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

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Board of Education

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Lee James Powell, Jr.
Chief of School Police Services

2020-2021 School Accountability Report Card

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/guardians and community members should contact the school principal or the district office.

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

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.

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.

School Enrollment

The charts illustrate the school enrollment by grade level and student group.

2020-21 Enrollment by Student Group	
Student Group	Percentage
Female	45.9
Male	54.1
Non-Binary	
Black or African American	0.4
American Indian or Alaska Native	
Asian	0.7
Filipino	0.4
Hispanic or Latino	96.5
Native Hawaiian or Pacific Islander	
White	1.7
Two or More Races	0.4
Socioeconomically Disadvantaged	86.8
EL Students	40.1
Students with Disabilities	12.3
Foster Youth	0.7
Homeless	0.9
Migrant Education	

2020-21 Enrollment by Grade	
Grade	Count
K	86
1st	76
2nd	76
3rd	79
4th	68
5th	67
6th	86
Total	538

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 tables display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered ineffective under ESSA), credentialed teachers who are assigned out-of-field (considered out-of-field under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2019-20 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.1	85.9	1251.4	72.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.8	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	37.5	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	19.7	1.1	12115.8	4.4
Unknown	3.9	14.0	407.0	23.7	18854.3	6.9
Total Teaching Positions	28.0	100.0	1719.7	100.0	274759.1	100.0

2019-20 Teachers Without Credentials and Misassignments	
Authorization/Assignment	School Number
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2019-20 Credentialed Teachers Assigned Out-of-Field	
Indicator	School Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2019-20 Class Assignments	
Indicator	School Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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 December 2021.

2021-22 School Facility Inspection		
Date of Last Inspection:	3/22/2021	
Data Collected:	January 2022	
Overall Summary of School Facility Conditions:	Good	
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	LIBRARY/ RM 39: 4. TILE IS MISSING. P- RM 29: 4. CARPET IS DIRTY/ WORN . RM 33: 4. CARPET IS WORN. BOYS RR: 4. HOLE IN WALL AT CUSTODIAL WALL . COMPUTER LAB/ RM 38, STORAGE, LIBRARY/ RM 39: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	RM 8, RM 10: 7. CLOCK IS MISSING ON WALL. RM 3: 7. CONDUIT IS DISCONNECTED ON ROOF AT WALKWAY. HEALTH OFC: 7. LIGHT DIFFUSER IS MISSING IN RESTROOM. P- RM 29: 7. LIGHT DIFFUSER IS MISSING/ LIGHT SWITCH IS BROKEN.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	RM 19, RM 20/ PRESCHOOL: 11. PAINT IS CHIPPING ON CEILING TILES. BOYS RR: 11. PAINT IS CHIPPING ON WALL.
STRUCTURAL: Structural Damage, Roofs	Good	P- RM 25: 12. DRY ROT ON RAMP SKIRTING . RM 10: 13. CONDUIT IS LOOSE ON EAVE. P- RM 25: 13. WEEDS AND LEAVES IN GUTTER.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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. Results of the inspection conducted during the 2021-22 school year and corrective action taken by the district are provided in the table.

San Bernardino County Williams Facilities Inspection		
Inspection Date 08/13/2021		
Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
Room 38 Computer Lab	Interior Surfaces	Carpeting damaged, rippled, or stained (work order #48676)
Data Room	Interior Surfaces	Unsecured computer wires (remedied 8/13/21)
Stage	Interior Surfaces	Interior fixtures are loose, damaged, or broken
Restroom Boy's by Room 7	Electrical	Lighting fixtures or bulbs are not functioning properly or missing (work order #48689)
Restroom Boy's by Room 39 Library	Electrical	Lighting fixtures or bulbs are not functioning properly or missing (work order #48703)
Restroom Boy's by Room 18	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #48669)
Restroom Women by Room 39 Library	Restrooms	Toilet is not working (work order #48701)
Restroom Girl's by Room 39 Library	Restrooms	Toilet is not working (work order #48701)
Restroom Boy's by Room 18	Restrooms	Urinal is not working (work order #48705)
Restroom Boy's by Room 39 Library	Restrooms	Urinal is not working (work order #48700)
Restroom Girl's by Room 14	Restrooms	Sink is not working or functioning properly (work order #48691)
Restroom Girl's by Room 7	Restrooms	Sink is not working or functioning properly (work order #48704)
Playground	Playground/School Grounds	Play/sports equipment is broken, damaged or deteriorating (work order #48672)
Playground	Playground/School Grounds	Area that poses safety hazard(s) to students unsecured (work order #48697)
Restroom Boy's by Room 7	Windows/Doors/Gates/Fences	Locks and other security hardware are not functioning properly (work order #48636)

