



*To graduate all students prepared to
succeed in a changing world.*

Poplar Elementary School

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Kindergarten - Fifth Grade
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Fontana Unified School District

Poplar Elementary School

2003-2004 Annual School Report Card

A Message from the Superintendent

As we continue to focus on increasing the achievement of all our students, the Board of Education and the Fontana Unified School District have adopted district goals that will be the foundation of every decision we make and will prepare students for a productive future. Our goals are:

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.

There are many opportunities for you to be involved in the decision-making processes within your school and the District. Contact your principal for information about how you can help and about the various committees that need your support. Remember, your input and involvement are critical to the success of our students.

Charles D. Milligan, Ph.D.
Superintendent of Schools

A Message from the Principal

As Principal of Poplar Elementary School, it is my honor to introduce you to our Annual School Accountability Report Card. This document contains important information regarding the continued success our students have demonstrated over the past several years and the quality of our instructional program. Poplar Elementary students have confirmed my belief that all students can learn.

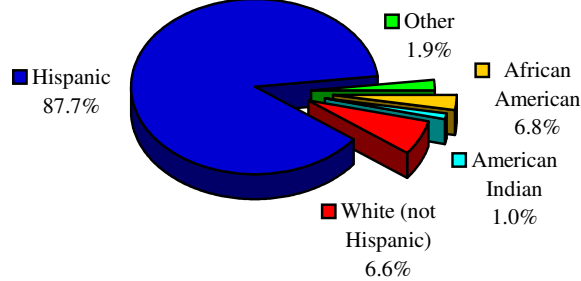
As a staff, it is our hope to involve both parents and the community in the education of our students. We invite you to visit and volunteer in our classrooms, parent workshops, and parent organizations. With your involvement, we can continue to focus on the improvement of our program. We have made a commitment to provide our students with the best instructional program possible. Through your support, and our commitment, we can ensure the continued success of our students.

Alejandro Alvarez
Principal

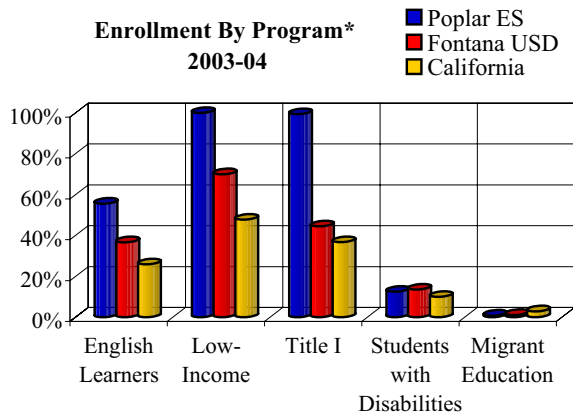
School Profile

Poplar Elementary School is a multi-track, year-round school and served 821 students in grades kindergarten through five in the 2003-04 school year. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Poplar Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Enrollment by Ethnic Group 2003-04



Enrollment By Program* 2003-04



*Source: STAR testing enrollment.

Discipline & Climate for Learning

Students at Poplar Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Poplar Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and the parent/student guide, which outlines student behavior expectations, and school and personal safety rules. Research has shown that student dress and appearance affect student attitudes and conduct. Accordingly, Poplar Elementary has adopted a uniform policy for both boys and girls, which is outlined in the parent/student guide.

Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Poplar Elementary School. For each day a student is present, the school receives \$37 in state funding. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Incentives and awards are given to students throughout the year for improved attendance.

The table below illustrates the numbers and rates of suspension and expulsion for Poplar Elementary School, and the combined total for all elementary schools in the Fontana Unified School District. Suspension and expulsion rates are calculated by dividing the total annual number of incidents by the total number of students enrolled. The rates do not reflect the number of individual students suspended, and may appear inflated due to a single student being suspended more than once in a year.

Suspensions & Expulsions

	Poplar ES			Fontana USD Elementary Schools		
	2002	2003	2004	2002	2003	2004
	Suspensions (#)	37	41	30	1,016	1,030
Expulsions (#)	0	0	0	14	13	16
Suspensions (%)	4.5	5.0	3.7	5.1	5.1	4.9
Expulsions (%)	0.0	0.0	0.0	0.07	0.07	0.04

Class Size

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. For the past three years, a majority of the school's K-3 classrooms participated in this program. Kindergarten classrooms participate in CSR Option 2.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	02	03	04	02	03	04	02	03	04	02	03	04
K	19	16	28	1	8	-	6	-	3	-	-	-
1st	20	20	20	4	6	4	4	-	2	-	-	-
2nd	20	17	20	4	8	4	1	-	2	-	-	-
3rd	21	19	19	3	7	7	5	-	-	-	-	-
4th	30	30	29	-	-	-	5	4	4	-	-	-
5th	31	28	32	-	-	-	4	4	2	-	-	1
4th-5th	-	29	31	-	-	-	-	1	1	-	-	-

- No classrooms containing specified number of students.

