Fontana Unified
Poplar Elementary
2023-2024 School Accountability Report Card

SCHOOL ADMINISTRATION
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SCHOOL INFORMATION
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DISTRICT INFORMATION
Fontana Unified
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BOARD OF EDUCATION
Adam Perez, President
Danielle Holley, Vice President
Angel Ramirez, Member
Mary Sandoval, Member
Marcelino "Mars" Serna, Member
Adriana-Rene Humber, Student Board Member

DISTRICT ADMINISTRATION
Miki R. Inbody
Superintendent
Leslie Barnes, Ed.D
Associate Superintendent, Business Services
Jennifer Bourgeois, Ph.D.
Associate Superintendent, Teaching & Learning
Douglas F. Staine, Ed.D.
Associate Superintendent, Human Resources
Craig Baker
Associate Superintendent, Student 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.
- Visit the CDE CDE SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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.

MORE INFORMATION
This report provides district and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the federal Every Student Succeeds Act. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.fusd.net.

DISTRICT STATEMENTS
DISTRICT MISSION
"Every Student Successful. Engaging Schools. Empowered Communities."

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

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

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.

DISTRICT FOCUS AREAS
- FUSD has a laser-like focus on powerful academic outcomes for all students
- Without fail, FUSD will implement a persistent focus on safety and well-being for students and staff
- FUSD will build relationships with proactive communication and community engagement
- FUSD will be good stewards of public tax dollars through the purposeful use of public resources

SCHOOL STATEMENTS
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 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 as Socioeconomically Disadvantage in which all students receive free and reduced lunch. We are here to provide the best to our students emotionally and academically.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	**Percentage**
Female	45.90
Male	54.10
Non-Binary	
American Indian or Alaska Native	
Asian	0.40
Black or African American	2.20
Filipino	0.40
Hispanic or Latino	93.70
Native Hawaiian or Pacific Islander	0.80
White	2.40
Two or More Races	
EL Students	34.10
Foster Youth	1.80
Homeless	1.00
Military	
Socioeconomically Disadvantaged	90.70
Migrant Education	
Students with Disabilities	17.40

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	**Count**
K	66
1st	74
2nd	72
3rd	62
4th	72
5th	74
Total	495

CONDITIONS OF LEARNING
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 below 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.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	85.94	1,251.40	72.77	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	0.22	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	37.50	2.19	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	19.70	1.15	12,115.80	4.41
Unknown	3.90	14.03	407.00	23.67	18,854.30	6.86
Total Teaching Positions	28.00	100.00	1,719.70	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	94.57	1,590.00	90.86	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.60	0.61	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	1.69	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.26	31.90	1.82	11,953.10	4.28
Unknown	1.30	5.14	87.80	5.02	15,831.90	5.67
Total Teaching Positions	27.00	100.00	1,749.90	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	90.22	1,564.80	90.61	231,142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	11.20	0.65	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	1.83	30.50	1.77	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.28	35.40	2.05	11,746.90	4.23
Unknown	1.80	6.68	84.90	4.92	14,303.80	5.15
Total Teaching Positions	27.30	100.00	1,726.90	100.00	277,698.00	100.00

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.50
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.00	0.30
Total Out-of-Field Teachers	0.00	0.00	0.30

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	3.50
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

INSTRUCTIONAL MATERIALS

Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 4, 2024, and adopted Resolution # 24-32 to certify 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.

TEXTBOOKS

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

2024-25 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption ?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grade: TK / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: World of Wonders (part of the Reading Wonders Program) / Adoption: 2016 Grades: K-5th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: Reading Wonders / Adoption: 2016 Grade: 6th / Course: English Language Arts/English Language Development / Publisher: McGraw-Hill / Series: StudySync / Adoption: 2016	Yes (Local) Yes (State) Yes (State)	0 0 0
Mathematics	Grade: TK / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015 Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: My Math / Adoption: 2015 Grades: K-5th / Course: Mathematics / Publisher: McGraw-Hill / Series: Mis Matematicas / Adoption: 2015 Grade: 6th / Course: Mathematics / Publisher: Big Ideas Learning / Series: Big Ideas Math / Adoption: 2014	Yes (Local) Yes (State) Yes (State) Yes (State)	0 0 0 0
History / Social Science	Grade: TK / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 Grades: K-3rd / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 Grades: 4th-5th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: Social Studies Alive! / Adoption: 2020 Grade: 6th / Course: History/Social Science / Publisher: Teacher's Curriculum Institute / Series: History Alive: The Ancient World / Adoption: 2019	Yes (Local) Yes (State) Yes (State) Yes (State)	0 0 0 0
Science	Grade: TK / Course: Science / Publisher: McGraw Hill / Series: CA Inspire Science for Early Learners / Adoption: 2022 Grades: K-5th / Course: Science / Publisher: Twig Education / Series: Twig Science / Adoption: 2022 Grade: 6th / Course: Science / Publisher: Amplify / Series: Amplify Science / Adoption: 2022	Yes (Local) Yes (State) Yes (State)	0 0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

