

FONTANA UNIFIED SCHOOL DISTRICT

POPLAR ELEMENTARY SCHOOL

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Grades PreK-5
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2004-05 SCHOOL ACCOUNTABILITY REPORT CARD

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The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for school facilities and instructional materials were acquired May 2006.

Principal's Message

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

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

Parent Involvement

Parents are encouraged to get involved in Poplar Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom, the library, the office, or with fundraisers. Events such as Back to School Night, Open House, and book

fairs provide opportunities for parents to interact with school staff while supporting their child's academic programs. Parent education workshops are offered throughout the year to help parents acquire computer skills, language fluency, homework support strategies, and understanding grade level standards. The School Site Council, Parent Teacher Association, and English Language Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication takes place in a variety of formats and is provided in both English and Spanish. The monthly school newsletter, the *Poplar Patriot*, is prepared jointly by students and staff. The newsletter features messages from the principal and assistant principal as well as important information about school events, meetings, helpful tips, student testing, and district news. Some teachers prepare a thematic class newsletter that highlights classroom activities and progress. ConnectEd 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 marques are updated frequently with parent reminders and special announcements. Parents seeking more information about getting involved in the school community may contact the school office staff at (909) 357-5720.

District Goals

LEARNING FOR ALL STUDENTS Every student will be provided a comprehensive educational program aligned with the California State Standards that increases student achievement at the highest level and increases attendance.

SAFE, POSITIVE, WELL-MAINTAINED SCHOOLS Every student will be provided with a clean, orderly, and adequately equipped school that is organized for its educational purpose and where every student is welcomed, respected, and valued.

QUALITY STAFF PROVIDING QUALITY SERVICE Every student will be provided with a quality education by highly qualified staff who will be continuously trained in teaching strategies, support programs, and staff development activities.

SCHOOL/HOME/COMMUNITY PARTNERSHIPS & COMMUNICATION Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues, and the community to develop partnerships.

ACQUISITION & ALLOCATION OF RESOURCES THAT SUPPORT THE ABOVE GOALS Every student will be supported through the strategic allocation of all resources by continuously reviewing, updating, and fully implementing all district plans.

School Profile

Poplar Elementary School is a multi-track, year-round school serving 805 students in kindergarten through fifth grade. 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 is a clean, safe, and comfortable environment for students to learn. Teaching staff are committed to providing instruction using standards-based, research-proven techniques designed to promote academic success.

Student Achievement

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.

District Benchmark Assessments

During the 2004-05 school year, district language arts assessments were given five times 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. Fontana Unified School District and Poplar Elementary provided intervention programs for students who were identified through the matrix as performing below grade level standards.

California English Language Development Test

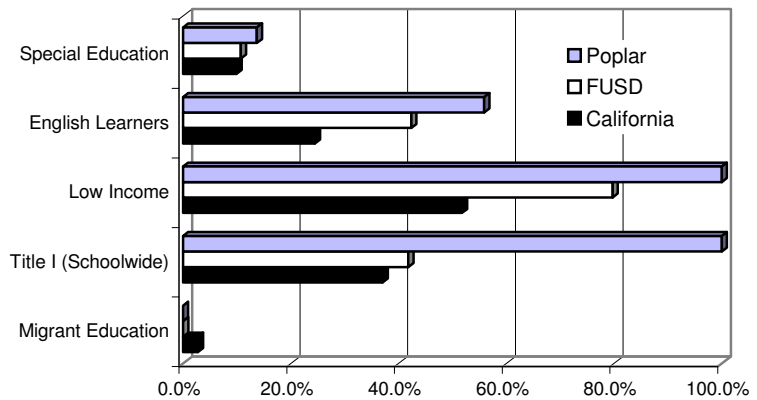
State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they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

Standardized State Assessments

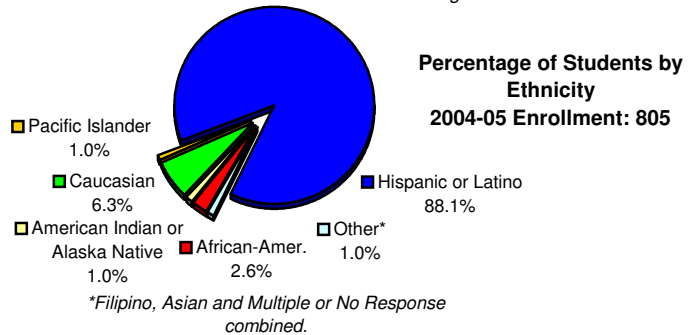
Students at Poplar Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA).

