

TOKAY ELEMENTARY SCHOOL

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2007-08 SCHOOL ACCOUNTABILITY REPORT CARD

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Inspection Results

The statistical information disclosed in this report is obtained from the California Department of Education and the Fontana Unified School District. When published, this report met all SARC-related state and federal requirements, using the most current data available. Data for instructional materials were acquired August 2008 and school facilities information was acquired in September 2008.

Principal's Message

I'd like to welcome you to Tokay Elementary School's Annual School Accountability Report Card which provides valuable information about our instructional programs, academic achievement, instructional resources, school safety and supervision, professional resources, and parent involvement opportunities. If you have any questions about the information disclosed in this report, please feel free to contact me.

Our top priority at Tokay Elementary School is to provide our students with the academic and problem-solving skills needed to be successful. With this focus, we plan our curriculum, instruction, assessments, and staff development to better meet the needs of all our students. We hold both staff and students accountable for their work as we provide targeted, individualized programs to ensure our students are achieving grade level expectations. Teachers use student assessment data and state standards to drive curriculum and to differentiate instruction to meet the many learning levels of our students.

School Motto

"Safe, clean, kind so all can learn."

Parent Involvement

Parents are encouraged to get involved in Tokay Elementary's learning community by volunteering at the school, attending school events, or sharing in the decision-making process. Parents may volunteer to help out in their child's classroom or the school office. Events such as Back to School Night, awards ceremonies, the annual spaghetti dinner, and Celebration of Writers provide opportunities for parents to interact with school staff while supporting their child's academic programs. 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.

Parent education workshops are held frequently throughout the year after school. Teachers encourage parents to take advantage of training sessions covering

District Goals

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

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

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

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

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

educational topics related to language arts, math, and homework. Parents are provided with the strategies and skills to successfully support and continue their child's academic progress at home.

Tokay Elementary makes a significant effort in building two-way communication between parents and school staff. A monthly calendar highlighting school events and activities is sent home with every student. The principal issues a school newsletter monthly which features updates on class assignments and school policies and procedures. Bulletins are sent home as needed throughout the school year for special announcements on current information and events. Parents may check the school marquee daily for last-minute reminders and important notices. TeleParent is the school's new Internet-based telephone messaging system that forwards personalized messages from school staff to each student's home. On occasion, personalized letters from school staff are sent home to address specific issues. Parents seeking more information about volunteering their time to the school community may contact the school secretary at (909) 357-5770.

School Profile

During the 2007-08 school year, Tokay Elementary School was a single-track, year-round school serving 794 students in kindergarten through fifth grade, including 10.83% in special education, 52% qualifying for English learner support, and 83.8% qualifying for free or reduced price lunch. A state preschool program is on campus and open to eligible 3-5 year olds; the preschool program offers a child-centered curriculum focusing on physical, cognitive and social-emotional growth.

Percentage of Students by Ethnicity

2007-08 Enrollment: 794

African-Amer.	4.7%
Amer. Indian or Alaskan Native	0.5%
Caucasian	5.4%
Asian	0.1%
Filipino	0.3%
Hispanic or Latino	88.2%
Pacific Islander	0.6%
Multiple or No Response	0.3%

The staff of Tokay Elementary are dedicated to providing an instructional program designed to meet the individual needs of each student, ensuring that academic programs promote academic success and proficiency. A standards-based curriculum is offered in a supportive, caring, and nurturing environment that fosters high expectations and continued achievement for students, staff, and parents.

Student Achievement

Multiple measures of student achievement are used as an ongoing part of the quality instructional program at Tokay Elementary. These measures are used to monitor students' actual progress as well as to evaluate the effectiveness of the instructional program.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts five times a year and tested in math three times a year; students in sixth grade are tested in language arts and math once every trimester. These curriculum embedded tests, developed by the district, are written and aligned with state and district standards. Using the results of district assessments, state assessments, and student grades, Fontana Unified School District created a multiple measures matrix. This matrix was used to evaluate overall student progress and to identify students at risk of not meeting grade level standards. Using the matrix, Fontana Unified School District and Tokay Elementary provided individualized intervention programs for students not meeting grade level proficiency standards.

