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FONTANA UNIFIED SCHOOL DISTRICT
SCHOOL ACCOUNTABILITY REPORT CARD • WINTER 1999

Poplar Elementary School

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A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. As we enter the 21st Century, it is abundantly clear that the Board of Education and staff are using this goal to help ensure that all students reach their maximum potential.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

INDICATORS OF THE CONDITIONS OF THE SCHOOL

**Pupils' Progress Toward Meeting Academic Goals in Reading, Writing, and Math
1998 - 1999 School Year
Ed. Code Section 33126(1)**

Fontana students are administered a national standardized test, the SAT-9 (Stanford Achievement Test 9) annually to measure achievement in Reading, Language, and Mathematics. These are skill areas identified as important in our District curriculum. The results of this test are one indicator of how well each student is achieving compared to national sample of grade level peers.

Scores for the SAT-9 are shown as a normal curve score indicates how an individual, group and/or school compares to a national representative sample of students taking the test. A normal curve score of 78 means that this student scored higher than 78% of the national sample of students taking the test during its initial administration. All standardized tests are designed to produce a set of scores where half the students taking the test will score above the 50th percentile and half will score below the 50th percentile. Poplar School results is shown in the chart.

**Standardized Test Results
ITBS/SAT-9 1997-1999 • Average NCE Score**

Grade Level ↓	ITBS 1996-1997			SAT-9 1997-1998			SAT-9 1998-1999		
	Read.	Lang.	Math	Read.	Lang.	Math	Read.	Lang.	Math
2	27	26	42	30	33	27	36	39	45
3	28	28	33	32	33	29	34	37	40
4	27	26	36	32	35	32	35	39	39
5	32	25	33	29	33	34	32	36	38

Attendance Rate

Poplar Elementary School continues to recognize and emphasize the importance of regular attendance throughout the school year, and is identifying at-risk students to help stem the drop-out rate in later school years. For state apportionment purposes, the attendance rate at Poplar Elementary School in 1998-1999 was 99.36%.

Expenditures & 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:

- a) For 1999-2000 the school received \$18,513 for instructional purposes.
- b) In addition to state and local revenues received for general education, the school received the following categorical funds from special state and federal programs: \$181,393 from Title I funds, 52,579 School Improvement funds, \$71,028 in Bilingual (EIA/LEP) funds, \$7,487 Title VI funds and \$700 in funds for Gifted and Talented Education (GATE) program.

Textbooks and Instructional Materials

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

Poplar School provides district programs as well as approved community resources that are made available to students and parents. Schoolsite counseling is available. Intervention for our students is provided at the earliest recognition of concern. These interventions may include, but are not limited to, alternatives to suspension from school; school psychologist; special education services; school nurse; immunization clinic; healthy start clinics; providing free or low cost medical and dental care; child care programs; early childhood education programs; law enforcement; probation; county mental health.

1998-1999 Distribution of Children Per Teacher

* indicates combination class

Grade	Track 1			Track 2		Track 3			Track 4		
	Cls.1	Cls.2	Cls.3	Cls.1	Cls.2	Cls.1	Cls.2	Cls.3	Cls.1	Cls.2	Cls.3
K		20		20	20	20			20	20	
K-1*	20										
1	20			20	20	20			20	20	
1-2*							20				
2	20			20		20			20		
2-3*		20			20		19			20	
3	20			20		20	20		20		
4	32			27					27		
4-5*						33					
5	29			27					30		

Percent Of Students Participating In The Class Size Reduction Program

Grade Level	Total Number Of Students In A 20 To 1 Class	Total Number Of Students Enrolled In Grade Level	Percent Of Students In A 20 To 1 Class
K	130	130	100%
1	139	139	100%
2	126	126	100%
3	142	142	100%

Average Class Size *Excluding combination classes

Grade Level	Total Number Of Students In Class	Total Number Teachers In Grade	Average Class Size In Grade
K	120	6	20
1	119	6	19.8
2	80	4	20
3	100	5	20
4	98	3	32.6
5	86	3	28.6

Total Instructional Minutes Per School Year

Grade Level	Actual Total Instructional Minutes at School Site	Total Instructional Minutes Required by State Law
K	36,025	36,000
1	53,401	50,400
2	53,401	50,400
3	53,401	50,400
4	54,811	54,000
5	54,811	54,000

Annual Number of Staff Development Days

1996-1997	1997-1998	1998-1999
8	8	8

Number of Minimum Days

At Poplar Elementary School there were a total of eight (8) minimum days in the 1998-1999 school year.

Teacher Assignment

Number of Teachers With Credentials		Number of Teachers With Emergency Credentials		Number Of Teachers Without Credentials	
1997-1998	1998-1999	1997-1998	1998-1999	1997-1998	1998-1999
35	35	1	2	1	1

Teacher Evaluation

Fontana Unified School District policy establishes regular periodic evaluations of all probationary and tenured teachers which exceeds the evaluation requirements of state law.

Substitute Teachers

Fontana Unified School District maintains an eligibility list of substitute teachers. The placement of substitute teachers in the District is monitored daily. Substitute teachers are paid a daily wage ranging from \$85.00-\$100.00.

Substitute teachers who are not employed as regular Fontana Unified School District teachers must also have a bachelor degree and have passed the California Basic Skills Test in order to substitute. Substitutes must attend annual training which is provided by the District.

Safety, Cleanliness, & Adequacy of School Facilities

Poplar School has established a Safe School Committee where open communication with students, staff, the community and support agencies such as law enforcement, have enabled us to provide a safe, clean and inviting facility where our students can learn and our teachers can teach. When concerns arise, they are addressed in a timely fashion to maintain a safe, secure and pleasant environment.

Classroom Discipline & Climate for Learning

Poplar School strives to provide an orderly and safe learning environment. Our school follows a firm but fair disciplinary plan established by our Safe School Committee which is consistent with federal and state law as well as our local board of education policy regarding student discipline. This helps our school maintain an environment where students, parents, staff and community communicate in a manner that is respectful to all cultural, racial and religious backgrounds.

Poplar School Suspension Rates

Total Number Days of Student Suspensions			Suspension Rate (Total Days of Suspension Divided by Total Days Attended)		
1996-1997	1997-1998	1998-1999	1996-1997	1997-1998	1998-1999
17	2		.01%	.002%	

Poplar School Expulsion Rates

Total Number Of Students			Number of Expelled Students			Expulsion Rate		
1996-1997	1997-1998	1998-1999	1996-1997	1997-1998	1998-1999	1996-1997	1997-1998	1998-1999
731	746	860	0	0	0	0%	0%	0%

Salary Reporting 1997-1998

Education Code requires that school districts report their salary structure and compare it to districts of similar size throughout California. The most current available data is for the 1997-1996 school year.

- A new teacher's beginning annual salary in Fontana in 1997-1998 was \$29,315 for 182 days of service (\$161.07 per day). The statewide average was \$30,521.
- A mid-range teacher's average annual salary in Fontana in 1997-1998 was \$44,275 for 182 days of service (\$243.27 per day). The statewide average was \$47,729.
- The highest paid teacher's average annual salary in Fontana in 1997-1998 was \$58,630 for 182 days of service (\$322.14 per day). The statewide average was \$57,429.

All teachers' salaries represented 41.51% of the total budget. The statewide average was 43.15%.

- Principals' salaries vary according to time in the position and work year; however, when salaries were averaged for all principals their annual salary was \$81,534. The statewide average was \$75,942.
- Our district's superintendent salary was \$125,269. The state average was \$129,993.