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**% of Student Enrollment By Program
2004-05**



Source: STAR testing enrollment



District-Administered Assessments

2002-03						
Grade	K	1	2	3	4	5
Reading	N/A	N/A	N/A	N/A	N/A	N/A
Math	72%	52%	76%	46%	37%	34%
Writing	N/A	25%	32%	23%	19%	46%
2003-04						
Grade	K	1	2	3	4	5
Reading	50%	32%	13%	22%	9%	13%
Math	77%	61%	63%	62%	16%	26%
Writing	N/A	17%	25%	53%	11%	30%
2004-05						
Grade	K	1	2	3	4	5
Reading	32%	18%	30%	31%	24%	17%
Math	65%	65%	54%	59%	36%	24%
Writing	N/A	42%	29%	28%	38%	42%

CAT/6 Test Results

All Students

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Poplar			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
Reading	25	24	14	29	29	27	43	43	41
Math	38	37	41	38	39	41	50	51	52

Only third and seventh grade students participated in the 2004-05 administration of the CAT/6 exam.

CAT/6 Test Results

Numerically Significant Ethnic Subgroups

Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Poplar							
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian	
Reading	*				13		18	
Math	*				44		27	

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

CAT/6 Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring At or Above Average (50th Percentile Rank)
2004-05

	Poplar					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
Reading	7	20	9	14	5	
Math	44	38	41	42	15	

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

	Poplar			FUSD			California		
	02-03	03-04	04-05	02-03	03-04	04-05	02-03	03-04	04-05
English-Language Arts	17	19	23	18	20	25	35	36	40
Math	32	34	34	24	23	26	35	34	38
Science		7	12	11	9	11	27	25	27
History				15	16	18	28	29	32

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

California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

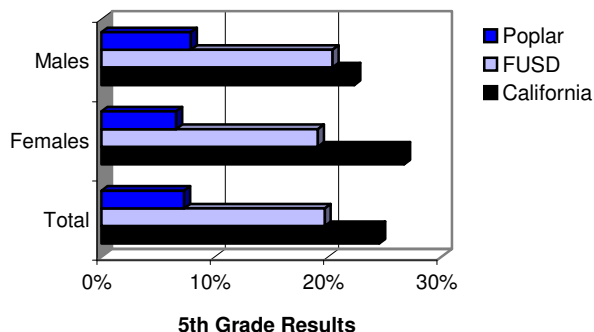
	Poplar						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	27	*	*		23	*	21
Math	27	*	*		35	*	33
Science	*	*			11		*
History							

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

California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2004-05

	Poplar					
	Male	Female	English Learners	Socioeconomically Disadvantaged	Special Education	Migrant Education
English-Language Arts	23	24	18	23	8	
Math	37	32	31	35	20	
Science	17	5	5	12	6	
History						

Physical Fitness Test Results
Percentage of Students in "Healthy Fitness Zone"
2004-05



CAT/6

The CAT/6 is a standardized norm referenced test which indicates how a student or group of students compares with that of a national sample group of students tested from around the country. All students in grades three and seven are tested each spring in reading, spelling, and mathematics. The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional details including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

California Standards Tests (CST)

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. All school districts in the State of California are required to report their CST results in comparison to the state average.

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

Physical Fitness

In the spring of each year, Poplar Elementary 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."

The adjacent chart illustrates the percentage of students that were in the "healthy fitness zone" and are compared to other students in the district and in the state that are in the same grade and took the physical fitness test.

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

- Each school and subgroup must perform at designated proficiency levels; 24.4% of elementary and middle school students must be proficient in language arts and 26.5% 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 590 or 1 point in growth.
- Each high school must have a graduation rate of 82.9% or show an increase in the graduation rate of 0.2% over a two-year period.

The AYP table in this report illustrates specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. A "Yes" in the table means the school or subgroup was at or above the 2005 proficiency/participation targets. "No" means the school or subgroup was below the proficiency/participation targets. Poplar Elementary School did not meet its 2005 AYP criteria in its significant subgroups; intervention strategies and staff development activities have been implemented to help students meet NCLB proficiency target rates.