California English Language Development Test

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

Standardized State Assessments

Students at Tokay Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of six components, which include the California Standards Tests (CST), Apenda 3, California Alternative Performance Assessment (CAPA), and California Modified Assessment (CMA).

The CST aids in determining the level of individual proficiency required by the state. The CMA was introduced as part of the STAR in 2008; this assessment is administered in lieu of the CST to third, fourth, and fifth grade

students who had an individualized education program. CAPA is administered to students with significant disabilities who were not able to take the CST or CMA with accommodations or modifications. The Apenda 3 measures academic proficiency of Spanish-speaking students in their native language. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standards Tests (CST)

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

The CST tables in this report (page 3) illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

Physical Fitness

In the spring of each year, Tokay Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 11.5% of fifth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual

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

	Tokay			FUSD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	30	33	36	28	30		42	43	46
Math	48	46		27	27		40	40	43
Science	17	26	41	18	23	31	35	38	
History				17	17	19	33	33	

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

API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

**California Standards Test Results
Numerically Significant Ethnic Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Tokay						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	50		*	*	34	*	39
Math	50		*	*	50	*	42
Science	*		*		42		*
History							

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

Adequate Yearly Progress (AYP)

No Child Left Behind (NCLB) is a federal law that mandates that all students, including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency, meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate Adequate Yearly Progress (AYP) toward achieving that goal. AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform at designated proficiency levels; 35.2% of elementary and middle school students must be proficient in language arts and 37% must be proficient in math.
- At least 95% of students must take state standardized tests.
- Schools must show improvement in the Academic Performance Index (API) by achieving an API score of 620 or 1 point in growth.
- Each high school must have a graduation rate of 83% or show an increase in the graduation rate of 0.2% over a two-year period.

**California Standards Test Results
Other Numerically Significant Subgroups
Percentage of Students Scoring at Proficient & Advanced Levels
2007-08**

	Tokay					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	32	34	20	35	14	
Math	53	47	46	50	37	
Science	49	31	18	41	*	
History						

**Adequate Yearly Progress (AYP)
Results Reported by Indicator and
Compared to District Performance
2007-08**

Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?

AYP Indicator	Tokay	FUSD
Overall School Results	No	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	No	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

**Academic Performance Index (API)
Three-Year Performance Comparison**

		API Rank		
		2005	2006	2007
Statewide Rank		4	3	4
Similar Schools Rank		9	6	7
Results	2008 API Score	Increase/Decrease in API		
		2005-06	2006-07	2007-08
Schoolwide - All Students	756	-10	19	25
Ethnic Subgroups				
Hispanic or Latino	753	-13	22	21
Other Subgroups				
Economically Disadvantaged	756	-10	17	26
English Learners	745	-11	32	14

The AYP table in this report illustrates the school's progress in meeting 2007-08 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2007-08, Tokay Elementary qualified for Schoolwide Title I funding and is therefore required to comply with Title I requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ay/.

Title I Program Improvement (PI) Status

	Tokay	FUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2008-2009
Year in PI	N/A	Year 1
No. of Schools Currently in PI		4
Percent of Schools Currently Identified for PI		9.1%

The statistical information in this table reflects the PI status during the 2008-09 school year.

