

# Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600



## Poplar Elementary School

9937 Poplar Avenue, Fontana, CA 92335 • (909) 357-5720

Serving grades Pre-Kindergarten through Six • CDS Code: 36-67710-6035869

<http://www.fusdweb.com/sites/elem/poplar/default.aspx>

**Darlene Meyers, Principal**  
*Darlene.Meyers@fusd.net*

### 2018-2019 School Accountability Report Card

#### Board of Education

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**Marcelino "Mars" Serna, Vice President**

**Peter Garcia, Member**  
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**Juleny Ortiz-Contreras, Student Board Member**

#### District Administration

**Randal S. Bassett**  
**Superintendent**  
*randal.bassett@fusd.net*

**Ryan DiGiulio**  
**Associate Superintendent, Business Services**

**Miki Inbody**  
**Associate Superintendent, Teaching & Learning**

**Joseph Bremgartner**  
**Associate Superintendent, Human Resources**

**Craig Baker**  
**Sr. Executive Director, Student Services**

**Martin Sissac**  
**Chief of School Police Services**

#### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



#### District Vision

##### Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

##### Our Shared Vision

Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

##### Our Core Values

- Teamwork and Respect
- Excellence and Achievement
- Responsibility and Accountability
- Equity and Opportunity
- Dedication and Commitment



##### Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

##### Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

## School Profile (School Year 2019-20)

Poplar Elementary School 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.

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.

### Principal's Message

Welcome to Poplar Elementary School. I am honored and delighted to serve as the Poplar Elementary School Principal. As Principal, I could not be prouder of our accomplishments as stated in the School Accountability Report Card which is a requirement from every school in the State of California.

It is the belief of Poplar Elementary School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with the best educational services to meet their needs.

Here are just some of our schoolwide achievements:

1. Increase in SBAC scores in Reading and Math
2. Attendance Rate of 97%
3. Effective Reading Intervention Program for every grade level
4. Reading, Writing, and Math is our focus
5. PBIS – Bronze Award
6. Science Club, Math Team and Debate Team

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow.

### School Enrollment

The charts display student enrollment broken down by student group and grade.

#### Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	99	99	94
1st	74	76	76
2nd	90	74	78
3rd	86	88	76
4th	110	81	77
5th	89	108	87
6th	94	87	121
Total	642	613	609

#### Enrollment by Student Group

2018-19

	Percentage
Black or African American	0.5
Asian	0.5
Filipino	0.2
Hispanic or Latino	97.0
White	1.1
Two or More Races	0.7
EL Students	45.2
Socioeconomically Disadvantaged	91.6
Students with Disabilities	12.5
Foster Youth	0.5
Homeless	1.3

# Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## School Facilities (School Year 2019-20)

### *Age & Condition of Facilities*

Poplar Elementary School provides a clean, safe, and functional environment for learning through proper facilities maintenance and campus supervision. Built in 1958, the school sits on 9.55 acres and includes a library, 21 permanent classrooms, 15 portable classrooms, a computer lab, an enrichment room, a staff lounge, a teacher work room and a cafeteria/multipurpose room. Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff.

### *Campus Supervision*

Each morning as students arrive on campus, the principal and five noon aides supervise the cafeteria and playground. During recess and lunch periods, five noon aides and one of the administrators are on the playground to ensure students play safely. When students are dismissed for the day, administrators and teachers are stationed at the student pickup areas and bus loading zones to ensure students depart safely.

Poplar Elementary School is a closed campus. During school hours, all visitors enter through the main gate and required sign in at the school office, show valid identification, and wear identification badges during their visit.

### *Campus Maintenance*

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

One full-time day custodian, one full-time night and one part-time night custodians are assigned to Poplar Elementary School and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian and principal inspect facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. The principal and day custodian check restrooms for cleanliness before school starts, after classes begin, after lunch, and after each recess. The principal and custodians communicate daily and as needed regarding campus maintenance and safety issues.

