

# Fontana Unified School District

9680 Citrus Avenue Fontana, CA 92335 (909) 357-7600



# Tokay Elementary School

7846 Tokay Avenue, Fontana, CA 92336 • (909) 357-5770

Serving grades Pre-Kindergarten through Five • CDS Code: 36-67710-6102933

<http://www.fusdweb.com/sites/elem/tokay/default.aspx>

**Rebecca Hinojosa, Principal**  
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## 2018-2019 School Accountability Report Card

### Board of Education

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### District Administration

**Randal S. Bassett**  
*Superintendent*  
*randal.bassett@fusd.net*

**Ryan DiGiulio**  
*Associate Superintendent,*  
*Business Services*

**Miki Inbody**  
*Associate Superintendent,*  
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**Joseph Bremgartner**  
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### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



### District Vision

#### Our Mission

"Every Student Successful. Engaging Schools. Empowered Communities."

#### Our Shared Vision

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

#### Our Core Values

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



#### Our Three Cornerstones of Success

- Every Student Successful: Schools demonstrate a relentless focus on preparing students for success in college, career and life.
- Engaging Schools: Schools have the high-quality resources, leaders and teachers to provide the comprehensive learning environment required for a world-class education.
- Empowered Communities: Schools cultivate healthy environments and meaningful partnerships with families and communities to support student achievement in and out of school.

#### Our Goals and Budget Priorities

- Increase proficiency and strategic thinking
- Promote multilingualism and multiculturalism
- Increase graduation and college and career readiness
- Cultivate effective teachers and leaders
- Engage students and decrease dropout rates
- Strengthen family and community engagement
- Promote healthy environments

## School Profile (School Year 2019-20)

The staff of Tokay Elementary School 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. Professional Learning Communities (PLCs) play a large role in the collaborations of teachers at Tokay. Teachers meet regularly. During PLC, we focus on student learning, collaboration, and data results in an effort to meet the Common Core State Standards. We adjust instructional practices and interventions as needed. Part of the focus for PLC's this year is to continue the learning innovations program(A2i) and the school started as a STEM formation school through Discovery Education.

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.

### Principal's Message

I'd like to welcome you to Tokay Elementary School's Annual School Accountability Report Card. It 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 have our students' access rigorous curriculum that will challenge them to become successful adults. With this focus, we plan our curriculum, instruction, assessments, and professional development to better meet the needs of all our students. This year we took on the challenge of becoming A STEM formation school. All staff members are actively participating in STEM training to better enhance student knowledge and using Discovery Education.

We strive to 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 a variety of assessments to work with students as they dive into the common core standards and produce college and career ready scholars. In addition, we strive to motivate students through various clubs offered afterschool like student council, drama club, running club, and robotics club.

### School Motto

Character counts and we're counting on you!

### School Enrollment

The charts display student enrollment broken down by student group and grade.

#### Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	102	101	94
1st	89	76	85
2nd	82	86	80
3rd	101	78	84
4th	97	99	79
5th	103	90	96
Total	574	530	518

#### Enrollment by Student Group

2018-19

	Percentage
Black or African American	5.2
Asian	0.4
Filipino	1.0
Hispanic or Latino	88.0
Native Hawaiian or Pacific Islander	0.8
White	3.1
Two or More Races	1.5
EL Students	37.6
Socioeconomically Disadvantaged	87.3
Students with Disabilities	7.5
Foster Youth	1.5
Homeless	1.0

# Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## School Facilities (School Year 2019-20)

### *Age & Condition of Facilities*

Tokay Elementary School 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. Built in 1982, the school sits on 10 acres and includes a library, 24 permanent classrooms, 13 portable classrooms, an outdoor stage, a staff lounge, a teacher's workroom, and a cafeteria/multipurpose room. The school also added a Reading Garden for students to use.

### *Campus Supervision*

Tokay Elementary School 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 school site aide is assigned to each of these areas. Ten minutes before instruction begins, students (both arriving and those in the cafeteria) are directed to the playground and monitored by teachers on duty until class begins. During recess, an assigned school site aide monitors playground activities.

Six school site aides 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 and assigned teachers monitor the exit area in the morning and afternoon to ensure students arrive/depart in a safe and orderly manner.

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

### *Campus Maintenance*

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors.

The Fontana Unified School District publishes a comprehensive custodial manual which outlines cleaning standards and prioritization guidelines. Each custodial staff member receives job training and is provided a copy of the district's cleaning manual which defines individual responsibilities regarding maintenance procedures, daily responsibilities, performance expectations, and safety measures.

One full-time day custodian, one full-time 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. Daily housekeeping and cleaning takes place in the evening. When students and staff are on 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.

### *Improvements to Facilities*

The following facility improvements are being made districtwide where necessary: wi-Fi infrastructure upgrade and technology upgrades, sidewalk replacement (on-site tripping hazards), portable ramp replacement, portable HVAC units for portable classrooms of various sites, re-sealing of gym floor, solar installation projects, PA system upgrades, paint exterior of entire school, paint interior of entire school, replace/repair swamp coolers, replace intermittent failing HVAC units, replacement of portable siding and paint, replace ramps, general installation of TVs in classrooms.

Additionally, the following facility improvements are planned specifically for our school: add floor drains in the kitchen, installation of dome mirror in the office, Prop 39 replacement of multiple HVAC systems.

### *Facility Inspection Results*

Ongoing maintenance by site custodians and district trade specialists ensures facilities remain up-to-date and provide adequate space for students and staff. The district's maintenance department inspects facilities and operating systems at each school at least twice a year. A formal inspection report is prepared annually in accordance with Education Code §17592.72(c)(1). Fontana Unified School District uses the Facilities Inspection Tool developed by the California Office of Public School Construction to assess current conditions of the campus and identify facilities improvement needs. The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

Facilities information was collected in October 2019.

### School Facility Conditions

Date of Last Inspection: 03/23/2019

Overall Summary of School Facility Conditions: Good

Data Collected: October, 2019

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior		X		RM 14: CARPET HAS TEARS/ TRIP HAZARD. P- 30: CARPET HAS WAVES AND WORN/ TRIP HAZARD. P- 32 (STORAGE): CARPET HAS WAVES/ TRIP HAZARD. RM 16: CARPET IS TORN. RM 20, RM 3, RM 8: CARPET IS WORN. RM 2: CARPET IS WORN WITH TEARS. P- 31: CEILING TILES ARE MISSING. MPR: FLOOR TILES ARE CRACKED WITH HOLES. RM 12: WATER IS LEAKING FROM VENT. LIBRARY, RM 21, STAFF LOUNGE, RM K1, RM 16, RM 8, P- 31, RM 12, RM 6: WATER STAIN CEILING TILES. WRK RM: WATER STAIN CEILING TILES IN HALLWAY. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			STORAGE BY P- 28: OUTLET COVER IS MISSING AT ENTRY. (Work order submitted.)
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			RM K1, RM 5: CLEANING SUPPLIES STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN). P RR, P STORAGE: NO SKID PAINT IS PEELING ON RAMP. P- 29/ PRESCHOOL: NO SKID PAINT PEELING ON RAMP/ PAINT IS CHIPPING ON EAVES. (Work orders submitted.)
Structural (Structural Damage, Roofs)	X			P RR: DRY ROT ON RAMP. P STORAGE: DRY ROT ON RAMP/ BOARD IS LIFTED ON RAMP/ TRIP HAZARD. (Work orders submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			OUTDOOR COURTS: CRACKS IN ASPHALT THROUGHOUT. RM 7: TRIP HAZARD IN QUAD AREA (UNEVEN CONCRETE). (Work orders submitted.)

## 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 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 in August 2019. Results of the inspection and corrective action taken by the district are provided in the table. Items noted as "remedied" have been fixed. All deficiencies had work orders generated for repairs.

### San Bernardino County Williams Facilities Inspection

Inspection Date: 08/19/2019

Area Inspected	Category	Deficiency & Remedial Actions Taken or Planned
14	Hazardous Materials	Cleansers not stored properly (remedied 8/19/19)
22	Hazardous Materials	Cleansers not stored properly (remedied 8/19/19)
Staff Restroom (Portables)	Structural Damage	Signs of deterioration/dry rot/mold in structural components (work order #19625) (remedied 8/19/19)
Grounds	Playground/School Grounds	Overgrown vegetation poses a trip/safety hazard (work order #19619)
Kindergarten Playground	Playground/School Grounds	Significant cracks, trip hazards, holes or deterioration (work order #19645)
Boys' Restroom (#12)	Interior Surfaces	Wall tiles are missing (work order #19633)
Room 7 Computer Lab	Electrical	Improper usage of surge protectors or daisy chain of surge protectors (work order #19640)
Speech Room	Electrical	Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) (work order #19649)
Boys' Restroom (#12)	Restrooms	Sink is leaking (work order #19628)
Girls Restroom (#1)	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #19656)
Girls Restroom (#1)	Restrooms	Partitions/stall doors (if partitions have been designed for doors) are damaged or not securely attached or non-functional (work order #19657)
Girls Restroom inside Cafeteria	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #19646, #19648)
Men's Restroom Main Office	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #19658)
Staff Restroom (Portables)	Restrooms	Fixture/apparatus damaged, broken, missing or unsecured (work order #19622)
Staff Workroom	Restrooms	Paper towel dispensers empty (work order #19660)

## Instructional Materials (School Year 2019-20)

### Sufficiency of Instructional Materials

Fontana Unified School District held a public hearing on September 18, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, foreign language materials, visual and performing arts materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, Foreign Languages, Health, and Visual and Performing Arts, for use in the classroom and to take home.

### Adoption of Instructional Materials

Textbooks and supplementary materials are adopted for grades Kindergarten through eight according to a cycle developed by the California Department of Education. This process is in place to ensure that textbooks used in schools are the most current available.

The California Department of Education has state approved curriculum for grades Kindergarten through eight. There is no state approved curriculum for grades nine through twelve, these materials are locally determined. Additionally, there is no state approved curriculum for Transitional Kindergarten, these materials are also locally determined. A modified kindergarten curriculum intended to be age and developmentally appropriate is used for all schools in the district that offer Transitional Kindergarten.

Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The district schools use the most current materials for most subjects and grade levels. Adoption of History/Social Studies curriculum for grades Kindergarten through five and adoption of Science curriculum for all grades is currently pending.

### History/Social Studies & Science Curricula

The district is in the process of transitioning to new curricula and instructional materials for the subjects of History/Social Studies and Science. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The History/Social Studies adoption for grades six through twelve was completed in spring of 2019, and grades Kindergarten through five is planned for early 2020. The adoption of Science curriculum for all grades is planned for the 2020-2021 school year.

### Quality, Currency, & Availability

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks						
Data Collected: September, 2019						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Adoption	% Lacking
K-5	English Language Arts/English Language Development	McGraw-Hill	Reading Wonders	2016	Yes	0.00%
K-5	History/Social Science	Houghton Mifflin	California Social Studies	2006	No	0.00%
K-5	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
K-5	Science	Houghton Mifflin	California Science	2007	No	0.00%

District-Adopted Textbooks						
Data Collected: September, 2019						
Grade Levels	Subject	Publisher	Series	Adoption Year	From Most Recent Local Adoption	% Lacking
TK	English Language Arts/English Language Development	McGraw-Hill	World of Wonders*	2016	Yes	0.00%
TK	History/Social Science	Houghton Mifflin	California Social Studies	2006	Yes	0.00%
TK	Mathematics	McGraw-Hill	My Math	2015	Yes	0.00%
TK	Science	Houghton Mifflin	California Science	2012	Yes	0.00%

\*World of Wonders is part of the Reading Wonders Program

## Teacher Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	19	23	25	1735
Without Full Credentials	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	17-18	18-19	19-20
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	20	29	35	33	38	41	48	50	50
Mathematics (Grades 3-8 and 11)	18	21	27	19	23	26	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	257	256	99.61	0.39	35.16	257	99.61	0.39	27.24
Male	128	128	100.00	0.00	32.03	129	100.00	0.00	31.01
Female	129	128	99.22	0.78	38.28	128	99.22	0.78	23.44
Black or African American	13	13	100.00	0.00	23.08	13	100.00	0.00	7.69
Hispanic or Latino	234	233	99.57	0.43	35.62	234	99.57	0.43	28.21
Socioeconomically Disadvantaged	227	227	100.00	0.00	34.36	228	100.00	0.00	25.88
English Learners	140	139	99.29	0.71	32.37	140	99.29	0.71	25.71
Students with Disabilities	21	21	100.00	0.00	19.05	21	100.00	0.00	4.76

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2018-19)

In the spring of each year, the District is required by the state to administer a physical fitness test to all students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas.

This table displays by grade level the percent of students at the school meeting fitness standards (scoring in the “healthy fitness zone” on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.9%	21.9%	14.6%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Parent Involvement (School Year 2019-20)

Parents are encouraged to get involved in Tokay Elementary School’s learning community. 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 Talent Show, 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. 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. The school will also be implementing nutrition classes.

Tokay Elementary School makes a significant effort to promote two-way communication between parents and teachers. The Tokay website, [www.fusdweb.com](http://www.fusdweb.com), highlights school events and activities, and the Tiger Tales newspaper is issued one time per month featuring programs and events for the school site.

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.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

### Discipline & Climate for Learning

Students at Tokay Elementary School 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.

Teachers focus on differentiating instruction through their classroom management strategies to minimize classroom disruptions. The six Character Counts traits are also reinforced every day: Trustworthy, Respect, Responsibility, Fairness, Caring, and Citizenship.

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, afterschool detention, recess detention, parent conferences, counseling, suspension, and in some cases expulsion. The principal considers past behavior trends when addressing consequences for poor choices in conduct.

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. Two additional Success Assemblies are held at strategic times in the school year to remind students of their responsibility in maintaining good citizenship.

## Suspensions & Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	16-17	17-18	18-19	16-17	17-18	18-19
School	2.04	1.03	0.90	0.00	0.00	0.00
District	4.20	3.88	3.20	0.08	0.04	0.10
State	3.65	3.51	3.50	0.09	0.08	0.10

## Safe School Plan (School Year 2019-20)

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 August 2019. An updated copy is available to the public at the school office.

Highlights of the Safe School Plan include:

- Safe Schools' Plan of Action
- Comprehensive disaster and crisis plan
- State and local discipline policies
- Intervention programs for at-risk students
- Addressing student aggression
- Visible authoritative presence on campus
- Safe transportation
- Communication strategies
- Conflict resolution

## Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Class Size

The table indicates the average class size by grade, as well as the number of classrooms that fall into each size category.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
17	18	19	17	18	19	17	18	19	17	18	19	
By Grade Level												
K	12	20	19	9	2	2	-	3	3	-	-	-
1	29	19	27	-	1	-	3	3	3	-	-	-
2	29	28	26	-	-	-	2	3	3	-	-	-
3	29	26	23	-	-	1	4	3	3	-	-	-
4	30	30	26	-	1	-	9	-	6	-	6	-
5	29	27	28	1	2	2	9	6	4	-	-	2
Other	11	6	-	1	1	-	-	-	-	-	-	-



## Staff Development

All training and curriculum development activities at Fontana Unified School District revolve around the Common Core State Standards, including Next Generation Science Standards, Professional Learning Communities, 21st Century Learning and Multi-Tiered System of Supports. The schools supplement district training with site-based training focused on meeting the needs of the school, based upon student assessment results and teacher input. The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs.

All staff complete mandatory training online through Target Solutions annually. The mandated training covers the following topics: Child Abuse, Mandated Reporter Training, School Bullying, Anti-Harassment Training, Maintaining Professional Staff/Student Boundaries, Bloodborne Pathogens Safety, and Recognizing and Preventing Youth Suicide.

New and veteran teachers are offered support through Peer Assistance & Review and Induction programs. Each program pairs participating teachers with qualified mentoring teachers in order to gain skills and knowledge to be most effective in the classroom. Paraprofessionals receive specialized training to support current classroom curricula and effective instructional strategies. Classified support staff receive job-related training from department supervisors and district representatives.

Beginning with the 2018-2019 school year, three days are dedicated annually to district-wide staff development. Prior to the 2018-2019 school year, the district dedicated two days annually. All school sites have early student-release days on Wednesdays; half of this time is devoted to professional development for school site staff, resulting in nineteen partial days for professional learning. Additional professional development opportunities take place by releasing teachers from their classroom with substitutes. To ensure this doesn't impact the instructional program, every effort is made to limit teachers being released from their classroom for professional development to no more than five days per school year. Teachers and classified staff are also offered additional optional professional development opportunities outside of their work day and during winter break, summer break, and Saturdays. Additional compensation is awarded for attendance in order to encourage staff to take advantage of opportunities available during non-contracted times.

The table displays the number of days that any professional development opportunity was available to staff including both full and partial days. Not all staff will attend each professional development opportunity. Different opportunities are offered to staff throughout the year based on job description and development needs.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	76	171	273

## Additional Internet Access/Public Libraries

Parents may access the Internet at any of the county's public libraries. Libraries in the local area include:

- Fontana Branch Library: (909) 822-2321
- Fontana Lewis Library & Technology Center: (909) 574-4500
- Kaiser High School Public Library: (909) 357-5900 ext. 8029
- Summit High School Public Library: (909) 357-5950 ext. 3024

## Counseling & Support Staff (School Year 2018-19)

Tokay Elementary School 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.

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 School'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.

The charts display support staff available to students at the school in the reporting year. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselor to Student Ratio	
2018-19	
Average Number of Students per Academic Counselor	
Academic Counselor(s)	518

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1	0.5
Library Media Services Staff (Paraprofessional)	1	1.0
Nurse	1	As Needed
Psychologist	1	0.3
Speech/Language/Hearing Specialist	1	0.3

## District Revenue Sources (Fiscal Year 2018-19)

In addition to general fund state funding, Fontana Unified School District receives state and federal categorical funding for the following special programs:

- After School Learning & Safe Neighborhood Partnerships
- CA School-age Families Education Program
- California Peer Assistance & Review
- Community Based Tutoring
- Economic Impact Aid (EIA)
- Gifted & Talented Education (GATE)
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Quality Education Investment Act
- Regional Occupation Centers & Programs
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Supplementary Programs
- Title I, II, III, IV, V
- Transportation
- Transportation: Special Education
- Vocational Programs

## District Expenditures (Fiscal Year 2017-18)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2017-18 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,437
From Supplemental/Restricted Sources	\$886
From Basic/Unrestricted Sources	\$5,551
District	
From Basic/Unrestricted Sources	\$5,731
Percentage of Variation between School & District	-3.1%
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-26.1%

## Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2017-18		
	District	State
Beginning Teachers	\$47,739	\$48,612
Mid-Range Teachers	\$80,449	\$74,676
Highest Teachers	\$102,495	\$99,791
Elementary School Principals	\$121,535	\$125,830
Middle School Principals	\$121,535	\$131,167
High School Principals	\$133,944	\$144,822
Superintendent	\$250,000	\$275,796
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	34.0%
Administrative Salaries	4.0%	5.0%

## School Site Teacher Salaries (Fiscal Year 2017-18)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

Average Teacher Salaries	
School & District	
School	\$115,663
District	\$84,509
Percentage of Variation	36.9%
School & State	
All Unified School Districts	\$82,403
Percentage of Variation	40.4%

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).