School Facilities & Safety

Tokay Elementary staff and students take pride in their beautiful, well-cared-for campus. A clean, safe, and functional environment for learning through proper facilities maintenance and campus

Campus Description

Year Built	1982
Acreage	10 ac
Square Footage	51,643 sf
	Qty.
# of Permanent Classrooms	24
# of Portable Classrooms	13
# of Restrooms (student use)	4 sets
Library	1
Cafeteria/Multipurpose Room	1
Outdoor Stage	1
Staff Lounge	1
Teacher Work Room	1

supervision is strongly emphasized in daily routines. Original school facilities were built in 1982; since that time, additional classrooms and a multipurpose room have been added to accommodate increased enrollment. 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

Tokay Elementary takes campus security and student safety very seriously and relies heavily upon strategic placement of adult supervision. As students arrive on campus, they are required to report to the cafeteria where breakfast is served and outside supervision is provided by two noon duty supervisors. One noon duty supervisor monitors students on the playground before classes begin. Ten minutes before instruction begins, cafeteria students are released and arriving students are directed to their classrooms. During recess, assigned teachers monitor playground activities. Six noon duty supervisors share supervision of the cafeteria and playground areas. At the end of the day, teachers for grades K-2 escort students to the gate and release students to authorized parents/guardians. The remaining grades are escorted by their teachers to the school's main exit area. The principal, assistant principal, and instructional support teacher monitor the exit area in the morning and afternoon, to ensure students arrive/depart in a safe and orderly manner.

Tokay Elementary is a closed campus. During school hours, there is only a single entrance gate for students, staff, and visitors. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

In 1998, the comprehensive Safe School Plan was developed by the Safe Schools Committee and the Office of Child Welfare and Attendance to comply with Senate Bill 187 of 1997. The plan was last reviewed, updated, and discussed with school staff in summer 2008. An updated copy is available to the public at the school office. Highlights of

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

Campus Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. 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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on intercession 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. Upon receipt, the district maintenance department identifies the scope of the project and then assigns the project to either district maintenance technicians/specialists or site custodians. Each site custodian is capable of handling general repairs; projects requiring specialists or third party contractors are completed by the district's maintenance department. Emergency repairs are typically resolved immediately by either school custodians or district maintenance specialists.

One full-time day custodian, one full-time evening custodian, and one part-time evening custodian are assigned to Tokay Elementary and are responsible for keeping classrooms and facilities clean, safe, and in good repair and working order. Each morning before students arrive on campus, the day custodian inspects facilities for graffiti, safety hazards or other conditions that need attention prior to students and staff entering school grounds. Restrooms are checked frequently throughout the day and cleaned as needed. The principal and custodians communicate regularly regarding campus maintenance and safety issues.

District Inspection Results

The district's maintenance department inspects facilities and operating systems at Tokay Elementary at least twice a year. A formal inspection report is filed annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses a school site inspection survey developed by the California Office of Public School Construction to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on March 24, 2008. During the 2007-08 school year, all restrooms were fully operational and available for students to use at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Most Recent Inspection:				
March 24, 2008				
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			Portable Staff Restroom SE, NE: Repair door locks. Room 35: Repair door jams and door; loose. Rooms 20, K2: replace damaged singage. Rooms 10, 11, 12: Windows loose/repair/caulk as needed. Preschool Shed: Remove men and women signage. Room 18: Replace missing strike plate on door.
Interior Surfaces (walls, floors, and ceilings)	✓			Rooms 14, 31: Repair carpet seam. Room 33: Repair carpet and flooring as needed. Rooms 7, 9, Principal's Office, 37: Replace broken ceiling tile. Room 7: Fix loose panel strip by sink. Room 37: Remove loose wire from ceiling. Rooms K-1, 6, 12, 16, Admin Library, MPR: Replace stained ceiling tiles. Girls' RR behind 1: Repair center mullion on modesty partition at bottom where rusted. MPR: Clean stains off of the ceiling light diffuser by west entry. Room 18: Repair carpet tear.
Hazardous Materials (interior and exterior)	✓			Room 2: Clean stain off of ligh diffuser.
Structural Damage	✓			Room 29: Repair loose siding by ramp. Room 23: Repair damaged skirting/siding and fascia as needed. Portable Custodial: Repair loose/damaged surfaces on ramp. Play equipment: Repaint ball wall by room 29. Quad Areas: Grind down uneven concrete by room 6. Repair sprinklers by room 6 and 22. Room 33: Repair/replace exterior skirting.
Fire Safety	✓			
Electrical (interior and exterior)	✓			Room 29: Replace missing electrical cover plate on north outside. Room 34: Replace missing cover plate on electric outlet. Room 28: Replace broken cover plate on light switch.
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			Room 12: Repair drinking fountain low presure. Rooms 20, K2: Repair drinking fountain.
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			Rooms K-1, 6, 12, 16, Admin. Library, MPR: Check for roof leaks.
Overall Cleanliness	✓			Add wood chips and level on play equipment area by room 29. Room 23: Clean up spider webs near ceiling.