Instructional Time

During the 2003-04 school year, all instructional minutes offered at Poplar Elementary met or exceeded state requirements. Due to bus schedules and a multiple-track calendar, actual minutes vary slightly by track and school. Poplar Elementary is a multi-track, year-round school and offered 175 days of instruction in 2003-04. In 2003-04, each Wednesday was a minimum day used for staff planning and faculty meetings; there were an additional five minimum days used for parent conferences as well as three or four minimum days (depending on track) for the days before going off track.

Instructional Minutes By Grade Level

	Minutes Required	Met or Exceeded?
K	36,000	Met
1st-3rd	50,400	Exceeded
4th-5th	54,000	Exceeded

Textbooks & Instructional Materials

Fontana Unified School District held a Public Hearing on January 19, 2005 regarding district wide sufficiency of instructional materials pursuant to the settlement of Williams vs. the State of California. It was determined that there were not sufficient textbooks in the following areas: 1) class sets were provided, individual students did not receive their own textbooks; 2) health textbooks were not purchased for grades K-5; and 3) social studies textbooks for grades K-5 were out of print. The Board resolved to purchase additional textbooks and laboratory materials in order to meet state requirements and to adopt new materials in health for grades K-12. During spring 2005, additional textbooks and instructional materials were purchased, ensuring that each pupil, including English Learners, has textbooks or instructional materials to use in class and to take home to complete required homework.

All textbooks and instructional materials used within the district are aligned to the California State Content Standards and have been approved by the Board of Education. Textbooks in grades K-8 have been selected from the state's most recent list of adopted materials. Fontana Unified School 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.

District-Adopted Textbooks (Grades K-5)		
Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill: <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Social Science	Houghton Mifflin	1991

School Facilities & Safety

Poplar Elementary School provides a clean, safe, and functional environment for students, staff, and community members. Original school facilities were built in 1958. In addition to various modernization projects, the school has added new buildings over the years, including a new classroom wing. Current school facilities encompass 52,801 square feet and are situated on 9.55 acres. Facilities include 23 permanent classrooms, 16 portable classrooms, a library, multipurpose room, and playground areas. At the time of this publication in June of 2005, 100% of the school's restrooms were fully functioning.

Fontana Unified School District participates in the State School Deferred Maintenance Program, which assists school districts with expenditures for major repair or replacement of existing school building components. The district approved deferred maintenance projects for Poplar Elementary School during the 2003-04 and 2004-05 school years which resulted in the following improvements: new or repaired air conditioning systems, electrical systems, and new paving. A team of 3 custodians ensures that all classrooms and facilities are clean, safe, and in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each custodial staff member receives training and an extensive handbook that contains highly detailed districtwide maintenance procedures including daily expectations, responsibilities, and safety measures.

While data presented in this report is reflective of the 2003-04 school year, beginning in January of 2005, California schools must report the most recent occurrence of any of the eight emergency facility needs as specified in Education Code Section 17592.72(c)(1). Fontana Unified School District uses a facility survey instrument developed by the California Office of Public School Construction to ascertain facility improvement needs. On April 27, 2005, the district inspected Poplar Elementary School's campus using the facility survey instrument and did not find any emergency facility needs. Results of this survey may be obtained at the district office.

Safety of students and staff is a primary concern of Poplar Elementary. The school is a closed campus; all visitors must sign in at the office and wear identification badges while on school grounds. Adult supervision is provided before and after school, and during lunch and recess periods, by teachers, classified staff, and school administrators.

