

FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996
Poplar Elementary School

9937 Poplar Avenue • P.O. Box 5090 • Fontana • CA 92334-5090

Telephone (909) 357-5660

Eleanor Clark, Principal

BOARD OF EDUCATION

Kathy Binks
 Elizabeth Knott
 Laura Abernathy Mancha
 John D. Piazza
 D. Wayne Ruble, Ed.D.

ADMINISTRATION

Karen J. Harshman, Ed.D., Superintendent of Schools
 Emmanuel J. D'Souza, Associate Superintendent, Business
 Linda Lenertz, Ed.D., Assistant Superintendent, Education
 Patricia J. Peoples, Ed.D., Assistant Superintendent, Personnel

A Message from the Principal

The School Accountability Report Card was established by Proposition 98, an initiative passed by California voters in November of 1988. The Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides parents and other interested people a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

Poplar Elementary School has a very caring, professional staff. They are personally committed to meeting the learning needs of students. This is accomplished through cooperation and team teaching. Our students have outstanding educational and auxiliary services available to help each young person reach ultimate success.

Parent involvement in their child's education is encouraged. The success of the school requires the active cooperation of parents and teachers.

Eleanor A. Clark, Principal
 Poplar Elementary School

School Description

Poplar Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. Over the past several years our student population has changed rapidly, and today Poplar's 745 students are a rich mixture of Caucasian (20%), Hispanic (75%), Asian (5%), Black (4%), and other (5%).

Poplar Elementary School enjoys the active support of its parents and other community members. There is a very active PTA which this year plans to bring into the school top quality assemblies. In addition the PTA supports recognition ribbons and awards for academic achievement, library books, field trips and high school scholarships for former Poplar students.

The Associated Student Body provides a positive approach to student leadership and peer guidance. Funds raised were used to support activities that have enhanced student and staff self-esteem.

The Mission of the school, as adopted by the entire staff, (teachers, administrators, classified, Site Council, etc.):

The students, parents and staff of Poplar Elementary School create a safe and cooperative environment which enables students to fulfill their potential while learning to respect themselves and others.

In its effort to achieve this Mission, the school works closely with several community groups, the Fontana Teachers' Association, the City of Fontana Parks and Recreation Department and Performing Arts Center, and Fontana First. The Fontana Police Department presents a D.A.R.E. Program to fifth grade students.

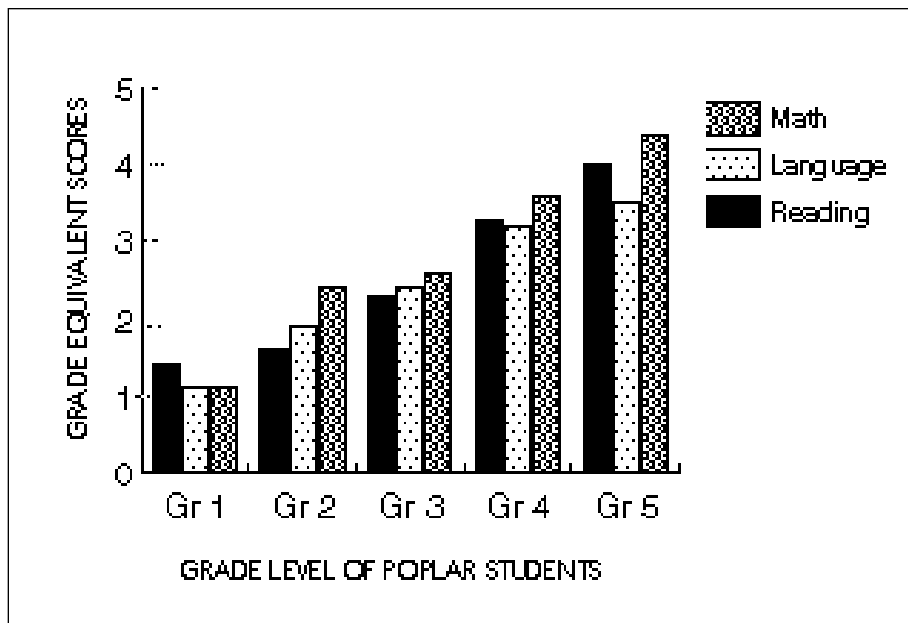
Size of School

Poplar has an enrollment of approximately 745 students. Our school operates on a year round single track schedule. There are a total of 21 K-5 classes, 2 special education classes, and two pre-school classes on campus.

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Poplar Elementary School. Our students took this test in the Spring of 1996. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Poplar.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels had led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

Attendance Rate

Poplar Elementary School continued a "Power Attendance" program this year to reward classrooms who maintain "good attendance". We saw a significant decrease in student absences and maintained a high level of student daily attendance. Students with perfect attendance were honored with certificates and ribbons at the semester and the end of year assembly.