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Rating Description:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and /or in the process of being mitigated. Work orders were generated for all deficiencies.

Deferred Maintenance

Fontana Unified School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Tokay Elementary did not receive deferred maintenance funds for campus improvement projects.

Classroom Environment

Discipline & Climate for Learning

Students at Tokay Elementary are guided by school rules and behavior expectations that promote respect, cooperation, courtesy, and acceptance of others. School staff explain and discuss the various types of appropriate and inappropriate school behavior as well as the consequences for unacceptable conduct. Students are reminded daily of their responsibility to be safe, clean,

and kind so everyone can learn. Teachers focus on differentiating instruction through their classroom management strategies to minimize classroom disruptions.

A progressive discipline approach is taken when students are having difficulty following school rules. Disciplinary measures and consequences are initially applied in the classroom. Students who continue to have difficulty following school rules are referred to the principal and more serious disciplinary measures imposed, which include phone calls to parents, parent conferences, counseling, suspension, and in some cases expulsion. The principal considers past behavior trends when addressing consequences for poor choices in behavior.

	Suspensions & Expulsions		
	Tokay		
	05-06	06-07	07-08
Suspensions (#)	34	47	42
Suspensions (%)	4.20%	5.96%	5.29%
Expulsions (#)	0	1	0
Expulsions (%)	0.00%	0.13%	0.00%
FUSD Elementary Schools			
	05-06	06-07	07-08
Suspensions (#)	775	735	707
Suspensions (%)	3.82%	3.72%	3.59%
Expulsions (#)	11	13	3
Expulsions (%)	0.05%	0.07%	0.02%

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

At the beginning of the school year, school rules, behavior expectations, and consequences are shared with students at a Success assembly and reinforced in the classrooms by the teachers. Each student is provided a parent/student handbook which outlines district policies, school rules, and code of conduct. Three additional Success assemblies are held at strategic times in the school year to remind students of their responsibility in maintaining good citizenship.

Student Recognition Programs

Every student has the opportunity to be recognized for outstanding academic efforts and demonstrating good citizenship.

• Paws

Students may earn "Paws" individually and as a class for good behavior. Paws is a point-based system that rewards students for accumulating points for demonstrating good citizenship. Rewards are based upon and correlate with the total number of points earned in 200-point increments.

• HAT

Students completing 100% of homework assignments, maintaining perfect attendance records, and having no tardies are eligible to participate in a monthly drawing. Nine students are selected in the drawing and receive gift cards for various establishments.

• Awards Assemblies

Awards assemblies are held at the end of each trimester to honor students selected by their teachers for demonstrating outstanding effort in meeting academic, behavior, and attendance goals.

Class Size

The following table illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	21.2	2	4	
1	20.1	5	2	
2	20.3	4	2	
3	20.3	4	2	
4	30.5		4	
5	30.8		4	
Combo 4-5	29.0		1	
2006-07				
K	31.8		4	
1	19.4	7		
2	20.1	5	2	
3	20.7	2	4	
4	28.3		4	
5	24.2		5	
2007-08				
K	19.5	4	2	
1	19.1	7		
2	19.6	7		
3	19.0	7		
4	31.8		3	1
5	29.0		4	

Combo classes are any combination of grades 4-5.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the California State Content Standards and Frameworks. Tokay Elementary supplements district training with site-based training focused on meeting the needs of the school based upon student

assessment results and teacher input. During the 2007-08 school year, Tokay Elementary held three staff development days that focused on:

- Vocabulary
- Guided Language Acquisition Design (GLAD)
- K-5 Health Curriculum Overview
- Grade Level Planning of Hands-On Lessons
- CPR and First Aid

Staff Development Days Three-Year Trend		
2005-06	2006-07	2007-08
3	3	3

A portion of the school's specialized staff development training is provided by Tokay Elementary's English language learner (ELL) intervention teacher and site literacy leader. Both professionals conduct formal training sessions as well as in-class modeling of instruction. The ELL intervention teacher and site literacy leader provide individualized and small group instruction with students during and as a supplement to language arts periods.

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

Instructional Materials

All textbooks used in the core curriculum throughout Fontana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the

State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On August 6, 2008, Fontana Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 08-46 which certifies as required by Education Code §60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-11, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Fontana Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Library Resources

The school library is open from 7:00 a.m. to 3:00 p.m. and is staffed by a full-time library aide. The library features over 15,000 titles in English and 500 titles in Spanish for students

District Adopted Textbooks			
	Publisher	Grades	Year Adopted
Language Arts			
	Houghton Mifflin; <i>Open Court Reading</i>	K-5	2004
	Hampton Brown; <i>Into English</i>	K-5	1998
Math			
	Scott Foresman; <i>California Mathematics</i>	K-5	2008
Science			
	Houghton Mifflin; <i>California Science</i>	K-5	2007
Social Science			
	Houghton Mifflin; <i>Social Studies</i>	K-5	2006

to check out. Tokay Elementary stocks the library with reading books and supplemental materials compatible with the Accelerated Reader program. Students have access to additional resources such as encyclopedias, dictionaries, magazines, and books on tape. Ten internet-accessible computers are available for research and electronic title searches. Students visit the library with their class once a week; students may visit the library on their own time during lunch and after school.

Technology Resources

During the 2007-08 school year, Tokay Elementary had a total of 179 computers; all classrooms have Internet access and the entire campus has wireless capabilities. On average, each classroom has five computers. Each teacher determines the method to integrate technology into the math, language arts, science, social science, and reading curricula. Students use classroom and library computers for research. Teachers have access to a mobile lab that features 32 wireless laptops. The lab is used for whole class instruction, special projects related to current lessons, and accessing web-based educational programs such as *unitedstreaming*. Each class has access to a TV, video cassette recorder, SMARTboards, and an LCD projector to enhance delivery of class lessons.

Professional Staff

Counseling & Support Services Staff

Tokay Elementary makes every effort to meet the academic, emotional, and physical needs of its students. The school employs highly qualified personnel to provide counseling and support services. Student Study Teams (SST) address issues that affect the ability of a student to perform at his or her best in school and recommend various intervention strategies/services to meet the unique needs of referred students.

Counselors & Support Personnel (Nonteaching Professional Staff) 2007-08

	No. of Staff	FTE
Counselor	0	
Psychologist	1	0.4
School Nurse	1	0.3
Health Assistant	1	0.6
Adaptive PE Specialist	1	0.1
Adaptive PE Aide	1	0.1
LSH Therapist	1	1.0

FTE = Full-Time Equivalent

LSH = Language/Speech/Hearing

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. Tokay Elementary's special education staff collaborates with the district's SELPA to coordinate designated instruction and services (DIS), special education programs, and resource programs to ensure students receive instruction and services to support their individual learning needs.

Teacher Assignment

For the 2007-08 school year, Tokay Elementary had 34 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant".