Daily housekeeping and cleaning takes place in the evening. When students and staff are on intersession or school break, custodial teams focus on deep cleaning of carpets, floors, windows, restrooms and other major components of the campus.

An electronic work order process is in place for non-routine school repairs and maintenance projects. School staff submit work orders to the school secretary who forwards all work orders to the district's maintenance department who identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

### *Improvements to Facilities*

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the facility improvement of re-painting the entire exterior of the school was recently completed for the school.

## Facility Inspection Results

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. Facilities information was collected in October 2019.

School Facility Conditions				
Date of Last Inspection: 03/18/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			P- RM 29: CARPET IS DIRTY/ WORN. P- RM 25, RM 33: CARPET IS WORN. COMPUTER LAB/ RM 38: FLOOR OUTLET COVERS ARE MISSING/ TRIP HAZARD. SERT RM/ RM 41: WATER STAIN CEILING TILES IN OFFICE. RM 13: CEILING TILES ARE LOOSE AND DAMAGED BY VENT. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P-RM 24: DRY ROPT ON TRIM. RM 15: DRY ROT ON EAVE. RM 3, RM 11: DRY ROT ON EAVE AT WALKWAY. RM 18: DRY ROT ON EAVES. P- RM 26: DRY ROT ON TRIM. P- RM 29: DRY ROT ON TRIM AND SIDING. P- RM 35: DRY ROT ON WEST SKIRTING. GIRLS RR: TILES ARE MISSING ON SIDING. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			P- RM 35: HOLE IN ASPHALT ON WALKWAY/ TRIP HAZARD. RM 6: HOLE IN CEMENT WALKWAY/ TRIP HAZARD. (Work orders submitted.)

## San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place in August 2019. Results of the inspection and corrective action taken by the district are provided in the table. Items noted as "remedied" have been fixed. All deficiencies had work orders generated for repairs.

San Bernardino County Williams Facilities Inspection		
Inspection Date: 08/19/2019		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
Grounds	Playground/School Grounds	Seating and/or tables are broken, damaged or deteriorating (remedied 8/19/19)
Playground	Windows/Doors/Gates/Fences	Fencing has holes or is not secured properly (remedied 8/19/19)
Computer Lab 38	Interior Surfaces	Carpeting damaged, rippled, or stained (work order #19651) (remedied 8/19/19)
Stage	Overall Cleanliness	Cluttered classroom, storeroom or area (remedied 8/19/19)
Room 40	Electrical	Computer cords not secured properly (remedied 8/19/19)
Room 41	Electrical	Computer cords not secured properly (remedied 8/19/19)
Room 42	Electrical	Computer cords not secured properly (remedied 8/19/19)
18	Sinks/Fountains	Sink/fountain is dirty (work order #25098) (remedied 11/26/19)
18	Sinks/Fountains	Sink/fountain is not working properly (remedied 8/19/19)
Room 5 - external	Sinks/Fountains	Sink/fountain is dirty (work order #24646) (remedied 11/14/19)
Room 9 - external	Sinks/Fountains	Sink/fountain is dirty (work order #24646) (remedied 11/14/19)
Room 13 - external	Sinks/Fountains	Sink/fountain is dirty (work order #24646) (remedied 11/14/19)
Room 17 - external	Sinks/Fountains	Sink/fountain is dirty (work order #24646) (remedied 11/14/19)
Room 17 - external	Sinks/Fountains	Sink/fountain is not working properly (work order #25097) (remedied 09/06/19)

## Instructional Materials (School Year 2019-20)

### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 18, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

### Adoption of Instructional Materials

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

### History/Social Studies & Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in spring of 2019, and grades Kindergarten through five is planned for early 2020. The adoption of Science curriculum for all grades is planned for the 2020-2021 school year.