FACILITY INSPECTION RESULTS
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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	03/18/2024
Data Collected:	March 2024
Overall Summary of School Facility Conditions:	GOOD

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	GOOD	
INTERIOR: Interior Surfaces	FAIR	ADMIN BLDG, RM 15: 4. CARPETS ARE WORN. P- RM 25: 4. CARPETS HAS WAVES/ TORN. RM 19: 4. CARPETS HAS WAVES/ WORN/ RUBBER MOLDING IS LOOSE AT BASE OF WALL. RM 16: 4. CARPETS IS STAINED AND WORN. RM 18, RM 42: 4. CEILING TILE IS LOOSE. COMPUTER LAB/ RM 38: 4. CEILING TILES ARE MISSING. P- RM 26, P- RM 27, P- RM 29, RM 20/ PRESCHOOL, RR - HALLWAY, COMPUTER LAB/ RM 38, LIBRARY/ RM 39: 4. WATER STAIN CEILING TILES.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	GOOD	ELECTRICAL RM/ WRK RM: 5. LIMITED ACCESS TO ELECTRICAL PANEL BETWEEN ROOM 13 AND 14. BOYS RR: 5. RESTROOM HAS STRONG URINE ODOR. RM 4: 5. ROOM IS CLUTTERED.
ELECTRICAL: Electrical	FAIR	RM 7, RM 8, RM 9, RM 12: 7. BALLASTS ARE BUZZING. RM 14: 7. CONDUIT AND CAP IS MISSING/ OUTLET COVER IS MISSING ON CONDUIT. RM 12: 7. ELECTRICAL CORDS ARE DAISY CHAINED. RM 18: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD. GIRLS RR: 7. LIGHT SWITCH TOGGLE IS BROKEN. RM 10: 7. MULTIPLE LIGHT BULBS ARE OUT/ PINK. RM 6: 7. ONE LIGHT PANEL IS OUT.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	GOOD	GIRLS RR: 9. ONE SINK DOES NOT STAY ON WHEN BUTTON IS PRESSED. RM 11, RM 17: 9. SINK HAS LOW FLOW. BOYS RR: 9. TWO SINKS DO NOT STAY ON WHEN BUTTON IS PRESSED.
SAFETY: Fire Safety, Hazardous Materials	GOOD	COMPUTER LAB/ RM 38: 10. EMERGENCY EXIT LIGHT IS DIM. BOYS RR: 11. PAINT IS CRACKED ON WALLS.
STRUCTURAL: Structural Damage, Roofs	GOOD	P- RM 35: 12. DRY ROOT ON SKIRTING. RM 8: 12. DRY ROT ON EAVE. RM 16: 13. EAVE IS DAMAGED WITH HOLE.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	GOOD	P-RM 31: 14. FENCE IS BROKEN BETWEEN PORTABLES. P-RM 23, P- RM 28, P-RM 35, RM 20/ PRESCHOOL: 14. TRIP HAZARD AT RAMP ENTRY. P- RM 35: 14. TRIP HAZARD ON WALKWAY. P-RM 30: 15. DOOR DOES NOT CLOSE PROPERLY. BOYS RR: 15. DOOR DOES NOT OPERATE PROPERLY. RM 9: 15. LOCK IS LOOSE ON DOOR.

SCHOOL FACILITIES

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 are 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 custodian 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.

PUPIL ACHIEVEMENT AND OUTCOMES

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) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The 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).