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. 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/.

Academic Performance Index (API)									
API Base				API Growth					
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005		
Percent Tested	100	100	100	Percent Tested	100	100	100		
API Base Score	559	648	675	API Growth Score	645	665	675		
Growth Target	12	8	6	Actual Growth	86	17	0		
Statewide Rank	1	3	3	Eligible for GPA	No	Unfunded	Unfunded		
Similar Schools Rank	2	7	8	Eligible for II/USP	Unfunded	Unfunded	Unfunded		

API Significant Subgroup Results									
Hispanic or Latino									
API Base Score	554	651	677	API Growth Score	648	667	676		
Growth Target	10	6	5	Actual Growth	94	16	-1		
Socioeconomically Disadvantaged									
API Base Score	550	648	675	API Growth Score	645	665	675		
Growth Target	10	6	5	Actual Growth	95	17	0		

Adequate Yearly Progress (AYP)						
	Poplar			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Overall School Results	Yes	Yes	No	No	No	No
Subgroup Results						
	Poplar			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	No	Yes	Yes	Yes
African-Amer.	N/A	N/A	N/A	Yes	Yes	Yes
Amer. Indian or Alaskan Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	N/A
Hispanic or Latino	Yes	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	N/A
Caucasian	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	Yes	Yes
English Learners	Yes	Yes	No	No	Yes	No
Special Education	N/A	N/A	N/A	No	No	No

Subgroups with "N/A" are not numerically significant subgroups; therefore results are not required to be disclosed.

Title I Program Participation	
	Poplar
Title I Targeted Assistance School	No
Title I Schoolwide School	Yes
Program Improvement (PI) School	No
Year Identified for Program Improvement	N/A
Year in Program Improvement	N/A
Year Exited Program Improvement	N/A
	FUSD
No. of Title I Targeted Assistance Schools	1
No. of Title I Schoolwide Schools	26
No. of Schools Currently in Program Improvement	12
Percent of Schools Identified for Program Improvement	29.3%

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 2004-05, Poplar Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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 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 ensures facilities remain up-to-date and provide adequate space for students and staff.

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

Campus Supervision

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

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 plan was last reviewed, updated, and discussed with school staff in August 2005. An updated copy is available to the public at the school office. Highlights of the Safe School Plan include the following: Safe Schools' Plan of Action, comprehensive disaster and crisis plan, state and local discipline policies, intervention programs for at-risk students, addressing student aggression, visible authoritative presence on campus, safe transportation, communication strategies, and conflict resolution. The school's disaster plan identifies the roles and responsibilities of school staff during an extreme emergency situation; the plan is discussed and reviewed with school staff at the beginning of each school year.

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Each custodial staff member receives job training and is provided a comprehensive

handbook which defines highly detailed maintenance procedures, daily responsibilities, performance expectations, and safety measures. An electronic work order process is in place for school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards the requests 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 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. Restrooms are checked for cleanliness before school starts, after classes begin, after lunch, and after each recess and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

The district's maintenance department inspects Poplar Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 25, 2005; no emergency repairs were needed and no unsafe conditions were found.

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 2004-05 school year, Poplar Elementary did not require or receive deferred maintenance funds for upkeep of campus facilities.

Classroom Environment

Discipline & Climate for Learning

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

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

School Site Inspection	
Most Recent Inspection: July 25, 2005	
Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

100% of restrooms fully operational during the 2004-05 school year.

	Suspensions & Expulsions		
	Poplar		
	02-03	03-04	04-05
Suspensions (#)	41	30	38
Suspensions (%)	5.03%	3.65%	4.72%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
	FUSD		
	Elementary Schools		
	02-03	03-04	04-05
Suspensions (#)	1104	1022	1107
Suspensions (%)	5.50%	4.91%	5.37%
Expulsions (#)	13	16	14
Expulsions (%)	0.06%	0.08%	0.07%

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

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Students who follow school rules or are being a good citizen are recognized immediately by school staff with a "Caught Being Good" ticket. Students enter earned tickets into monthly drawings for special prizes; three students from each classroom are selected from each drawing. 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 awards, Top Student in Academics, and Top Student in Citizenship. To promote reading and increase reading skills, students are recognized for moving up through the Accelerated Reader reading levels; classroom presentations are conducted by the student's teacher.

