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.fusd.net/poplar

Darlene Meyers, Principal
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2019-2020 School Accountability Report Card

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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.

POINT YOUR PHONE

CAMERA HERE

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).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at https://www.caschooldashboard.org.

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 2020-21)

Poplar Elementary School is committed to ensuring our students receive the necessary skills for them to be successful in the working world. The Teaching staff are committed to providing instruction using standards-based, research-proven techniques designed to promote academic success. Poplar Elementary School serves approximately 609 students from preschool, Transitional Kindergarten, Kindergarten through 6th grade. We have three Special Day Class Moderate to Severe serving 1st to 6th grade with one class being an Autistic Class. Ninety-one percent of our population is identified Socioeconomically Disadvantage in which all students receive free and reduce lunch. We are here to provide the best to our students emotionally and academically.

Fontana Unified schools are located in San Bernardino county, California. The state of California has been heavily impacted by the COVID-19 pandemic and most schools in the state are participating in full distance learning and some with a hybrid of distance learning and in-person learning. Every county in California is assigned to a tier based on its test positivity and adjusted case rate. San Bernardino County is currently in the Widespread (Purple) Tier, the strictest of tiers. Under the California guidance, schools may not reopen for in-person instruction until the county has been in the Substantial (Red) tier for at least two weeks. As a result, all Fontana Unified schools will continue to educate students via distance learning until further notice.

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:
* Attendance Rate of 97%
* Reading Intervention program to support our struggler readers
* Reading, Writing, and Math is our focus
* PBIS – Bronze Award
* Science Lab at our site

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.

The COVID-19 pandemic has required the closure of in-person learning at our school. While we all would rather be learning in-person together; I am so proud of our students, families, and teachers for how well they have handled the transition to distance learning. I look forward to being able to see all of the students in-person again as soon as it Is safe to do so. Until then, we will continue to get through this unprecedented challenging time together virtually.

School Attendance

Attendance is critical to academic achievement, and regular daily attendance is a priority at Fontana Unified School District. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Absence reports are regularly reviewed by the school. Parents are informed of absences through phone calls and letters sent home.

The COVID-19 pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading. Additionally, the daily schedule allocates designated "Student Support Time" where teachers are available to answer student and parent questions and students with identified needs can receive additional instruction and support.

School Enrollment

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

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	99	94	100
1st	76	76	74
2nd	74	78	79
3rd	88	76	68
4th	81	77	70
5th	108	87	83
6th	87	121	84
Total	613	609	558

Enrollment by Student Group	
2019-20	
	Percentage
Black or African American	0.4
Asian	1.1
Filipino	0.2
Hispanic or Latino	95.7
White	2.0
Two or More Races	0.7
EL Students	41.0
Socioeconomically Disadvantaged	97.7
Students with Disabilities	7.5
Foster Youth	0.4
Homeless	0.9

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.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	28	26	26	215
Without Full Credentials	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	40

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.

Misassignments/Vacancies			
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

School Facilities (School Year 2020-21)

Age and 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, two computer labs, 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.

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 2020.

School Facility Conditions				
Date of Last Inspection: 04/28/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
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. RM 33, P- RM 25: CARPET IS WORN. LIBRARY/ RM 39, STORAGE: WATER STAIN CEILING TILES. (Work orders submitted)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			RM 8: CLOCK IS MISSING ON WALL. (Work order submitted)
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			P- RM 25: DRY ROT ON RAMP SKIRTING. (Work order submitted)
External (Grounds, Windows, Doors, Gates, Fences)	X			RM 14: HOLE IN ASPHALT AT DOOR STOP/ TRIP HAZARD. RM 6: HOLE IN CEMENT WALKWAY/ TRIP HAZARD. (Work orders submitted)

San Bernardino County Williams Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning. Results of the inspection conducted during the 2019-20 school year and corrective action taken by the district are provided in the table.

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 2020-21)

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on December 9, 2020, 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 2019, adoption for grades four and five was completed in 2020, and grades Kindergarten through three is planned for adoption in 2021. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

Quality, Currency, & Availability

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: December 2020						
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-3	History/Social Science	Houghton Mifflin	California Social Studies	2006	No	0.00%
4-5	History/Social Science	Teacher's Curriculum Institute	Social Studies Alive!	2020	Yes	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: December 2020						
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

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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

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	28
Science (Grades 5, 8, and 10)	--	--	21	--	--	18	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
	English-Language Arts					Mathematics			
Student Groups	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 2019-20)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to 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. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

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 2020-21)

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. 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. 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 and facebook 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. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

Suspensions & Expulsions					
Suspensions			Expulsions		
17-18	18-19	19-20	17-18	18-19	19-20
School	1.59	1.50	1.50	0.00	0.00	0.00
District	3.88	3.20	2.00	0.04	0.10	0.03
State	3.51	3.50	2.50	0.08	0.10	0.05

Safe School Plan (School Year 2020-21)

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 2020. 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

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.

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 were professional development opportunities available to staff. Additionally, multiple partial day opportunities are available for staff. 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			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	18	19	20	18	19	20	18	19	20	18	19	20
By Grade Level												
K	11	12	11	10	8	16	-	-	-	-	-	-
1	24	23	19	-	-	2	3	3	6	-	-	-
2	23	20	20	-	1	2	3	3	6	-	-	-
3	27	21	23	-	1	-	3	3	6	-	-	-
4	26	21	17	-	1	7	6	6	6	-	-	-
5	30	25	19	1	1	8	2	6	-	4	-	-
6	29	25	55	-	10	6	18	6	3	-	12	15
Other	7	-	8	1	-	3	-	-	-	-	-	-

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

Counseling & Support Staff (School Year 2019-20)

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 emotionally and academically.

The school counselor meets in small groups with students utilizing the Kid's Connection. 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	
2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	1116

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

District Revenue Sources (Fiscal Year 2019-20)

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 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 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	$6,674
From Supplemental/Restricted Sources	$1,350
From Basic/Unrestricted Sources	$5,324
District	
From Basic/Unrestricted Sources	$6,286
Percentage of Variation between School & District	-15.3%
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	-31.3%

Teacher & Administrative Salaries (Fiscal Year 2018-19)

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 2018-19	District	State
Beginning Teachers	$48,932	$50,029
Mid-Range Teachers	$78,912	$77,680
Highest Teachers	$105,055	$102,143
Elementary School Principals	$121,535	$128,526
Middle School Principals	$121,535	$133,574
High School Principals	$133,944	$147,006
Superintendent	$250,000	$284,736
Salaries as a Percentage of Total Budget		
Teacher Salaries	31.0%	33.0%
Administrative Salaries	4.0%	5.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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	$80,205
District	$88,170
Percentage of Variation	-9%
School & State	
All Unified School Districts	$83,052
Percentage of Variation	-3.4%