### Quality, Currency, & Availability

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: September, 2019						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
K-5	English Language Arts/English Language Development	McGraw-Hill	Reading Wonders	2016	Yes	0.00%
6th	English Language Arts/English Language Development	McGraw-Hill	StudySync	2016	Yes	0.00%
K-5	History/Social Science	Houghton Mifflin	California Social Studies	2006	No	0.00%
6th	History/Social Science	Teacher's Curriculum Institute	History Alive: The Ancient World	2019	Yes	0.00%
6th	Mathematics	Big Ideas Learning	Big Ideas Math	2014	Yes	0.00%
K-5	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
K-6	Science	Houghton Mifflin	California Science	2007	No	0.00%

District-Adopted Textbooks						
Data Collected: September, 2019						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Local Adoption	% Lacking
TK	English Language Arts/English Language Development	McGraw-Hill	World of Wonders*	2016	Yes	0.00%
TK	History/Social Science	Houghton Mifflin	California Social Studies	2006	Yes	0.00%
TK	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
TK	Science	Houghton Mifflin	California Science	2012	Yes	0.00%

*\*World of Wonders is part of the Reading Wonders Program*

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Teacher Credential Status			
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	25	28	26	1735
Without Full Credentials	0	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	41	38	41	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	23	24	28	19	23	26	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--



The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	340	336	98.82	1.18	41.07	337	99.12	0.88	28.49
Male	166	163	98.19	1.81	31.9	164	98.80	1.20	25
Female	174	173	99.43	0.57	49.71	173	99.43	0.57	31.79
Hispanic or Latino	328	325	99.09	0.91	41.85	325	99.09	0.91	28.92
Socioeconomically Disadvantaged	311	307	98.71	1.29	39.74	308	99.04	0.96	27.6
English Learners	196	194	98.98	1.02	37.63	195	99.49	0.51	23.08
Students with Disabilities	30	28	93.33	6.67	7.14	28	93.33	6.67	10.71

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2018-19)

In the spring of each year, the District is required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students at the school meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7%	13.4%	13.4%

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

## Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

## Parent Involvement (School Year 2019-20)

Parents are encouraged to get involved in Poplar Elementary School's learning community. Parents may volunteer to help in their child's classroom, the library, the office, or with fund-raisers. Events such as Back-to-School Night, Open House, Author's Day, Literacy Night, and book fairs provide opportunities for parents to interact with school staff while supporting their child's academic programs. Coffee with the Principal offers parents the opportunity to share their ideas and comments with school administration. Parent education workshops are offered throughout the year to help parents acquire language fluency, homework support strategies, and an understanding of grade level standards. The School Site Council, Parent Teacher Association, and English Learner Advisory Council provide opportunities for parents to have input on curricular programs and financial planning.

School-to-home communication is provided in both English and Spanish. Poplar Elementary School's website may be accessed at [www.fusd.net](http://www.fusd.net). TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, flyers are sent home to remind parents of school activities or important events. The school marquee is updated frequently with parent reminders and special announcements.

School-to-home communication is provided in both English and Spanish. Poplar Elementary School's website may be accessed at [www.fusd.net](http://www.fusd.net). TeleParent is an Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. Poplar also has a Twitter Account to communicate events and activities to our parent population. On occasion, flyers are sent home to remind parents of school activities or important events. Two school marquees are updated frequently with parent reminders and special announcements.

Truck Leasing has partnered with the school in our Safety Committee; they have also "adopted" the school. Kaiser Permanente has adopted the school and presents lessons to our 4th and 6th grade students on Healthy Topics.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

## Discipline & Climate for Learning

Students at Poplar Elementary School are guided by school rules and behavior expectations that promote respect and responsibility. The school utilizes the Positive Behavioral Intervention and Supports (PBIS) framework and is currently in Tier I. School staff take a proactive approach to minimizing classroom disruptions. Students are encouraged to make good choices in behavior and given opportunities to learn from their mistakes. Teachers discuss the variations of appropriate and inappropriate behavior as well as the consequences for poor conduct. A progressive discipline approach is taken when students are having difficulty following school rules. Administrators take into consideration past behavior trends addressing consequences for poor choices in behavior. Parents are contacted as needed to identify and discuss strategies to help students with behavior issues. The school counselor meets with small groups of identified students as a measure of intervention to resolve conflicts and barriers interfering with the learning process.