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				
2002-03				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	15.8	8		
1	20.0	6		
2	17.0	8		
3	18.6	7		
4	30.0		4	
5	28.3		4	
Combo K-3	19.0	1		
Combo 4-5	29.0		1	

2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.3		3	
1	20.0	4	2	
2	20.2	4	2	
3	19.0	7		
4	29.0		4	
5	31.7		2	1
Combo K-3	20.3	2	1	
Combo 4-5	31.0		1	

2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	13.5	7	1	
1	19.9	7	1	
2	20.0	6		
3	19.8	5	1	
4	30.0		4	
5	32.0		3	1
Combo 4-5	26.0		1	

Combo classes are any combination of K-3 and 4-5 grades.

Poplar Elementary participates in the state's Class Size Reduction Program (CSR) which provides funding to reduce K-3 class sizes to 20 students or less. During the 2004-05

school year, 100% of Poplar Elementary's K-3 classes participated in the CSR Program. Kindergarten classes comply with CSR Option 2 program requirements, maintaining 20:1 or smaller ratio for a portion of the day during reading, language arts, and math instruction periods.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program			
Grade	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Instructional Time

During the 2004-05 school year, all instructional time offered at Poplar Elementary exceeded state requirements. For the 2004-05 school year, Poplar Elementary offered 175 days of instruction comprised of 131 regular days and 44 minimum days. Poplar Elementary utilizes minimum days for grade level meetings, staff development, staff meetings and teacher planning.

Instructional Minutes 2004-05		
Grade Level	Actual Minutes Offered	State Requirement
K	40,425	36,000
1-3	53,215	50,400
4-5	54,525	54,000

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Professional development activities were provided during the 2004-05 school year to support the adoption of new curriculum and the implementation of new programs. Training topics focused on:

- Instructional Strategies
- Differentiated Instruction
- Classroom Management
- Language Arts Teaching Skills
- Science Adoption Training (K-6 level)
- AB466 Training (Math & Reading)

Poplar Elementary supplements district training with site-based training focused on meeting the needs of the school based upon teacher input, teacher needs, classroom observations, and student progress. During the 2004-05 school year, Poplar Elementary held three staff development days that focused on:

- Differentiated Instructional Strategies
- Effective Strategies to Use With English Language Learner Students

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

Fontana Unified School District offers support to new and veteran teachers as well as interns, pre-intern teachers, paraprofessionals, and substitute teachers. Staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

School Leadership

Poplar Elementary's principal works closely with the assistant principal and Leadership Team in directing the school's efforts in offering a well-balanced and rigorous core curriculum aligned with state and district standards. Principal Alejandro Alvarez and Assistant Principal Elizabeth Sims work as a team, sharing the many responsibilities associated with running a successful elementary program.

Mr. Alvarez has been in the educational field and with the Fontana Unified School District for ten years. Prior to joining Poplar Elementary in 2003, Mr. Alvarez served as a reading recovery teacher, classroom teacher, assistant principal, and program manager at various schools within the district. Principal Alvarez holds a master's degree in education (with emphasis in teaching and curriculum), a second master's degree in administration, a bachelor's degree in law and society, Tier I and Tier II administrative credentials, and has completed AB75 Principal Training.

Supporting the principal in the decision-making process is the Leadership Team, comprised of the principal, assistant principal, designated teacher representatives from each grade level, the reading coach, English language learner intervention teacher, and program manager. The Leadership Team meets once a month to collaborate on decision-making issues concerning school curriculum and operations, instructional programs, effective/ineffective classroom strategies, staff development needs, student discipline issues, and master schedule. Grade level representatives serve as a liaison between administration and grade level teams.