Poplar Elementary school has a 99% attendance rate. We have an active school attendance review team that identifies at risk students who have attendance problems.

Expenditures and Services Offered

Although funding in many budget categories for Poplar Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- For 1994/95 the school received \$19,346 from the general budget for instructional purposes.
- In addition to state and local revenues received for general education, the school received categorical funds from special state and federal programs as follows: School Improvement - \$46,660, Chapter I - \$166,000, Economic Impact Aid (Bilingual) - \$22,500, Chapter 2 - \$7,300, and Gifted and Talented - \$1,400.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 31 student per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

1995/96 Distribution of Children per Teacher

	Pre-School	Kinder garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Class 1	24	29	18*	13	25*	34	35
Class 2	22	22	31	27	30	22*	33
Class 3		26*	31	26	32	33	33
Class 4		33	7	30	30	31*	11*
Class 5		12	5*	3*			
Class 6			18				
Sp. Ed.			2	10	3	3	2

* indicates combination class

Because of student transiency, these numbers can vary on an almost daily basis. Feel free to contact our school office to get current class-size numbers.

Teacher Assignment

Every teacher in Poplar Elementary School is properly certified to teach at the appropriate grade level.

Textbooks and Instructional Materials

The district provides Poplar with textbooks and supplemental instructional materials to support the school's instructional program. A district committee comprised of teachers and administrators selects state approved textbooks for piloting, after which a selection is made for the district. Consistent with school district policy all textbooks are within the State's seven year adoption cycle.

Poplar's students have access to an abundance of instructional materials and books including good literature in the classrooms and the school library. Manipulatives, models and "hands-on" equipment are available for mathematics and science instruction.

Counseling and Student Support Services

The school enjoys the services of a full-time library clerk. When needed, students also receive the services of a 5-hour per day health clerk, one full-time Resource Specialist, a speech therapist, an adaptive P.E. teacher, a school nurse, a psychologist, and two three and a half hour computer aides.

Instrumental music instruction is available to students in grades 4-5, and vocal music instruction is offered to all students through fifth grade.

School Facilities and Safety

Poplar's goal is to provide an environment which is safe, clean and conducive to learning. The school is located on a lovely tree lined campus and is well maintained. There is one day custodian and one night custodian who maintain the school facilities. The district also provides regular as well as preventive maintenance for school facilities and equipment. The school has a Disaster Preparedness Plan for dealing with a wide variety of emergency situations. Fire and Earthquake drills are held on a regular basis to ensure the safety of students, staff and parents.

Teacher Evaluation & Professional Improvement

Classroom teachers are regularly evaluated by the principal. The principal visits classrooms periodically and meets with teachers to discuss their strengths and any needed improvements.

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured teachers (in the district less than two years) have formal observations three times per year and are evaluated twice yearly.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation.

Classroom Discipline & Climate for Learning

The learning environment at Poplar reflects an academic focus. The school is viewed as a place to learn and where there are high expectations for student achievement and behavior.

Schoolwide behavior and discipline policies are consistent with the Education Code and with district rules and regulations regarding student discipline.

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and the District administration have been especially supportive of the on-going process of improving our instructional and discipline programs. Each parent is provided with a copy of our school's discipline plan at the beginning of each school year or upon enrollment. The plan includes state, district and school guidelines.

Training and Curriculum Improvement

Staff development at Poplar is considered an important part of the instructional program. Poplar staff has regularly been involved in staff development activities related to the implementation of new programs.

Poplar has a plan for training and curriculum development which was written jointly by the teachers and the administration. Features of the plan include: opportunities for site experts to conduct staff inservices, teachers to observe and coach each other, travel to select conferences, the use of consultants from the department of instruction at the local universities, the district's staff development services and other outside sources. An especially important component of our program has been the opportunity to have days of student non-attendance for staff development purposes. Staff development days are held throughout the year to provide school personnel with opportunities to enhance their skills.

Quality of Instruction and Leadership

The school curricula are closely aligned with the State Frameworks. There is a variety of programs on the campus to meet the diversity of student needs. These include: Special Education classes, Resource Specialist Program, Instrumental and Vocal Music, Reading Recovery, Speech Therapy, Adaptive Physical Education, Computer Lab, Library Services, and Psychological Services.

Poplar Elementary School encourages parent volunteers. Our PTA organization is very supportive and effective. We also have a bilingual program with teachers, instructional aides, and a Community Aide who teaches English to limited English speaking parents.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers' salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.