PBIS assemblies are held every Monday morning to review school rules, attendance policies, playground safety, and behavior expectations. Each student is given a student/parent handbook which is required to be reviewed at home; an acknowledgement page in the student/parent handbook is required to be signed and returned to students' teachers. The handbook outlines district policies, school rules, student code, and academic expectations. Teachers reinforce school rules and behavior expectations during the first few weeks of school and in the classroom on an as-needed basis. Noon aides receive training on best practices and effective behavior management strategies to alleviate unacceptable behavior and conflicts among students on the playground during recesses. Students in grades 4-6 are provided a student planner which may be used to record assignments as well as a communications tool between the student's teacher and parent/guardian.

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship. Teachers reinforce positive behavior immediately through verbal praise. Students with perfect attendance are recognized and awarded individually. Positive behavior is recognized formally every month with "Caught Being Good" tickets given by any staff member. Students receiving tickets are entered into a weekly drawing and are rewarded with prizes. At the end of each trimester, students with outstanding citizenship, meeting academic goals, and making significant improvement are honored at an awards assembly. Trimester honors include: Principal's Honor Roll, Teacher's Honor Roll, Presidential Award, Citizenship, Most Improved Reader, Accelerated Reader Award, and Most Improved Math. To promote reading and increase literacy skills, students progressing up through the Accelerated Reader reading levels are recognized for their efforts at school assemblies and in classroom presentations.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

### Safe School Plan (School Year 2019-20)

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 2019. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- 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

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	4.06	1.59	1.50	0.00	0.00	0.00
District	4.20	3.88	3.20	0.08	0.04	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10



## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Class Size

The table indicates the average class size by grade, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	11	11	12	10	10	8	-	-	-	-	-	-
1	23	24	23	-	-	-	3	3	3	-	-	-
2	28	23	20	-	-	1	3	3	3	-	-	-
3	21	27	21	1	-	1	3	3	3	-	-	-
4	33	26	21	-	-	1	3	6	6	6	-	-
5	24	30	25	2	1	1	9	2	6	-	4	-
6	31	29	25	-	-	10	18	18	6	-	-	12
Other	7	7	-	1	1	-	-	-	-	-	-	-

### Counseling & Support Staff (School Year 2018-19)

Poplar Elementary School makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services.

Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

The school counselor meets in small groups with students utilizing the Kid's Connection and Peacemaking programs. The Too Good For Violence curriculum is taught to 4th and 5th graders. She also meets with students in small groups to meet on the area of need how to make friends, anger management, organization, talking with peers, and other social issues.

The district's Special Education Local Plan Areas (SELPA) provides a wide range of specialized instructional and support services for students with exceptional needs. The SELPA employs highly qualified professionals and special education experts to meet the unique needs of each child based upon their IEP. Poplar Elementary School's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2018-19	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	609

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1	0.5
Nurse	1	0.3
Psychologist	1	0.4
Resource Specialist (non-teaching)	3	2.3
Speech/Language/Hearing Specialist	1	0.4

## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that any professional development opportunity was available to staff including both full and partial days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	76	171	273

## Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

## District Revenue Sources (Fiscal Year 2018-19)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

## District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,837
From Supplemental/Restricted Sources	\$1,722
From Basic/Unrestricted Sources	\$5,114
District	
From Basic/Unrestricted Sources	\$5,731
Percentage of Variation between School & District	-10.8%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-31.9%

## Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	\$47,739	\$48,612
Mid-Range Teachers	\$80,449	\$74,676
Highest Teachers	\$102,495	\$99,791
Elementary School Principals	\$121,535	\$125,830
Middle School Principals	\$121,535	\$131,167
High School Principals	\$133,944	\$144,822
Superintendent	\$250,000	\$275,796
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	4.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2017-18)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$95,261
District	\$84,509
Percentage of Variation	12.7%
School & State	
All Unified School Districts	\$82,403
Percentage of Variation	15.6%

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).