Instructional Materials (School Year 2020-21)

Quality, Currency, & Availability

The table displays information collected in December 2021 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 2021						
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 2021						
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

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 22, 2021, 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 according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. 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.

History/Social Studies and 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 Science adoption for grades six through twelve was completed in spring of 2019. The History-Social Science adoption for grades Transitional Kindergarten through five was completed in spring of 2020. The adoption of Science curriculum for all grades is planned for the 2021-2022 school year.

English Language Arts Curricula

The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. Grades 6-8 adopted new materials in 2016. Grades 9-12 adopted materials in 2017.

Mathematics Curricula

The district currently uses materials that have been approved by the state as aligned to the state standards. Grades 6-8 adopted materials 2014 and grades 9-12 adopted materials in 2015.

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 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).

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, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

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. 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, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

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.

Note: 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.

Note: When local assessments were administered in place of statewide summative assessment, the at or above the grade-level standard is determined in the context of the local assessment administered.

The first table displays the results of the California Assessment of Student Performance and Progress (CAASPP) for the school, district, and state. If the CAASPP assessment was not administered, "N/A" is displayed. The second table displays assessment results for the school. If the CAASPP assessment was not administered, results from local assessments are displayed.

Assessment Results by Subject						
Subject	School		District		State	
	2020	2021	2020	2021	2020	2021
English Language Arts/Literacy (Grades 3-8 and 11)	NT	NT	NT	70.74	NT	48.53
Mathematics (Grades 3-8 and 11)	NT	NT	NT	0.00	NT	33.4
Science (Grades 5, 8, and 10)	NT	NT	NT	2.94	NT	28.72

Assessment Results by Student Group					
English Language Arts					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	372	349	94%	6%	15%
Male	198	181	91%	9%	14%
Female	174	168	97%	3%	17%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	3	3	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	359	337	94%	6%	15%
Black or African American	3	2	67%	33%	--
White	4	4	100%	0%	--
Two or More Races	2	2	100%	0%	--
EL Students	138	131	95%	5%	4%
Foster Youth	2	2	100%	0%	--
Homeless	--	8	8	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	296	94%	6%	13%
Migrant Education			0%	0%	
Students with Disabilities	45	28	62%	38%	4%

Assessment Results by Student Group					
Mathematics					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	372	347	93%	7%	25%
Male	198	178	90%	10%	20%
Female	174	169	97%	3%	31%
American Indian or Alaska Native	0	0	0%	0%	--
Asian	3	3	100%	0%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	--
Filipino	1	1	100%	0%	--
Hispanic or Latino	359	335	93%	7%	25%
Black or African American	3	2	67%	33%	--
White	4	4	100%	0%	--
Two or More Races	2	2	100%	0%	--
EL Students	136	129	95%	5%	5%
Foster Youth	2	2	100%	0%	--
Homeless	--	8	8	100%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	315	296	94%	6%	23%
Migrant Education			0%	0%	
Students with Disabilities	45	28	62%	38%	4%

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

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). Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Therefore, there is not data to report for the 2020-21 school year. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2020-21 Percentage of Students in Healthy Fitness Zone		
Four of Six Standards	Five of Six Standards	Six of Six Standards
N/A	N/A	N/A

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 2021-22)

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: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

