



*To graduate all students prepared to
succeed in a changing world.*

Tokay Elementary School

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Kindergarten - Fifth Grade
Kevin Tierney
Principal

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Board of Education

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Associate Superintendent, Human
Resources

Fontana Unified School District

Tokay Elementary School

2000-2001 Annual School Report Card

A Message from the Superintendent

The Mission of the Fontana Unified School District is to prepare all students to be successful in a changing world. Today, more than ever before, our focus is on ensuring academic success for all students.

The contents of the School Accountability Report Card provide information on each school's accomplishments by specific categories. The school and district are proud of the many accomplishments and recognize the need for constant review and improvement as necessary. It is our hope that you will find the information useful as all of us continue to enhance the program for students.

Karen J. Harshman, Ed.D.
Superintendent of Schools

Principal's Message

The staff at Tokay Elementary School believes that all students can and will learn, achieve, and grow each year. These high expectations are clearly communicated to each student, parent, and staff member. The community, staff and students take great pride in the academic achievement gains that Tokay Elementary School has made during the 2000-2001 school year as reflected in the Academic Performance Index (API) score. Tokay Elementary School gained 67 points this year, surpassing the goal by over 50 points! Our score is currently 577, with a goal of 588 for the 2001-2002 school year.

Tokay Elementary has a strong team of teachers with a wide range of experiences and strengths. Our teachers are committed to challenging each student to reach his or her maximum potential. Grade level teams of teachers meet regularly to share ideas, plan lessons from the curriculum, and to problem solve.

The staff at Tokay Elementary School is dedicated to making it a welcoming and stimulating place for both students and parents. Parents are encouraged to volunteer in classrooms, to communicate regularly with their child's teacher, and to attend School Site Council meetings to give input and guide our educational programs towards further success. Evening parent education programs have been provided to help parents understand grade-level Language Arts and Math standards. Strategies and ideas are given for parents to help their child at home meet those standards.

Mission Statement

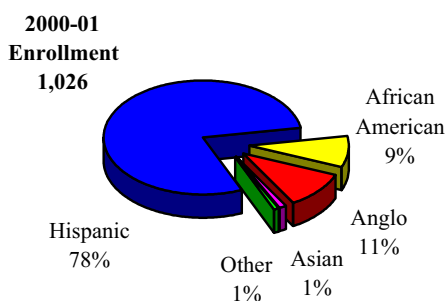
The community of Tokay Elementary School parents, students, and staff, are working together to create a positive and supportive learning environment where students are challenged to fulfill their academic and personal potential.

Community & School Profile

The city of Fontana offers a community atmosphere with many residential neighborhoods of quality, affordable housing. Fontana is located near mountains, beaches, lakes and desert areas, which offer many recreational opportunities. There are 39 parks and recreational facilities located within the city, and 23 active sports organizations. One of the largest shopping centers in Southern California is located nearby, as well as the California Speedway, which holds NASCAR and Indy car races.

The Fontana Unified School District educates children in grades preschool through twelve on both traditional and year-round, multi-track systems. The district consists of 23 elementary schools, seven middle schools, three high schools, two continuation high schools, and one adult education program. The Fontana Unified School District places strong emphasis on high achievement for students and preparation for productive citizenship and is committed to providing a strong instructional program for all students to ensure excellence in education.

Tokay Elementary School is a multi-track, year-round school serving 1,026 students in kindergarten through grade five. The school believes that quality education for all students can be achieved through high standards for academic performance and behavior. Tokay Elementary is dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.



Discipline & Climate for Learning

Students at Tokay Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Tokay Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation.

Attendance

Regular attendance at Tokay Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Punctuality and promptness are desirable traits to develop. The students of Tokay Elementary are expected to be in their seats and ready for instruction at the designated time.

Fontana Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they

have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. Tokay Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Tokay Elementary			All Fontana Elementary Schools		
	99	00	01	99	00	01
	Suspensions (#)	48	8	21	738	439
Suspensions (%)	4.5	0.8	2.0	4.1	2.4	3.6
Expulsions (#)	n/a	0	0	0	3	4
Expulsions (%)	n/a	0.00	0.0	0.00	0.02	0.02

Extracurricular Activities

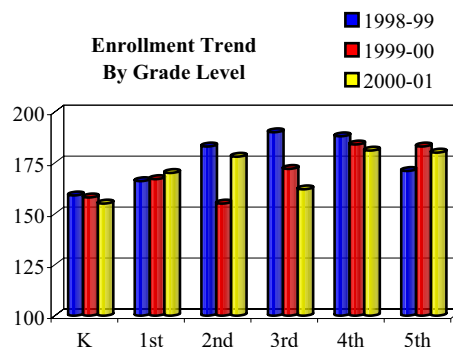
Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Honor Roll
- Outstanding Attendance
- Most Improved
- Math Field Day
- Writing Celebration
- Academic Excellence
- Good Citizenship
- Science Fair
- History Day

School Attendance

Student enrollment over the past three years at Tokay Elementary has decreased by 2.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1026 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is

a priority at Tokay Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 1999-00 and 2000-01 school years, the actual attendance rates for all grade levels for Tokay Elementary were 94.40% and 94.63%, respectively.

Tokay Elementary offers incentives throughout the year in order to promote student attendance. Students have the opportunity to receive outstanding attendance awards on a monthly and trimester basis.

Class Size

Tokay Elementary maintained a schoolwide average class size of 22.3 students and a pupil/teacher ratio of 21:1 for the 2000-01 school year. The pupil-to-teacher ratio varies by grade level taught.

Class Size Distribution												
Number of Classrooms by Size												
	Average Class Size			Classrooms containing								
				1-20			21-32			33+		
	99	00	01	99	00	01	99	00	01	99	00	01
Kind.	20	20	20	8	8	8	-	-	-	-	-	-
1st	20	18	20	8	9	6	-	-	2	-	-	-
2nd	20	19	20	9	8	6	-	-	3	-	-	-
3rd	18	18	20	9	9	3	-	-	5	-	-	-
4th	33	30	29	-	-	-	2	6	6	3	-	-
5th	31	30	30	-	-	-	5	6	6	-	-	-
K-3rd	20	*	*	1	-	-	-	-	-	-	-	-
4th-5th	32	*	*	-	-	-	1	-	-	-	-	-

- No classrooms containing specified number of students
* No combined classrooms

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Tokay Elementary either met or exceeded state requirements. Tokay Elementary provides instruction for Kindergarten - Fifth Grade in a self-contained classroom environment, where students receive all instruction by a home-room teacher. Fontana Unified School District's curriculum focus is on language arts and mathematics, and students receive ten hours of instruction in each of these areas per week. Students receive instruction in science, social science,

	Instructional Minutes by Grade Level	
	Minutes Required	Average Minutes Tracks 1-4
	K	36,000
1st-3rd	50,400	53,330
4th-5th	54,000	54,650

art, and physical education in the remaining time. Students in grades four and five receive additional specialized instruction in the areas of lab science, music, and physical education by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Tokay Elementary offered 175 days of instruction. Tokay Elementary is a multi-track, year-round school, and each of four tracks 1, 2, 3, and 4, has its own schedule of regular and minimum days. According to the California Education Code Section 37670.a, a school district with year-round schools may operate a program for as few as 163 days in each fiscal year as long as the instructional time meets California's grade level requirement. Tokay Elementary utilizes minimum days for staff development, teacher preparation, and parent conferences.

	School Days	
	Regular Days	Minimum Days
Track 1	131	44
Track 2	131	44
Track 3	133	42
Track 4	133	42

Textbooks & Instructional Materials

Tokay Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's Curriculum Council standards.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year, the district received state instructional materials funding for the purchase of textbooks and supplemental materials. New textbooks and supplementary materials were purchased for language arts:

2000-01 Textbook Adoptions		
Subject	Publisher/Series	Grade Levels
Language Arts	SRA/McGraw-Hill	K-3
1999/00	Open Court Reading	

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction in the classroom. Fontana Unified School District's website provides a variety of resources and information for parents, staff, students and community members.

Student Achievement & Testing

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

District Language Arts and Math Assessments were given to students in kindergarten through fifth grade. During the 2000-01 school year, Language Arts assessments were given three times, and Math assessments were given four times. These were curriculum embedded tests, developed by the district, which were written to align 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 pinpoint at-risk students. The district and school then utilized various intervention programs for students who were below grade level.

Standardized State Testing

Tokay Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education/2 (SABE/2). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

SAT-9 Results 1999, 2000, 2001 % At or Above National Average													
All Students		Reading											
		2		3		4		5					
Grade	Year Ending	99	00	01	99	00	01	99	00	01	99	00	01
Tokay Elementary		30	27	36	18	22	24	19	22	29	22	14	22
Fontana USD		24	24	29	21	24	24	21	23	26	22	21	24
California		44	49	51	41	44	46	41	45	47	42	44	45
All Students		Math											
		2		3		4		5					
Tokay Elementary		42	34	52	29	36	48	23	31	40	25	20	32
Fontana USD		33	36	42	32	38	45	27	31	39	24	30	38
California		49	57	58	48	56	59	44	51	54	45	50	54

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 is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

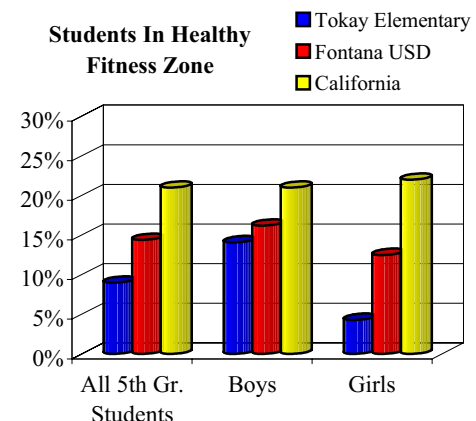
The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

California Standards Results % of Students Scoring At or Above Standards (Proficient and Advanced) 2001				
English/Language Arts				
All Students	2	3	4	5
Tokay Elementary	12	13	16	13
Fontana USD	13	12	14	11
California	32	30	33	28
Subgroups				
Gender				
Male	9	16	14	14
Female	17	9	20	13
Ethnicity	<i>Data currently unavailable</i>			
Language Fluency				
English Learners	4	8	11	3
Non EL	17	16	20	20
Migrant Education	<i>Data currently unavailable</i>			
Socioeconomic Status				
SED	13	9	15	11
Non SED	15	25	25	23

SED = Socioeconomically Disadvantaged

SAT-9 Subgroup Results 2001 % At or Above 50th Percentile								
Gender	Reading				Math			
	2	3	4	5	2	3	4	5
Male	34	31	23	15	54	55	40	36
Female	39	17	34	29	49	42	40	29
Ethnicity								
African American	21	8	27	26	36	33	33	36
Hispanic	36	22	29	20	52	50	40	33
Anglo	50	58	40	44	67	67	43	35
Language Fluency								
English Learner (EL)	21	16	26	8	45	48	33	26
Non EL	46	29	31	31	56	49	43	37
Socioeconomic Status								
SED	36	21	28	19	50	44	40	32
Non SED	37	34	32	31	63	66	37	35
Migrant Education	<i>No Data Reported</i>							

SED = Socioeconomically Disadvantaged



Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000, calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the two remaining components of the PSA Act. Due to specific criteria, including API and SAT-9 results, Tokay Elementary qualified to participate in the 2000-01 Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

Tokay Elementary API School Results					
All Students	Base			Growth	
	Base	1999	2000	Growth	1999
Percent Tested	99	100	Percent Tested	100	99
API Score	504	510	API Growth Score	510	577
Growth Target	15	15	Actual Growth	6	67
Statewide Rank	3	2	Eligible for Awards	No	Yes
Similar Schools Rank	6	4	Eligible for II/USP	No	No
Subgroups					
Hispanic or Latino					
Base API Score	488	498	API Growth Score	498	576
Growth Target	12	12	Actual Growth	10	78
Socioeconomically Disadvantaged					
Base API Score	0	491	API Growth Score	0	563
Growth Target	0	12	Actual Growth	0	72
<i>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</i>					

School Facilities & Safety

Tokay Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1982, and include the library, multi-purpose room, computer lab, child care center, playground areas, and 36 classrooms which are all up-to-date and provide adequate space for students and staff.

In the late afternoons and evenings, a team of 180 custodial staff throughout the district ensures that classrooms, restrooms, and campus grounds are kept clean and safe. Removal of graffiti takes place prior to the start of school and repair of necessary facilities are prioritized accordingly. All electrical, plumbing, roofing and fixtures are in good working condition and meet applicable

building and government code requirements. A scheduled maintenance program is administered by Fontana Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Safety of students and staff is a primary concern of Tokay Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

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 provides students and staff a means of ensuring a safe and orderly learning environment. 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
- Conflict resolution

The Safe Schools' Committee and the Office of Child Welfare evaluate the plan annually and update the plan as needed. The plan was last updated in Spring of 2001 and was reviewed with the staff at that time. An updated copy is available to the public at the school office.

Counseling & Other Support Services

It is the goal of Tokay Elementary to assist students in their social and personal development as well as academics. The school and district provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The Guidance Services Office coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time basis. A psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals.

	Counseling and Support Services Staff		
	Number of Staff	FTE	Availability Days Per Week
Counselor	1	0.5	2.5
Health Aide	1	1	5
Nurse	1	0.2	1
Psychologist	1	0.4	2
Speech/Language Specialist	1	1	1
<i>*FTE = Full-Time Equivalent</i>			

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development. Tokay Elementary works with the following as needed:

- San Bernardino County Department of Mental Health
- Fontana Unified School District Police Department
- City of Fontana Police Department
- Healthy Start
- Child Protective Services
- DARE Program

Teacher Assignment

Fontana Unified School District recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Tokay Elementary had 42 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status			
	99	00	01
Fully Credentialed	38	39	42
Emergency Credentials	13	9	5
Waiver	2	3	4
Total Teachers	53	51	51
Working Outside Subject	0	0	0
Average Years Teaching	8.1	8.3	8.5
Average Years in District	6.3	6.8	7.3

Tokay Elementary School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 53 employees: 43.4 percent with 30+ additional units beyond their bachelor's degree and 35.9 percent holding advanced graduate degrees such as a masters or doctorate degree. Specially trained staff who provide additional instruction or services include:

- Assistant Principal (1 full-time)
- Site Literacy Leaders (2 full-time)
- Resource Specialist (1 full-time)
- Resource Specialist Aide (1 full-time)
- Special Day Class Teacher (1 full-time)
- Special Day Class Aide (1 full-time)
- Library Specialist (1 full-time)
- English Language Learners Aides (2 full-time)
- Adaptive Physical Education Specialist (1 part-time)
- Technology Coach (1 part-time)
- Music Teacher (1 part-time)

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage

common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal and vice principal; these administrators have been trained and certified for competency to perform teacher evaluations.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum and instructional strategies. Staff at Tokay Elementary had the option to participate in three staff development days in 2000-01.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers, and currently has an adequate pool of approximately 250 substitutes. Most substitute teachers have a Bachelor's degree or at least 90 units toward a Bachelor's degree, and have passed the CBEST test. In the event a substitute teacher is not available for an absent teacher, students of the absent teacher are sent to other classrooms in the same grade level for instruction.

Training & Curriculum Improvement

All training and curriculum development at Tokay Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Tokay Elementary's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

In 2000-01, Fontana Unified School District developed and adopted a standards-based report card. As all curriculum at elementary schools is aligned with the state standards, the standards-based report card gives parents a clear message about how their children are performing in relation to the state standards. The report card defines subject areas by curriculum and content standards. Numerical levels are used indicate the child's level of performance in each standards area, in addition to an overall letter grade. Work habits and social skills are graded in a separate section.

A districtwide Adoption Committee consisting of parents, teachers and administrators is responsible for evaluating and selecting new textbooks and developing curriculum based on the textbook selections. Approximately two teachers from each elementary school in the district field test new textbooks and write the corresponding curriculum. In 2000-01, the Open Court Reading program was implemented for grades kindergarten through third. The district offered teacher training through literacy camps and staff development days for this new program.

In a focus on English and language arts curriculum, Fontana Unified School District utilized the Fast ForWord language development program in 2000-01 to help low performing students develop better reading skills. Fast ForWord, developed

by the Scientific Learning Corporation, is a technology-based program for kindergarten through twelfth graders which rapidly builds oral language skills by retraining the brain to process information more quickly and effectively. On average, students with reading problems make one to two year gains in language skills after only a few weeks in the program. This program is available to struggling students before and after school, and generally lasts six weeks. In addition to Fast Forward, Tokay Elementary offers several intervention programs for students who are struggling to meet grade level, students at risk, or who have special challenges.

- Site Literacy Leader small group reading skills
- After-school classes in Math, Writing, and Literacy
- English Language Acquisition Program (ELAP)
- English Language Learners Aides in the classroom
- Off-track Intercessions in language arts and math

Fontana Unified School District offers several programs to support new and veteran teachers including the Beginning Teacher Support and Assistance (BTSA) program and the Peer Assistance and Review (PAR) program, which are designed to improve the education for students and increase the classroom performance of teachers, targeting both new and veteran teachers. Tokay Elementary teachers utilize these programs with the goal of accomplishing the highest level of success for students and teachers. In addition to teacher support, all staff are encouraged to attend workshops and conferences. During the 2000-01 school year topics for staff development were Writing and State Standards in Language Arts and Math.

For the 2001-02 school year, staff at Tokay Elementary will continue to make a strong commitment to providing guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, program implementation, evaluation, and review. A team consisting of the parent, school administrator, general education teacher, and special education teacher develop an Individual Education Plan (IEP) for each student in the Special Education program. The IEP defines what level of services a child will receive, whether it is additional support in the general classroom, or special reinforcement and development of concepts instruction conducted for a portion of the school day outside of the general classroom. Every school has a Special Education Review Team (SERT) which monitors the intake and exit of each student in the program, and evaluates a student's overall progress through the program.

Quality of Instruction & Leadership

Leadership at Tokay Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Overall administration of the school activities, teacher evaluations, and daily operations are only a few of the many responsibilities under taken by Tokay Elementary's principal. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced

and rigorous core curriculum aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Language Arts Curriculum Adoption Committee
- Math Curriculum Adoption Committee
- Math Textbooks Adoption Committee
- Focus on Achievement Committee
- Superintendent's Teacher and Classified Staff Councils

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- District School Site Council
- English Language Learners Advisory Committee (ELAC)
- District ELAC
- Parent Teacher Association (PTA)
- Student Study Teams
- Individual Education Plan (IEP) Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school.

Expenditures & Services Funded

For the 1999-00 school year, Fontana Unified School District spent an average of \$5,542 to educate each student (based on 1999-00 audited financial statements). 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. This calculation is required by law annually and compared with other districts statewide.

Expenses Related to Instruction Per Student*		
1999-00		
Statewide Average		
Fontana USD	All Unified Districts	All Districts
\$5,542	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

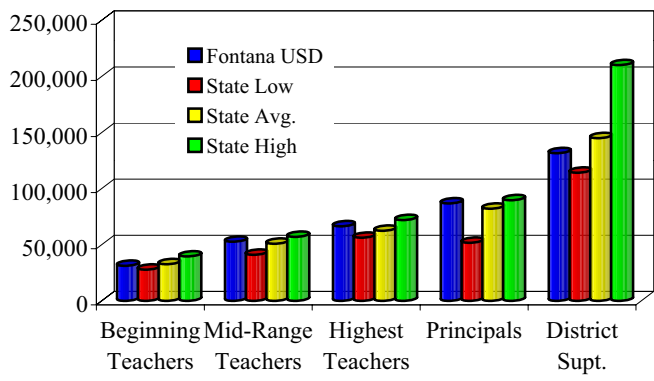
In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,594 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Joint Training Partnership Act
- Special Education
- Eisenhower Math and Science
- Drug/Alcohol/Tobacco
- Vocational and Applied Technology
- Regional Occupational Program
- Gifted and Talented Pupils
- Home to School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Basic Reading Act
- Demo Programs for Reading and Math
- Vocational Education, Handicapped Students
- Educational Technology Assistance
- Year Round School Incentive
- Healthy Start

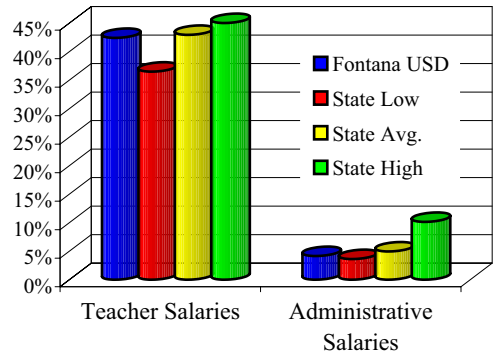
Salary & Budget Comparison

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 more than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Percentage of Budget
Teachers and Administrative Salaries
1999-00**



Contact Information

Parents who wish to participate in Tokay Elementary’s leadership teams, school committees, school activities, or become a volunteer may contact their child’s teacher, the principal, or the assistant principal at (909) 357-5770.