

TOKAY ELEMENTARY SCHOOL



Grades PreK-5
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2008-09 SCHOOL ACCOUNTABILITY REPORT CARD

FONTANA UNIFIED SCHOOL DISTRICT

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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 October 9, 2009, and school facilities information was acquired on August 11, 2009.

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."

School Profile

During the 2008-09 school year, Tokay Elementary School was a single-track, year-round school serving 775 students in kindergarten through fifth grade, including 13% in special education, 48.3% qualifying for English learner support, and 78.6% qualifying for the free or reduced-price meal program. 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.

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.

Percentage of Students by Ethnicity

2008-09 Enrollment: 775

African-Amer.	3.4%
Amer. Indian or Alaskan Native	0.3%
Caucasian	5.5%
Asian	0.4%
Filipino	0.6%
Hispanic or Latino	88.9%
Pacific Islander	0.5%
Multiple or No Response	0.4%

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.

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 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 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. Parents seeking more information about volunteering their time to the school community may contact the school secretary at (909) 357-5770.

Tokay Elementary makes a significant effort to promote two-way communication among parents and teachers. The Tokay we site, www.tokaytigers.org, highlights school events and activities. The principal issues a student/parent handbook which features school policies and procedures. Bulletins are sent home as needed throughout the school year to share special announcements and event information. Parents may check the school marquee daily for last-minute reminders and important notices. TeleParent is the school's Internet-based telephone messaging system

that forwards personalized messages to each student's home. On occasion, personalized letters from school staff are sent home to address specific issues.

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.

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.

District Benchmark Assessments

All students in grades kindergarten through five are tested in language arts three to five times a year and tested in math three times a year. 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.

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

National Assessment of Educational Progress

The National Assessment of Educational Progress is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed).

In the table below, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Fontana Unified School District or Tokay Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

NAEP - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students		Achievement Level		
	Scale Score	Scale Score	Basic	Prof.	Adv.
	Calif.	Nat'l			
Reading					
4th Gr.	209	220	30	18	5
8th Gr.	251	261	41	20	2
Math					
4th Gr.	232	239	72	30	5
8th Gr.	270	282	59	23	5

NAEP - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight		
	Students with Disabilities	
	California	National
Reading		
4th Gr.	74.25	65.60
8th Gr.	77.66	65.60
Math		
4th Gr.	79.00	84.00
8th Gr.	85.00	78.00
English Learners		
	California	National
Reading		
4th Gr.	93.29	80.00
8th Gr.	92.10	77.30
Math		
4th Gr.	96.00	94.00
8th Gr.	96.00	92.00

students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS).

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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. The CST tables in this report 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>.

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 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.

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

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Tokay			FUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	33	36	40	30	34	38	43	46	50
Math	46	51	52	27	30	35	40	43	46
Science	26	41	33	23	31	33	38	46	50
History				17	19	25	33	36	41

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.

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09							
	Tokay						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
English-Language Arts	41	*	*	*	38	*	70
Math	36	*	*	*	53	*	61
Science	*			*	36		*
History							

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

California Standards Test Results Percentage of Students Scoring at Proficient & Advanced Levels 2008-09						
	Tokay					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	36	44	35	40	39	
Math	52	53	53	52	45	
Science	40	24	20	33	40	
History						

Academic Performance Index (API) Three-Year Performance Comparison				
	2006	API Rank		
		2007	2008	
Statewide Rank	3	4	4	
Similar Schools Rank	6	7	6	
Results	2009 API Score	Increase/Decrease in API		
		2006-07	2007-08	2008-09
Schoolwide - All Students	750	19	25	1
Ethnic Subgroups				
Hispanic or Latino	750	22	21	4
Other Subgroups				
Economically Disadvantaged	750	17	26	1
English Learners	755	32	14	17

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; 46% of elementary and middle school students must be proficient in language arts and 47.5% 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 650 or 1 point in growth.

• Each high school must have a graduation rate of 83.1% or show an increase in the graduation rate of 0.2% over a two-year period.

Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2008-09

Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?

AYP Indicator	Tokay	FUSD
Overall School Results	Yes	No
Participation Rate		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
English-Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes

The AYP table in this report illustrates the school's progress in meeting 2008-09 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/.

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." Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09

Grade Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
5th Gr.	16.5	25.6	12.4

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 2008-09, Tokay Elementary

qualified for Schoolwide Title I funding and is therefore required to comply with Title I requirements.

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 2
No. of Schools Currently in PI		8
Percent of Schools Currently Identified for PI		18.2

The statistical information in this table reflects the PI status during the 2009-10 school year.

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/.

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 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 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

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 either the cafeteria where breakfast is served or the entrance gate; one noon duty supervisor is assigned to each of these areas. Ten minutes before instruction begins, students (both arriving and those in the cafeteria) are directed to their classrooms. During recess, assigned teachers monitor playground activities. Five 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 2009. 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.

Facilities Inspections

The district's maintenance department inspects facilities and operating systems at Tokay Elementary 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 most recent school inspection took place on June 30, 2009. During the 2008-09 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		
Most Recent Inspection: July 30, 2009	Good	Fair	Poor
	Work orders have been generated for all deficiencies noted below.		
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		
Roofs	✓		
Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary		✓		
<i>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.</i>				

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 18, 2009. Results of the inspection and corrective action taken by the district are provided in table below.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Room 33	Interior Surfaces	Carpet damaged, rippled, or stained.	WO# 84161
Boys Restroom	Interior Surfaces	Wall tiles are missing	WO# 84188
Girls Restroom	Interior Surfaces	Wall tiles are missing	(WO# 84188
Portable Restroom Building	Interior Surfaces	Staff restroom flooring has damage from cracks, tears, and/or holes	WO# 56110
Portable Restroom Building	Interior Surfaces	Staff restroom flooring has damage from cracks, tears, and/or holes	WO# 56110
Cafeteria	Drinking Fountains	Water leak, inform site guide during the inspection.	
Room 14	Overall Cleanliness	Flooring is excessively dirty/stained.	No work order generated. Custodial management and staff advised and counseled.
Room 36	Overall Cleanliness	Flooring is excessively dirty/stained.	WO# 84161

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 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. 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.

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 2008-09 school year, Tokay Elementary received deferred maintenance funds for fire alarm system repairs (a portion of \$1,410.45) and paving projects (\$12,400).

Classroom Environment

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				
2006-07				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
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	21.2	2	4	
1	20.1	5	2	
2	20.3	4		
3	20.3	4	2	
4	30.5		4	
5	30.8		4	
Combo 4-5	29.0		1	
2008-09				
K	19.7	4	2	
1	19.5	6		
2	18.7	7		
3	19.4	7		
4	30.3		4	
5	31.0		4	

Combo classes are any combination of grades 4-5.

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 have 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 for further intervention which may 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 conduct.

Suspensions & Expulsions

	Tokay		
	06-07	07-08	08-09
Suspensions (#)	47	42	75
Suspensions (%)	5.96%	5.29%	9.68%
Expulsions (#)	1	0	0
Expulsions (%)	0.13%	0.00%	0.00%
FUSD Elementary Schools			
	06-07	07-08	08-09
Suspensions (#)	977	707	1219
Suspensions (%)	4.75%	3.59%	6.39%
Expulsions (#)	10	3	2
Expulsions (%)	0.05%	0.02%	0.01%

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 classrooms by the teachers. Each student is provided a parent/student handbook which outlines district policies, school rules, and expected 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 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 weekly drawing. Ten students are selected in the drawing. The students may receive a Tiger Pack containing a pencil and sticker or gift cards for local 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.

Curriculum & Instruction

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 June 3, 2009, 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 #09-36 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)

District Adopted Textbooks

Publisher	Grades	% of Students Lacking Textbooks	Year Adopted
Language Arts			
SRA/McGraw-Hill; <i>Open Court Reading</i>	K-6	0	2004
Hampton Brown; <i>Into English</i>	K-5	0	1998
Hampton Brown; <i>High Point</i>	6	0	2003
Math			
Houghton Mifflin; <i>California Mathematics</i>	K-5	0	2008
Holt; <i>California Mathematics Course 1 Numbers to Algebra</i>	6	0	2008
Science			
Houghton Mifflin; <i>California Science 2007</i>	K-6	0	2007
Social Science			
Houghton Mifflin; <i>Social Studies</i>	K-5	0	2006
Holt, Rinehart, Winston 2006; <i>Ancient Civilizations</i>	6	0	2006

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 SARCs the sufficiency of instruction materials used for its visual/performing arts curriculum. During the 2009-10 school year, Fontana Unified School District provided each student, including English learners, enrolled in a visual performing arts class their own 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 staffed by a full-time library aide. The library features 15,926 titles in English and 500 titles in Spanish for students 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 2008-09 school year, Tokay Elementary had a total of 214 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*. Teachers have access to a TV, video cassette recorder, SMARTBoards, and an LCD projector to enhance illustration of lesson content and concepts.

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 2008-09 school year, Tokay Elementary held three staff development days that focused on:

- Step Up to Writing
- SPARK Training

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
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 plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. These programs include:

- Salary Advancement Courses
- New Teacher Induction
- New Teacher Orientation
- Substitute Training
- Professional Growth
- National Board Certification
- Aspiring Administrators Academy

New and veteran teachers are offered support through Peer Assistance and Review and Beginning Teacher Support Assistance

programs. Each program pairs participating teachers with qualified veterans to gain the skills and knowledge to be effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Professional Staff

Teacher Assignment

For the 2008-09 school year, Tokay Elementary had 35 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". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

The table below identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

	Teacher Credentials & Assignments							
	Tokay				FUSD			
	06-07	07-08	08-09	08-09	06-07	07-08	08-09	08-09
Total Teachers	38	35	35		1885	1869	1898	
Teachers with Full Credential	38	34	35		1802	1764	1816	
Teachers without Full Credential	0	1	0		83	105	82	
Teachers in Alternative Routes to Certification	0	1	0		72	76	72	
Pre-Internship	0	0	0		0	0	0	
Teachers with Emergency Permits	0	0	0		19	95	41	
Teachers with Waivers	0	0	0		1	0	1	
Teachers Teaching Outside Subject Area	0	0	0		33	32	26	
Teacher Misassignments - Total	3	0	0	0	270	41	4	8
Other Misassignments of Certificated Staff	0	0	0	0	0	9	0	0
Teacher Misassignments for English Learners	3	0	0	0	270	32	4	8
Teacher Vacancies	0	1	0	0	0	2	0	4

	Percentage of Core Classes:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2008-09	
Tokay	100.0	0.0
District Totals		
All Schools	91.4	8.6
High-Poverty Sch.	99.4	0.6
Low-Poverty Sch.	0.0	0.0

	Teacher Education Levels 2008-09	
	Tokay	FUSD
	%	%
Doctorate	0.0	1.4
Master's Degree plus 30 or more semester hours	31.4	32.4
Master's Degree	0.0	1.5
Bachelor's Degree plus 30 or more semester hours	62.9	49.8
Bachelor's Degree	5.7	14.0
Less than a Bachelor's Degree	0.0	0.9

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 Intervention Teams (SIT) 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) 2008-09

	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.

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

Salary Comparison 2007-08

	FUSD	Average of Districts in Same
Beginning Teacher Salary	\$41,006	\$42,065
Mid-Range Teacher Salary	\$69,104	\$67,109
Highest Teacher Salary	\$87,206	\$86,293
Average Principal Salaries:		
Elementary School	\$107,691	\$107,115
Middle School	\$110,317	\$112,279
High School	\$124,509	\$122,532
Superintendent Salary	\$202,864	\$216,356
Percentage of General Fund Expenditures For:		
Teacher Salaries	40.9%	39.4%
Administrative Salaries	4.6%	5.5%

districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2007-08 school year, Fontana Unified School District spent an average of \$8,246 of total general funds to educate each student (based on 2007-08 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

Expenditures Per Pupil	2007-08		Dollars Spent per Student		
	Tokay	FUSD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$6,066	\$8,522	71.2%	N/A	N/A
Restricted (Supplemental)	\$1,489	\$2,734	54.4%	N/A	N/A
Unrestricted (Basic)	\$4,578	\$5,788	79.1%	\$5,512	83.0%
Average Teacher Salary	\$70,315	\$66,500	105.7%	\$67,049	104.9%

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received \$2,744 per ADA of categorical, special education, and support program funds for:

- After School Learning & Safe Neighborhood Partnerships
- Agricultural Vocational Incentive Grants
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-age Families Education Program
- California Instructional School Garden
- California Peer Assistance & Review Program
- Career Technical Education Equipment
- Community Based Tutoring
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- High Priority School Grants Program
- Instructional Materials
- Lottery: Instructional Materials
- Parent/Teacher Involvement
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- School & Library Improvement Block Grant
- School Safety & Violence Prevention
- School/Law Enforcement
- Special Education
- Staff Development
- 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
- Transportation: Special Education
- Williams Case Settlement

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