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Teacher Credentials & Assignments

	Tokay				FUSD			
	05-06	06-07	07-08	08-09	05-06	06-07	07-08	08-09
	Total Teachers	35	38	35		1823	1885	1869
Teachers with Full Credential	35	38	34		1723	1802	1767	
Teachers without Full Credential	0	0	1		100	83	102	
Teachers in Alternative Routes to Certification	0	0	1		91	72	76	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	1	0	0		33	19	96	
Teachers with Waivers	0	0	0		0	1	0	
Teachers Teaching Outside Subject Area	0	0	0		34	33	32	
Teacher Misassignments - Total	5	3	0	0	392	270	41	24
Other Misassignments of Certificated Staff	0	0	0	0	13	0	9	3
Teacher Misassignments for English Learners	5	3	0	0	379	270	32	21
Teacher Vacancies	0	0	1	0	4	0	2	5

Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2007-08	
Tokay	100.0	0.0
District Totals		
All Schools	97.9	2.1
High-Poverty Sch.	99.9	0.1
Low-Poverty Sch.	0.0	0.0

Teacher Education Levels

	2007-08	
	Tokay	FUSD
	%	%
Doctorate	0.0	1.5
Master's Degree plus 30 or more semester hours	34.3	34.6
Master's Degree	0.0	1.1
Bachelor's Degree plus 30 or more semester hours	60.0	49.2
Bachelor's Degree	5.7	11.3
Less than a Bachelor's Degree	0.0	2.2

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

	Salary Comparison 2006-07	
	FUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,202	\$40,721
Mid-Range Teacher Salary	\$67,749	\$65,190
Highest Teacher Salary	\$85,496	\$84,151
Average Principal Salaries:		
Elementary School	\$113,304	\$104,476
Middle School	\$108,154	\$108,527
High School	\$122,067	\$119,210
Superintendent Salary	\$199,168	\$119,210
Percentage of General Fund Expenditures For:		
Teacher Salaries	42.5 %	39.9 %
Administrative Salaries	4.9 %	5.5 %

Expenditures Per Student

For the 2006-07 school year, Fontana Unified School District spent an average of \$7,682 of total general funds to educate each student (based on 2006-07 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education per Pupil 2006-07					
Dollars Spent per Student					
Expenditures Per Pupil	Tokay	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$5,630	\$7,893	71.3%	N/A	N/A
Restricted (Supplemental)	\$1,213	\$2,383	50.9%	N/A	N/A
Unrestricted (Basic)	\$4,417	\$5,510	80.2%	\$5,300	83.3%
Average Teacher Salary	\$63,964	\$64,747	98.8%	\$65,008	98.4%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received \$2,682 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts and Music Block Grant
- Arts, Music, and Physical Education Supplies and Equipment
- California High School Exit Examination
- California Peer Assistance & Review Program for Teachers (CPARP)
- California School-Age Families Education Program (Cal-SAFE)
- Community-Based Tutoring Grants
- Discretionary Block Grant
- Dropout Prevention
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority Schools: SAIT and Corrective Action
- Immediate Intervention/Underperforming Schools Program (II/USP)
- Instructional Materials, Library Materials, and Education Technology
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs
- School and Library Improvement Block Grant
- School Safety & Violence Prevention, Grand 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I, II, III, IV, V
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

San Bernardino County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Fontana Unified School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 21, 2008. Results of the inspection and corrective action taken by the district are provided in the table below. Unless otherwise noted, deficiencies identified during the county's inspection were corrected immediately.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Auditorium/MPR	Drinking Fountains	Accumulated dirt and grime on drinking fountains	Corrected
Boys' RR	Restrooms	Accumulated dirt and grime	Corrected
Girls' RR	Restrooms	Accumulated dirt and grime	Corrected
Auditorium/MPR	Overall Cleanliness	Accumulated dirt and grime	Corrected
Room K-2	Overall Cleanliness	Accumulated dirt and grime	Corrected

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Tokay Elementary and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Tokay Elementary's SARC and access the Internet at any of the county's public libraries. The closest library to Tokay Elementary is the Fontana Branch Library located at 8437 Sierra Avenue, Fontana, CA 92335.

Fontana Branch Library
(909) 574-4500

Hours: Sunday 12-5
Monday-Thursday 10-9
Friday-Saturday 10-6

Number of computers available: 232
Number of printers available: 4