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 plan was

last updated in June of 2004 and was reviewed with the staff at that time. An updated copy is available to the public at the school office. Key elements 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
- Conflict resolution

Counseling & Other Support Services

It is the goal of Poplar Elementary to assist students in their social and personal development as well as academics. The district and school provide special attention to students who experience academic problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Counseling & Support Services Staff		
Title	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Health Assistant	1	1.0
Nurse	1	0.2
Program Manager	1	1.0
Psychologist	1	0.3
Reading First Coaches	2	1.5
Speech/Language Specialists	2	1.0
Resource Specialists	2	1.6
Special Day Class Teachers	2	2.0
Teacher for the Severely Handicapped	1	1.0

Special Programs

Instructional programs are aligned to California State Content Standards. The school structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs. Special programs include:

- Gifted and Talented Education (GATE)
- Before and after school tutoring
- Fast For Word
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intersessions in Language Arts and Math
- Resource Specialist program - inclusion/collaborative model
- Special Day Classes
- Program for the Severely Handicapped

Teacher Assignment

For the 2003-04 school year, Poplar Elementary had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

NCLB-Compliant Teachers

The federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a

Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. Many teachers in the district are completing additional training, as well as the state's process to show subject area competence in order to become NCLB-compliant.

Teacher Credential Status			
	02	03	04
Fully Credentialed	35	39	38
Emergency Credentials	0	1	0
Interns	3	4	0
Waivers	0	0	0
Total Teachers	38	39	38
Teacher Misassignments for 2004-05 = 0			
Misassignments of Teachers of English Learners = 7			
Teacher Vacancies for 2004-05 = 0			
Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.			

Teacher Education Levels 2003-04		
	Poplar ES	Fontana USD
Doctorate	0.0%	1.3%
Master's Degree +30*	39.5%	34.6%
Master's Degree	0.0%	0.7%
Bachelor's Degree +30*	34.2%	45.2%
Bachelor's Degree	26.3%	18.3%
Less Than Bachelor's	0.0%	0.7%
<i>*Indicates additional hours above and beyond degree.</i>		
Courses Taught by NCLB-Compliant Teachers		
Highly Qualified Teachers	21.1%	40.9%
High Poverty Schools	n/a	32.6%
Low Poverty Schools	n/a	100.0%

Teacher Evaluation

Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by administrators who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Profession, which include:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Substitute Teachers

The district currently has a pool of 500 qualified substitute teachers. Substitute teachers must meet minimum state requirements; a substitute must currently be enrolled in a university and have completed 90 semester/135 quarter units toward a Bachelor's degree and have passed the CBEST, or have earned a Bachelor's Degree and have passed the CBEST. Periodically, Poplar Elementary has difficulty in obtaining qualified substitute teachers from the district's pool. In the event a substitute teacher is not available for an absent

teacher, students of the absent teacher are sent to other classrooms in the same grade level to receive instruction.

Quality of Instruction & Leadership

Leadership at Poplar Elementary is a responsibility shared among district administration, the principal, assistant principal, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, and daily operations are only a few of the many responsibilities undertaken by Poplar Elementary's principal. Principal Alejandro Alvarez has led the school for two years, backed by seven years in education. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards.

Staff members and parents are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council (SSC)
- District Advisory Committee (DAC)
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Individual Education Plan (IEP) Teams
- Student Study Team (SST)
- Parent Teacher Association (PTA)

Other school-based activities that welcome both parent and staff participation include: Community Based English Tutoring (CBET), computer classes, and classroom volunteers.

Training & Curriculum Improvement

All training and curriculum development activities at Poplar Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2003-04 school year to support the adoption of new curriculum and the implementation of new programs including:

- Accelerated Reader
- Brain Research
- Six Traits of Writing
- McRel Effective Instructional Practices
- Open Court
- Fast ForWord
- Standards Plus
- Reading First

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, and substitute teachers. Staff members are encouraged to attend workshops and conferences. The district annually offers three staff development days. During the 2003-04 school year district training included:

- Beginning Teacher Support and Assistance (BTSA)
- Peer Assistance and Review (PAR)
- Reading and Writing Instructional Strategies (Grades K-5)
- Instructional Strategies in Language Arts, Math, and Science (Grades 6-12)
- Classroom Management
- Differentiated Instruction for English Language Learners
- Certification for Gifted and Talented Education (GATE)
- Use of Technology in the Classroom

Student Achievement & Assessment

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Poplar Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program. In 2003-04, district language arts and math assessments were administered three times to students in kindergarten through fifth grade. These were curriculum embedded tests, developed by the district, written and aligned with the state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. The district and school then provided various intervention programs for students who were performing below grade level standards.