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 September 29, 2005, the Fontana Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 05-54 which certifies as required by Education Code §60119, 1) that 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, in math, science, history-social science, and English/language arts, including the English language

District Adopted Textbooks (Grade K-6)

Subject	Publisher	Year Adopted
Language Arts	SRA/McGraw-Hill; <i>Open Court Reading</i>	2003
Language Arts	Hampton Brown: <i>Into English</i>	1998
Language Arts	Holt, Rinehart & Winston: <i>Literature and Language Arts</i>	2003
Language Arts	Hampton Brown: <i>High Point</i>	2003
Math	Scott Foresman: <i>California Mathematics</i>	2001
Math	McDougal Littell: <i>Mathematics Concepts and Skills</i>	2001
Science	McGraw-Hill	2001
Science	Houghton Mifflin	2001
Science	Prentice Hall	2001
Social Science	Houghton Mifflin	1991

development component of an adopted program consistent with the cycles and content of the curriculum frameworks, 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 provided for science laboratory classes offered in grades 9-11 inclusive.

Library Resources

The school library is open from 8:00 a.m. to 4:30 p.m. and is staffed by a full-time librarian. The library features 12,750 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, 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 2004-05 school year, Poplar Elementary had a total of 159 computers; all classrooms had Internet access. On average, each classroom has four computers for student use. The school's computer lab features 40 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. Seventy-five percent of all classrooms are equipped with a SMART Board; all classrooms have a teacher's laptop, LCD projector, and document camera.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Poplar Elementary 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 using research-based instructional materials and strategies.

The school's special education program is staffed three special education teachers and six special education aides who provide full-day instruction in three special day classes. Two resource specialist teachers and one resource specialist aide provide small group and individualized instruction in the general education classroom and in the resource room. Each student is provided instruction based upon their Individual Education Plan (IEP), which is reviewed and updated annually by the school's IEP teams. All students are provided instruction in the least restrictive environment.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Three bilingual aides collaborate with each EL student's teacher to develop instructional strategies to meet language and fluency levels. Bilingual aides provide in-class and pull-out small group instruction focused on helping students with current class lessons, reinforcement of skills, and front-loading subject matter/skills for future lessons. Teachers provide English Language Development (ELD) instruction which focuses on improving listening, speaking, reading, and writing skills to meet proficiency standards. ELD instructional materials (Hampton Brown) are used in the classroom and for individualized intervention. School administrators and teachers monitor EL performance through the CELDT and adjust instruction as needed to ensure continued success.

Students in third, fourth, and fifth grade may qualify for the Gifted and Talented Education (GATE) program through district testing. GATE students are clustered in the classroom to receive differentiated instruction from GATE-certified teachers. All students, in addition to GATE, were invited during the 2004-05 school year to participate in Karate lessons held once a week after school; lessons were provided by a one of Poplar Elementary's certificated teachers.

Poplar Elementary hosts a series of intervention programs to meet the needs of those students not meeting state proficiency standards in language arts and math. During and after-school intervention activities include:

- Off-track Intersession: students in grades K-5 who are at Far Below Basic and Below Basic levels on the district assessment matrix are encouraged to attend and receive 40 hours of instruction during a two-week period (between trimesters). Instruction focuses on remediation and front-loading of skills/subject area content for upcoming class lessons in language arts and math.

- Collaborative Team Teaching: during language arts instruction periods, students are regrouped by reading level as determined by their placement on the district assessment matrix. Students receive 60 minutes of instruction at their learning level; instruction is provided by a team a certificated staff and bilingual aides.

- FastForward®: computer-based program that builds cognitive skills of memory, attention, processing, phonemic awareness, and sequencing in language and reading skills. Before- and after-school tutoring for students in grades 1-5 who are at the Far Below Basic and Below Basic levels on the district matrix. A total of 100 minutes of instruction is provided five days a week. Teachers recommend participation.

- Homework Club: a quiet, academic support environment for students who wish to complete homework assignments or receive assistance from certificated staff.

- Fourth and fifth grade English Learners (beginning levels) are encouraged to participate in the after-school English Language Acquisition Program, a specially-designed program to help students increase English proficiency and prepare them to meet the state's academic content and performance standards. Instruction is provided five days a week for 60 minutes each day by qualified, certificated staff and bilingual aides.

- Tutoring: students in Far Below Basic and Below Basic levels may sign up for before- or after-school tutoring with certificated staff to increase subject matter fluency or receive targeted assistance in area(s) of need.

- Accelerated Reader and Accelerated Math: students progress through program levels at their own pace and are evaluated regularly on reading and math skills.

Professional Staff

Substitute Teachers

The district currently has a pool of 600+ qualified substitute teachers. Substitute teachers must have passed the CBEST, completed a Bachelor's Degree, and hold a 30-day substitute permit. 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, 1) the principal or assistant principal will fill the role of the substitute, 2) the Title I teacher or program manager will take the class, or 3) as a last resort, the absent teacher's class is split and students are placed in another class within the same grade level.

Teacher Evaluations

Evaluation procedures and criteria for our teachers are defined in the District's collective bargaining agreement. 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:

- 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

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in the district's Peer Assistance and Review program (PAR). Teachers in the PAR program are evaluated annually and may exit the program upon obtaining a satisfactory evaluation.

Counseling & Support Services Staff

Poplar Elementary 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) 2004-05

	No. of Staff	FTE
Counselor	1	0.4
Psychologist	1	0.4
School Nurse	1	0.2
Health Assistant	1	1.0
Adaptive PE Specialist	1	0.2
Adaptive PE Aide	1	0.2
LSH Therapist	1	1.0

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

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'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.

Teacher Assignment

For the 2004-05 school year, Poplar Elementary had 40 teachers who met all credential requirements in accordance with state guidelines.

Percentage of Core Classes Taught by NCLB-Compliant Teachers 2004-05

	%
Poplar	97.4
All Schools in District	88.9
High-Poverty Schools in District	94.6
Low-Poverty Schools in District	83.5

Teacher Education Levels

	2004-05	
	Poplar %	FUSD %
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	40.0	34.9
Master's Degree	0.0	0.3
Bachelor's Degree plus 30 or more semester hours	45.0	48.6
Bachelor's Degree	15.0	14.3
Less than a Bachelor's Degree	0.0	0.7

Teacher Credentials & Assignments

	Poplar			FUSD		
	02-03	03-04	04-05	02-03	03-04	04-05
Total Teachers	39	38	40	1818	1780	1911
Teachers with Full Credential	39	38	40	1603	1635	1771
Teachers in Alternative Routes to Certification	4	0	2	120	63	168
Pre-Internship	0	0	0	129	47	9
Teachers with Emergency Permits	1	0	0	261	56	34
Teachers with Waivers	0	0	0	23	0	2
Teachers Teaching Outside Subject Area	0	0	0	0	35	60
Teacher Misassignments - Total	N/A	7	0	N/A	**	73
Other Misassignments of Certificated Staff	N/A	0	0	N/A	45	15
Teacher Misassignments for English Learners	N/A	7	0	N/A	1404*	58
Teacher Vacancies	N/A	0	0	N/A	0	0

*Represents total class periods where teachers were misassigned.

**Total Misassignments represents all certificated staff (including EL Misassignments) that did not hold the required credential for their assigned position. Since Misassignment for English Learners is reported in class periods and Other Misassignments is reported in number of teachers; the values cannot be added.

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: 2003-04 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2004-05 school year, Fontana Unified School District spent an average of \$6,840 to educate each student (based on 2004-05 audited financial statements). The figures shown in the adjacent table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received categorical, special education, and support programs funds for:

- | | |
|-----------------------------|------------------------------|
| 21st Century | School Improvement |
| Class Size Reduction | School Safety |
| Comprehensive School Reform | Smaller Learning Communities |
| Early Intervention | Special Education |
| Gifted & Talented Education | Staff Development |
| High Priority Schools | State & Federal Preschool |
| Instructional Materials | Supplemental Technology |
| Parent Education | Title I, III, & V |
| Peer Assistance & Review | Tobacco Use Prevention |
| Reading First | |

Salary Comparison

	2003-04	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$35,236	\$37,061
Mid-Range Teacher Salary	\$59,381	\$58,294
Highest Teacher Salary	\$74,936	\$72,876
Average Principal Salaries:		
Elementary School	\$95,033	\$94,471
Middle School	\$94,796	\$98,940
High School	\$106,988	\$107,418
Superintendent Salary	\$162,608	\$179,061
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.2%	5.1%

Current Expense of Education per Pupil

Total Expenditures	2004-05		
	Dollars Spent per Student		
	FUSD	State Average for Districts in Same Category	State Average for All Districts
\$276,314,885	\$6,840	\$7,172	\$7,127