 • Attendance

Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

2020-21 Chronic Absenteeism by Student Group			
	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	575	558	69	12.4
Female	265	259	33	12.7
Male	310	299	36	12.0
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	0	0.0
Black or African American	4	4	3	75.0
Filipino	2	2	1	50.0
Hispanic or Latino	553	536	63	11.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	1	50.0
White	10	10	1	10.0
EL Students	238	231	27	11.7
Foster Youth	10	10	3	30.0
Homeless	10	10	1	10.0
Socioeconomically Disadvantaged	496	486	63	13.0
Migrant Education	0	0	0	0.0
Students with Disabilities	75	74	18	24.3

State Priority: School Climate

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

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

Safe School 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 2021. 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

The tables display 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 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension & Expulsion Rates						
	Suspensions			Expulsions		
	18-19	19-20	20-21	18-19	19-20	20-21
School	1.54	1.47	0.00	0.00	0.00	0.00
District	3.19	2.01	0.06	0.06	0.03	0.00
State	3.47	2.45	0.20	0.08	0.05	0.00

Suspension & Expulsion Rates by Student Group		
	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

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.

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

Professional Development Days

The chart displays the number of annual professional development days offered for the most recent three-year period.

Professional Development Days			
	2019-20	2020-21	2021-22
Number of Professional Development Days	3	3	3

Professional 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.

The district recently focsed on knowledge of the Visible Learning Research to assist us in meeting our goal to ensure high quality first instruction for all of our students. Professional development for Teacher Clarity included a trainer of trainer's model, utilizing each school sites Instructional Leadership Team (ILT). The ILT participated in two days of training between September and November. The expectation after each day of training, was for them to go back and provide training to the teachers at their site.

All staff completes 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 and 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.

Three days are dedicated annually to district-wide staff development. All school sites have early student-release days on Wednesdays for PLC meetings, Staff collaboration, teacher prep time and professional development. 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 - ten 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.

Class Size

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

Average Class Size Distribution												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	19	20	21	19	20	21	19	20	21	19	20	21
By Grade Level												
K	12	11	28	8	16	6						1
1	23	19	26		2	6	3	6	2			1
2	20		46	1	2	1	3	6	3			1
3	21	23	38	1		2	3	6	3			1
4	21	17	32	1	7	2	6	6	3			2
5	25	19	27	1	8	4	6		2			2
6	25	55	24	10	6	9	6	3		12	15	12
Other		8	16		3	1						

Counseling & Support Staff

It is the goal of school staff to assist students in their social and personal development as well as academics. The District provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

The tables display the Support Service Staff available to students. 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.

2020-21 Ratio of Students per Academic Counselor	
Academic Counselor(s)	1793

2020-21 Counseling Support Services Staff	
Title	FTE
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.5
Social Worker	0.0
Nurse	0.3
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0

District Revenue Sources (Fiscal Year 2020-21)

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

• After School Education
• Career Technical Education
• Extended Learning Opportunities
• Lottery: Instructional Materials
• Partnership Academies Program
• Special Education
• Supplementary Programs
• Title I, II, III, IV
• Transportation: Special Education

District Expenditures

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. 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.

2019-20 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$7,415
School: From Supplemental/Restricted Sources	$1,722
School: From Basic/Unrestricted Sources	$5,693
District: From Basic/Unrestricted Sources	$1,573
Percentage of Variation between School & District	261.92%
State: From Basic/Unrestricted Sources	$8,444
Percentage of Variation between School & State	-32.58%

Teacher & Administrative Salaries

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 districts 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 web site, www.cde.ca.gov.

2019-20 Average Salary Information		
	District	State
Beginning Teachers	$50,645	$50,897
Mid-Range Teachers	$85,346	$78,461
Highest Teachers	$109,766	$104,322
Elementary School Principals	$124,573	$131,863
Middle School Principals	$124,573	$137,086
High School Principals	$137,291	$151,143
Superintendent	$250,000	$297,037
Teacher Salaries	31%	32%
Administrative Salaries	5%	5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

2019-20 Average Teacher Salary	
School	$82,709
District	$89,550
Percentage of Variation between School & District	-7.64%
All Similar School Districts	$84,665
Percentage of Variation between School & State	-2.31%