Norm Referenced Test

The CAT/6 is a standardized norm referenced test, which indicates how the student or group of students compares with that of a national sample group of students tested from around the country. All students in grades two through eleven are tested each spring. Students in grades two through five are tested in the academic areas of reading, spelling, written expression and mathematics. The table below reflects the percentages of students scoring at or above the 50th percentile (or those students performing at or above the average level) in reading and math.

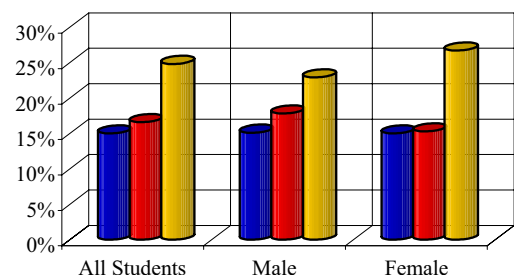
CAT/6 Norm Referenced Test 2003 & 2004 % At or Above 50th Percentile																
Subject Area	Reading								Math							
	2		3		4		5		2		3		4		5	
Grade Level	03	04	03	04	03	04	03	04	03	04	03	04	03	04	03	04
Year Ending																
All Students																
Poplar ES	39	29	20	24	16	15	23	27	49	31	37	42	25	32	38	41
Fontana USD	32	33	20	19	19	21	27	28	43	41	41	43	34	40	40	41
California	46	47	34	35	35	36	40	41	57	59	52	54	48	49	49	50
Subgroups																
Females	46	31	19	22	21	15	21	32	44	27	39	41	23	29	44	43
Males	32	26	20	25	12	15	25	24	54	37	35	43	27	35	30	39
English Learners	36	27	11	20	8	5	19	11	44	29	33	37	14	28	25	26
Non English Learners	43	30	33	29	24	27	27	43	56	34	42	51	36	38	51	53
SED^	39	29	20	24	16	15	23	27	49	31	37	42	25	32	38	40
Special Education	11	0	21	12		8	0	7	32	7	36	12		31	13	27
White (not Hispanic)	36			31	31			45	57			46	46			64
Hispanic or Latino	40	28	19	23	15	15	24	26	51	32	39	43	24	35	40	39

[^]SED - Socioeconomically Disadvantaged
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup

Physical Fitness

In the spring of each year, Poplar Elementary 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 perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Students in Healthy Fitness Zone
Spring 2004
Grade 5



California Standards Tests (CST)

California Standards Tests assess student performance on the California State Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested and include Advanced (exceeding standards), Proficient (meeting standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards) levels. The state target for every student is to score at the Advanced or Proficient level. For detailed course and grade level results, please visit the state's Standardized Testing and Reporting (STAR) website: <http://star.cde.ca.gov>.

Scores are not disclosed when fewer than 10 students are tested within a grade level and/or subgroup.

California Standards Tests Poplar Elementary School Subgroup Results 2004 % Performing at Proficient & Advanced Levels			
	English/ Language Arts	Math	Science
African American	6	13	
Hispanic	19	35	6
White (not Hispanic)	29	29	18
Male	16	34	11
Female	22	34	3
English Learners	15	34	3
SED [^]	19	35	8
Students with Disabilities	11	23	7

[^]SED = Socioeconomically Disadvantaged

California Standards Tests All Students % Performing at Proficient & Advanced Levels									
	Poplar ES			Fontana USD			California		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/Language Arts	9	17	19	16	18	20	32	35	36
Math	14	32	35	18	24	23	31	35	34
Science*			7	10	11	9	30	27	25

*Fifth grade science test first administered in 2004.

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. The state has determined a performance target of 800 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.

Awards: Schools that meet both schoolwide and subgroup Growth Targets are eligible for the Governor's Performance Award. For schools with an API of 800 and above, the state requires at least a five-point improvement to qualify for awards.

II/USP: Schools that do not meet their Growth Targets and have a Statewide API Rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve academic achievement.

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.

Academic Performance Index (API)												
	2001 Base	Growth Target	Actual Growth	2001-02 Growth	2002 Base	Growth Target	Actual Growth	2002-03 Growth	2003 Base	Growth Target	Actual Growth	2003-04 Growth
All Students	547	13	-5	542	559	12	86	645	648	8	17	665
Subgroups												
SED^	536	10	-4	532	550	10	95	645	648	6	17	665
Hispanic	546	10	-10	536	554	10	94	648	651	6	16	667
	2001	2002	2003						2002	2003	2004	
Percent Tested (Base)	100	100	100	Eligible for Governor's Performance Award					No	Yes	Yes	
Percent Tested (Growth)	100	100	100	Eligible for II/USP Program					--- Not funded ---			
Statewide Rank	2	1	3	Received II/USP Funding					--- Not funded ---			
Similar Schools Rank	4	2	7	Applied for II/USP Program					--- Not funded ---			

^SED - Socioeconomically Disadvantaged

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law which 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 to a proficiency level; 13.6% of elementary and middle school students must be proficient in language arts and 16% 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).

After two consecutive years of failure to meet AYP in a particular subgroup, a school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). There are several consequences for schools that have been placed in Program Improvement, including the provision of additional tutoring and replacement of staff. Students of PI schools are also allowed to transfer to other schools (within their district) that meet AYP.

A "Yes" in the adjacent chart means the school or subgroup was at or above the 2004 targets for participation rate or percent proficient. "No" means the school or subgroup was below the participation rate or percent proficient. Poplar Elementary School met all of the 2004 AYP criteria and did not qualify for Title I Program Improvement.

More information about Title I and NCLB requirements can be found on the following Internet websites: <http://www.cde.ca.gov/nclb/> and <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
School, District, and Subgroups Meeting All Annual Objectives				
	Poplar ES		Fontana USD	
	2003	2004	2003	2004
Overall	Yes	Yes	No	No
All Students	Yes	Yes	Yes	Yes
African American			Yes	Yes
American Indian/Alaskan			Yes	Yes
Asian			Yes	Yes
Filipino			Yes	Yes
Hispanic	Yes	Yes	Yes	Yes
Pacific Islander			Yes	Yes
White (not Hispanic)			Yes	Yes
SED^	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	Yes
Students with Disabilities			No	No

^SED = Socioeconomically Disadvantaged
Only numerically significant subgroups are reported.

Federal Awards & Intervention Programs 2004-05	
Recognized as Title I Achieving School	No
Year Identified for Program Improvement	n/a
Year in Program Improvement	n/a
Year Exited Program Improvement	n/a
Program Improvement Schools in District	
Number of Schools in Program Improvement	14
Percent of Schools in Program Improvement	36.8%

Expenditures & Services Funded

At the time this report was published, the most recent salary and budget comparison data for the state of California was for the 2002-03 school year. In 2002-03, Fontana Unified School District spent an average of \$6,304 to educate each student.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2003-04 school year, Poplar Elementary had the following categorical programs:

- Title I (Schoolwide)
- Reading First
- Gifted and Talented Pupils (GATE)
- School Improvement Program (SIP)
- Economic Impact Aid - Limited English Proficient (EIA-LEP)
- ELAP
- Title V

Salary and Budget Comparison

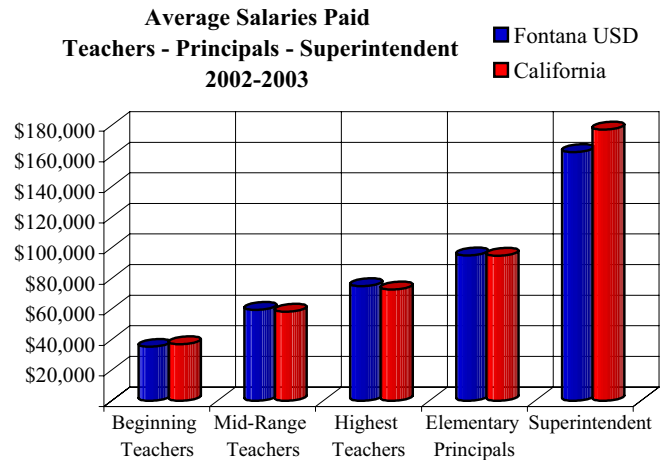
State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 20,000 average daily attendance throughout the state.

Contact Information

Parents who wish to volunteer or participate in Poplar Elementary's leadership teams, school committees, or school activities may contact the school's office at (909) 357-5720.

Current Expense of Education Per Student* 2002-2003		
Statewide Average		
All Unified		
Fontana USD	School Districts	All Districts
\$6,304	\$6,882	\$6,822

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*



Salaries as a Percentage of Total Budget 2002-2003		
	Fontana USD	California
Teacher Salaries	42.6%	41.6%
Administrative Salaries	5.4%	5.1%