | | |
| Combo 4-6 | 28.0 | | 1 | |

Combo classes are any combination of grades K-3 and 4-6.

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.

| Staff Development Days Three-Year Trend | | |
|---|---------|---------|
| 2006-07 | 2007-08 | 2008-09 |
| 3 | 3 | 3 |

During the 2008-09 school year, Poplar Elementary School held three staff development days that focused on SPARK training (physical education curriculum) and Thinking Maps.

As a supplement to district sponsored professional development buy-back days, Poplar Elementary offers staff training throughout the year on early release days. During the 2008-09 school year, staff training activities focused on:

- Thinking Maps
- Strategies for ELD Instruction
- CST Preparation and Data Analysis
- Strategies for Reading Comprehension, Reading Fluency, and Vocabulary

Teachers met in grade level teams to develop academic goals based on common assessments. Analysis of CST scores are used to identify students who need academic intervention to meet state standards in language arts and math. A concentrated effort is made to provide instructional support to develop the necessary skills students need to reach proficiency standards on the upcoming CST exam.

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.

| District Adopted Textbooks | | | |
|---|--------|---------------------------------|--------------|
| Publisher | Grades | % of Students Lacking Textbooks | Year Adopted |
| Language Arts | | | |
| SRA/McGraw-Hill; <i>Open Court Reading</i> | K-6 | 0 | 2004 |
| Hampton Brown; <i>Into English</i> | K-5 | 0 | 1998 |
| Hampton Brown; <i>High Point</i> | 6 | 0 | 2003 |
| Math | | | |
| Houghton Mifflin; <i>California Mathematics</i> | K-5 | 0 | 2008 |
| Holt; <i>California Mathematics Course 1 Numbers to Algebra</i> | 6 | 0 | 2008 |
| Science | | | |
| Houghton Mifflin; <i>California Science 2007</i> | K-6 | 0 | 2007 |
| Social Science | | | |
| Houghton Mifflin; <i>Social Studies</i> | K-5 | 0 | 2006 |
| Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i> | 6 | 0 | 2006 |

Fontana Unified School 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. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. 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 June 3, 2009, 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 #09-36 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 8:00 a.m. to 4:30 p.m. and staffed by a full-time librarian. The library features over 14,184 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 2008-09 school year, Poplar Elementary School had a total of 223 computers. A mobile lab equipped with 30 Internet-accessible laptops is available for class projects. The school's computer lab features 30 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, teacher's laptop, LCD projector, and document camera.

Professional Staff

Teacher Assignment

For the 2008-09 school year, Poplar Elementary School had 35 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Teacher Credentials & Assignments | | | | | | | | | |
|---|--------|-------|-------|-------|-------|-------|-------|-------|--|
| | Poplar | | | | FUSD | | | | |
| | 06-07 | 07-08 | 08-09 | 09-10 | 06-07 | 07-08 | 08-09 | 09-10 | |
| Total Teachers | 37 | 33 | 37 | | 1885 | 1869 | 1898 | | |
| Teachers with Full Credential | 37 | 33 | 35 | | 1802 | 1764 | 1816 | | |
| Teachers without Full Credential | 0 | 0 | 0 | | 83 | 105 | 82 | | |
| Teachers in Alternative Routes to Certification | 0 | 2 | 2 | | 72 | 76 | 72 | | |
| Pre-Internship | 0 | 0 | 0 | | 0 | 0 | 0 | | |
| Teachers with Emergency Permits | 0 | 0 | 0 | | 19 | 95 | 41 | | |
| Teachers with Waivers | 0 | 0 | 0 | | 1 | 0 | 1 | | |
| Teachers Teaching Outside Subject Area | 0 | 0 | 0 | | 33 | 32 | 26 | | |
| Teacher Misassignments - Total | 2 | 0 | 0 | 0 | 270 | 41 | 4 | 8 | |
| Other Misassignments of Certificated Staff | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 0 | |
| Teacher Misassignments for English Learners | 2 | 0 | 0 | 0 | 270 | 32 | 4 | 8 | |
| Teacher Vacancies | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | |

| | Percentage of Core Classes: | |
|-------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
| | 2008-09 | |
| Poplar | 100.0 | 0.0 |
| District Totals | | |
| All Schools | 91.4 | 8.6 |
| High-Poverty Sch. | 99.4 | 0.6 |
| Low-Poverty Sch. | 0.0 | 0.0 |

| | Teacher Education Levels 2008-09 | |
|--|----------------------------------|--------|
| | Poplar % | FUSD % |
| Doctorate | 0.0 | 1.4 |
| Master's Degree plus 30 or more semester hours | 24.3 | 32.4 |
| Master's Degree | 0.0 | 1.5 |
| Bachelor's Degree plus 30 or more semester hours | 48.6 | 49.8 |
| Bachelor's Degree | 27.0 | 14.0 |
| Less than a Bachelor's Degree | 0.0 | 0.9 |

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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09

| | No. of | |
|------------------------|--------|------|
| | Staff | FTE |
| Counselor | 1 | 0.50 |
| Psychologist | 1 | 0.40 |
| School Nurse | 1 | 0.25 |
| Health Assistant | 1 | 0.75 |
| 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

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.

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: Su 12-5; M-Th 10-9; F-Sa 10-6

Number of computers available: 232

Number of printers available: 4

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: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2007-08 | | |
|--|-----------|------------------------------|
| | FUSD | Average of Districts in Same |
| Beginning Teacher Salary | \$41,006 | \$42,065 |
| Mid-Range Teacher Salary | \$69,104 | \$67,109 |
| Highest Teacher Salary | \$87,206 | \$86,293 |
| Average Principal Salaries: | | |
| Elementary School | \$107,691 | \$107,115 |
| Middle School | \$110,317 | \$112,279 |
| High School | \$124,509 | \$122,532 |
| Superintendent Salary | \$202,864 | \$216,356 |
| Percentage of General Fund Expenditures For: | | |
| Teacher Salaries | 40.9% | 39.4% |
| Administrative Salaries | 4.6% | 5.5% |

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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 2007-08 | | | | | |
|---|---------------------------|----------|------------------------------------|---|--------------------------------------|
| Expenditures Per Pupil | Dollars Spent per Student | | | | |
| | Poplar | FUSD | % Difference - School and District | State Average for Districts of Same Size & Type | % Difference - School Site and State |
| Total Restricted and Unrestricted | \$6,976 | \$8,522 | 81.9% | N/A | N/A |
| Restricted (Supplemental) | \$2,158 | \$2,734 | 78.9% | N/A | N/A |
| Unrestricted (Basic) | \$4,818 | \$5,788 | 83.2% | \$5,512 | 87.4% |
| Average Teacher Salary | \$66,932 | \$66,500 | 100.6% | \$67,049 | 99.8% |

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement