

FONTANA UNIFIED SCHOOL DISTRICT
 SCHOOL ACCOUNTABILITY REPORT CARD • SPRING 1996
Tokay Elementary School

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A Message from the Principal

The School Accountability Report Card was established by Proposition 98, an initiative passed by the California voters in November 1988. The Report Card provides parents and other interested people a variety of information about schools and the conditions and progress being made.

The Tokay staff recognizes the challenges facing our students as citizens in the 21st Century and will strive to provide our students academic and problem-solving skills needed to be successful in their future careers.

Schools and parents must form a strong and active alliance to ensure that conditions exist which make it possible for our students to achieve academic success needed for the jobs in the 21st Century. I welcome the support of our community and parents in order to prepare our students for a challenging future.

One of our goals at Tokay is to provide an environment which fosters high academic expectations in a nurturing environment that supports and encourages students as they progress. Our expectation is that our students achieve the knowledge and experience foundation which prepares them to continue as lifelong learners.

As you read this Report Card for 1995-96, you should gain some added insight on the programs and services provided by the Fontana Unified School District as well as a picture of a school which has a professional staff who are equipped with the skills and desire to educate our students.

Should you have additional questions or comments regarding this Report Card, please feel welcome to contact us at (909) 357-5770.

Lois Nash, Principal
 Tokay Elementary School

School Description

Tokay Elementary School is one of twenty-one elementary schools in the Fontana Unified School District. Over the past several years our student population has changed rapidly, and today Tokay Elementary Schools 1024 student population is a rich mixture of Anglo (27%), Latino (56%), Black (14%), Asian (2%), and Other (Pacific Islander, Filipino 1%) students. The proportion of children who speak English as a second language (30%) is increasing, with 154 students who require primary language support to be successful.

Tokay Elementary School enjoys the active support of its parents and other community members. There is an active PTA that raises funds to bolster such programs for our students as: field trips, books for the school library, trophies and other awards, disaster supplies, Red Ribbon Week, and student scholarships.

The Mission of the school as adopted by the entire staff (teachers, administrators, classified, Site Council, etc.) is:

The community of Tokay Elementary School, parents, students, and staff, are working together to create a positive and supportive learning environment where students are challenged to fulfill their academic and personal potential.

In its efforts to achieve this Mission the school works closely with several community groups, the Fontana Teachers' Association, the City of Fontana (Parks and Recreation and Performing Arts Center), and the PTA.

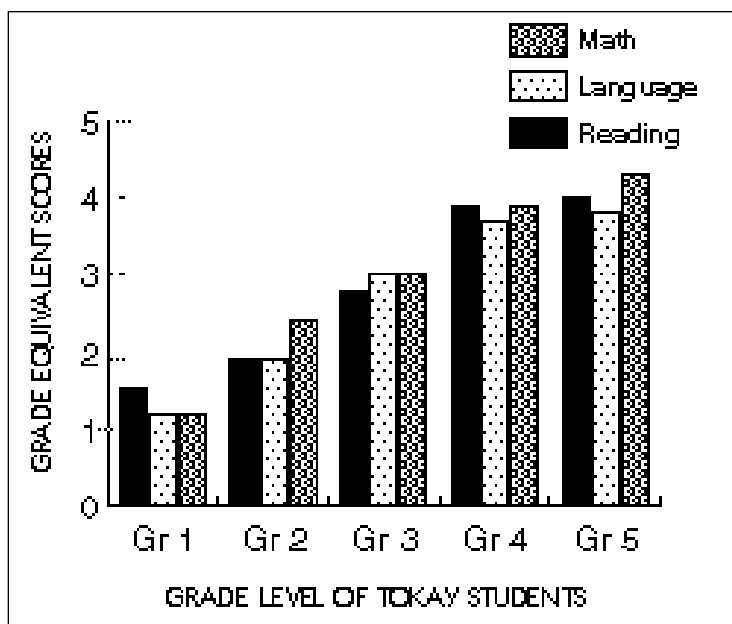
Size of School

A total enrollment of 1024 students attends Tokay Elementary School. In 1987 the school converted to a continuous school program (CSP) because of the rapid increase in enrollment, and we now have a total of 35 K-5 classes and 1 special education class. Two state PreSchool classes are now, also, a part of Tokay School.

INDICATORS OF THE CONDITIONS OF THE SCHOOL

Student Achievement

This graph represents results from Reading, Language and Math sections of the ITBS Achievement Test for Tokay Elementary School. Our students took this test in the Spring of 1995. The ITBS is a standardized, multiple choice test, and the results compare our students according to a national "norm" group. Students from various parts of the United States took this test to establish the "norm" or expected scores for students at each grade level. The bars on the graph indicate the average "Grade Equivalent" scores for each grade level at Tokay.



Teachers have noted that the children appear to be excited about coming to school and are on task in the classrooms. Curriculum changes in all grade levels had led to an overall upward surge in the children's enthusiasm and creativity. Samples of children's work are on display throughout the school.

Attendance Rate

The actual student attendance rate at Tokay Elementary School for the 1995-96 school year was 98.85% School attendance is a top priority at Tokay.

Expenditures & Services Offered

Although funding in many budget categories for Tokay Elementary School is established in the District budget adopted by the Board of Education, valuable information is available at the school site. The following are significant:

- For 1995-96 the school received \$29,580 for instructional purposes.
- We received \$77,892 in S.I. Funds, \$160,855 in Title I Funds, \$5,795 in Title IV Funds, and \$67,500 in Miller-Unruh Funds. These monies are used to supplement the educational programs at Tokay.

INDICATORS OF THE CONDITIONS OF THE SCHOOL (Continued)

Class Sizes and Teaching Loads

As a result of an agreement negotiated with the Fontana Teachers' Association the district staff was at an average of 31 students per class, K-5. Due to individual grade loads, however, some classes were higher or lower than the average.

1994/95 Distribution of Children for Each Teacher

	Pre-School	Kinder garden	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Class 1	23	23*	21*	19*	32	29	
Class 2	25	33	28	32	31	23*	9*
Class 3		31	29	32	24*	8*	31
Class 4		30	32	32		19*	12*
Class 5		21	33	29		29	
Class 6		31	32	19*	13*	13*	18*
Class 7				32	31	18*	13*
Class 8					29		
Class 9					30		
Sp. Ed.					1*	2*	8*

Because of student transiency, these numbers can vary on almost a daily basis. Feel free to contact our school office to get current class-size numbers.

Teacher Assignment

Every teacher in Tokay Elementary School is properly certified to teach at the appropriate grade level.

Textbooks and Instructional Materials

Consistent with school district policy, all textbooks are within the states seven year adoption cycle. In 1994-95, we adopted a new series for mathematics. The Addison-Wesley Series was adopted by all elementary schools. In addition to the new textbooks, the district provided math manipulatives and calculators for all classrooms. This coming school year 95-96 will be the adoption year for a new language arts series (reading, writing, spelling, etc.). In 1990-91 the District adopted a new History/Social Science Series. Each student in the school received new textbooks with each adoption. Tokay students have access to books both in class and the library that are appropriate for their level. Other instructional supplies are provided to enhance all school programs.

Counseling and Support Services

The school enjoys the services of a full-time counselor and a library clerk. When needed, students also receive the services of a 5-hour per day Health Clerk, one Resource Specialist, a Speech Therapist, and Adaptive P.E. teacher, a school nurse and a psychologist. Instrumental and vocal music instruction is available to students.

Substitute Teachers

As is the case with all surrounding school districts, the Fontana Unified School District is not always able to find substitutes who are qualified to teach in our school. However, in an attempt to provide more substitutes, our Board approved all teachers to substitute at Fontana schools when off-track or during summer vacation.

School Facilities and Safety

At Tokay School, all staff members are committed to providing a safe, clean learning environment. Guidelines are provided for all emergencies, such as Fire and Earthquakes. Staff, students, and parents work together to insure our school is safe at all times.

According to the Standard School Crime Report for the 1995-96 school year there were 12 safety related incidents at Tokay Elementary School. This normally includes several types of vandalism and property crimes that occur during the school day.

Classroom Discipline & Climate for Learning

There is general agreement among all school staff on the instructional goals of the school, the policy for maintaining order and the need for everyone to cooperate. The school and District administration have been especially supportive of the on-going process of improving our instructional and discipline programs. Each parent is provided with a copy of our school's discipline plan at the beginning of each school year or upon enrollment. The plan includes state, district and school guidelines.

Quality of Instruction & Leadership

There is a variety of programs on the campus to meet the diversity of the student needs. These programs include: the Bilingual Program, computer lab, science fair, instrumental and choral music programs, Reading Recovery, and the G.A.T.E.

Teacher Evaluation & Professional Improvement

In accordance with the negotiated contract all permanent teachers in the Fontana Unified School District are evaluated on a two-year cycle. All non-tenured (in the district less than two years) teachers have formal observations three times per year and are evaluated twice yearly.

Training & Curriculum Improvement

Tokay Elementary School has a plan for training and curriculum development which was developed jointly by the teachers and the administration. Features of the plan include: opportunities for teachers to observe and coach each other, travel to select conferences, the use of consultants from the Department of Instruction at the local universities, the District's Staff Development Department and other outside sources. An especially important component of our program has been the opportunity to have days of student non-attendance for staff development purposes.

Salary Reporting 1995-96

The law requires we report our salary structure compared to similar district statewide averages. The most current data provided by the California Department of Education is for the 1995-96 school year.

The lowest beginning teachers' annual salary is \$28,280 for 182 days of service or \$155.38 per day. The statewide average for beginning teachers in districts similar to ours is \$26,980 annually.

The average mid-range salary is \$42,600 for 182 days of service or \$228.57 per day in our district. The statewide mid-range salary is \$42,403 in districts similar to ours.

The highest salary for a teacher in our district is \$53,182 or \$292.21 per day in our district. The statewide average for the highest paid teachers in districts similar to ours is \$49,859.

All teachers salaries represent 42.7% of the total budget.

Principals' salaries vary according to time in the position and work year; however, when salaries are averaged for all such principals, their annual averaged salary is \$62,399 or 299.77 per day of service. The statewide average for principals is \$67,192.

Our district superintendents' salaries vary based on responsibility; however, when salaries were averaged their annual average salary (1994-95) was \$90,124 which equal 0.3% of the total budget. Superintendents are paid to work 220 days excluding weekends, holidays, and vacation at an average daily rate of \$409.65. They are responsible for the services performed by 2,414 certificated and classified employees and for about 31,000 students. Data is not available for districts with similar numbers of students; however, the 1994-95 state average for superintendents in similar districts was \$114,830.

All certificated and classified administrative salaries and board stipends in our district represent 4.53% of the total budget.