Assessment Results by Subject

	School			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	29	26	35	34	35	37	47	46	47
Mathematics (Grades 3-8 and 11)	21	24	26	18	21	23	33	34	35
Science (Grades 5, 8, and 10)	18	15	15	16	17	19	29	30	31

Assessment Results by Student Group - English Language Arts					
2023-24	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	274	274	100.00	0.00	35.04
Male	151	151	100.00	0.00	30.46
Female	123	123	100.00	0.00	40.65
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	262	100.00	0.00	34.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	96	96	100.00	0.00	9.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	247	100.00	0.00	31.98
Migrant Education	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	8.06

Assessment Results by Student Group - Mathematics					
2023-24	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	274	274	100.00	0.00	25.91
Male	151	151	100.00	0.00	25.83
Female	123	123	100.00	0.00	26.02
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	262	262	100.00	0.00	25.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	96	96	100.00	0.00	5.21
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	247	247	100.00	0.00	23.48
Migrant Education	0	0	0	0	0
Students with Disabilities	62	62	100.00	0.00	4.84

Assessment Results by Student Group - Science					
2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	74	74	100.00	0.00	13.51
Male	49	49	100.00	0.00	14.29
Female	25	25	100.00	0.00	12.00
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	69	100.00	0.00	13.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	68	68	100.00	0.00	10.29
Migrant Education	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	0.00

OTHER OUTCOMES
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 ASSESSMENT
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 five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2023-24 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	97	97	96	97	99

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

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.

Chronic Absenteeism Rate (Percentage)				
2023-24	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	533	516	155	30.0
Female	239	234	64	27.4
Male	294	282	91	32.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	12	4	33.3
Filipino	--	--	--	--
Hispanic or Latino	499	483	144	29.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	3	25.0
Two or More Races	--	--	--	--
EL Students	192	187	58	31.0
Foster Youth	13	11	5	45.5
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	476	464	142	30.6
Migrant Education	--	--	--	--
Students with Disabilities	110	110	50	45.5

PARENT ENGAGEMENT

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

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.

SCHOOL CLIMATE
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY
The comprehensive Safe School Plan is developed by the Safe Schools Committee on an annual basis to comply with Senate Bill 187 of 1997 and is submitted to the District for approval. The plan was last reviewed, updated, and approved in December 2024. 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 AND 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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	2.65	1.05	3.00	0.00	0.00	0.00
District	3.27	3.80	2.38	0.04	0.03	0.01
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	3.00	0.00
Female	0.84	0.00
Male	4.76	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	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	8.33	0.00
Two or More Races	0.00	0.00
EL Students	2.60	0.00
Foster Youth	7.69	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	3.15	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.91	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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2023-24 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	495

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. 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.

Counseling and Support Staff	
2023-24	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION
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.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	22	**23**	**24**	**22**	**23**	**24**	**22**	**23**	**24**	**22**	**23**	**24**
K	15	14	17	4	4	1	3	3	2		0	
1st	13	9	14	3	6	4	2	3	2		0	
2nd	11	14	12	5	3	5	2	2	2		0	
3rd	16	13	14	2	3	3	3	3	2		0	
4th	32	21	16	4	5	3	2	2	2	2	1	
5th	24	20	11	5	7	6	3	2	2	2	1	
Other	88	15	22	2	1	1		1	3	1	0	

DISTRICT REVENUE SOURCES
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

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. 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.

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.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 8,910.59
School: From Supplemental/Restricted Sources	$ 2,573.02
School: From Basic/Unrestricted Sources	$ 6,337.57
District: From Basic/Unrestricted Sources	$ 7,438.96
Percentage of Variation between School & District	-14.81 %
State: From Basic/Unrestricted Sources	$ 10,770.62
Percentage of Variation between School & State	-41.16 %

TEACHER AND 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 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.

2022-23 Average Salary Information		
	District	**State**
Beginning Teachers	$ 56,885.00	$ 56,572.74
Mid-Range Teachers	$ 91,736.00	$ 87,185.69
Highest Teachers	$ 123,294.00	$ 119,664.66
Elementary School Principals	$ 142,090.00	$ 148,486.09
Middle School Principals	$ 144,894.00	$ 154,835.19
High School Principals	$ 153,959.00	$ 170,007.96
Superintendent	$ 310,000.00	$ 338,699.13
Teacher Salaries	30.69 %	31.41 %
Administrative Salaries	4.16 %	4.86 %

SCHOOL SITE TEACHER SALARIES

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.

2022-23 Average Teacher Salary	
School	$ 84,866.55
District	$ 98,445.00
Percentage of Variation between School & District	-13.79 %
All Similar School Districts	$ 94,625.00
Percentage of Variation between School & State	-10.31 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2022-23	**2023-24**	**2024-25**
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.

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 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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

DISCIPLINE AND 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.