

# Tokay High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

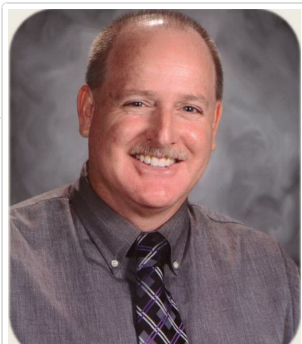
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Erik Sandstrom, Principal

Principal, Tokay High

#### About Our School

Tokay High School strives to support the high achievement of all students. We are a vibrant school community where every staff member helps students realize his or her potential.

#### Contact

*Tokay High*  
1111 West Century Blvd.  
Lodi, CA 95240-6605

Phone: 209-331-7914  
E-mail: [esandstrom@lodiUSD.net](mailto:esandstrom@lodiUSD.net)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Lodi Unified
<b>Phone Number</b>	(209) 331-7000
<b>Superintendent</b>	Cathy Washer
<b>E-mail Address</b>	<a href="mailto:cwasher@lodiusd.net">cwasher@lodiusd.net</a>
<b>Web Site</b>	<a href="http://www.lodiusd.net">www.lodiusd.net</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Tokay High
<b>Street</b>	1111 West Century Blvd.
<b>City, State, Zip</b>	Lodi, Ca, 95240-6605
<b>Phone Number</b>	209-331-7914
<b>Principal</b>	Erik Sandstrom, Principal
<b>E-mail Address</b>	<a href="mailto:esandstrom@lodiusd.net">esandstrom@lodiusd.net</a>
<b>County-District-School (CDS) Code</b>	39685853934759

*Last updated: 12/2/2017*

### School Description and Mission Statement (School Year 2017-18)

Tokay High School is a comprehensive high school, which serves grades 9-12. The school opened in 1977 and was significantly renovated in 2007-08. It is on a modified traditional calendar.

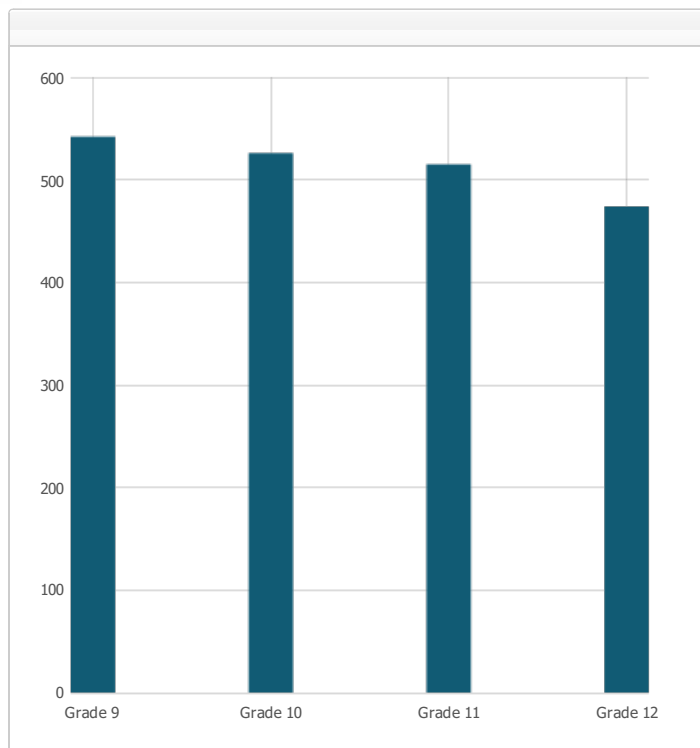
Our students come from a wide range of socio-economic, educational, and cultural backgrounds. To serve these students, our educational program continues to strive for excellence while providing a balance of strong academics, high expectations and positive self-esteem. Parents, students, and staff are active in the entire campus community. A wide variety of athletic and co-curricular activities provides students with additional experiences to develop skills, leadership and a sense of belonging.

Tokay High's Mission statement is: "The students of Tokay High School, with the support of the staff, will demonstrate the academic skills and personal responsibility necessary to enter the post secondary option of their choice." To meet this mission, there are a number of academic options for students. Tokay offers Advancement Via Individual Determination (AVID), which targets under-represented minorities and prepares them for entrance to a four-year university upon high school graduation. AVID is one of the support systems provided to prepare students for our rigorous academic program, which includes college preparatory (CP), pre-advanced placement, and advanced placement (AP) courses. Assisted by a state grant, Tokay offers a Child-Centered Career Academy (C3O2). In it, students in grades 10, 11, and 12 combine required academics with various aspects of child care. The special education department serves students with special needs with programs for the deaf/hard of hearing, learning handicapped, and severely handicapped. English learners are served in both ELD and mainstream classrooms through SDAIE techniques. Advanced Placement courses are accessible to all students willing to put in the effort required to complete them. All of Tokay's curricular programs are aligned with state standards.

*Last updated: 12/2/2017*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	542
Grade 10	526
Grade 11	515
Grade 12	474
<b>Total Enrollment</b>	<b>2057</b>



*Last updated: 12/2/2017*

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.4 %
Asian	8.9 %
Filipino	2.3 %
Hispanic or Latino	56.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	27.8 %
Two or More Races	0.6 %
Other	1.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.5 %
English Learners	18.6 %
Students with Disabilities	12.3 %
Foster Youth	0.2 %

*Last updated: 12/2/2017*

## A. Conditions of Learning

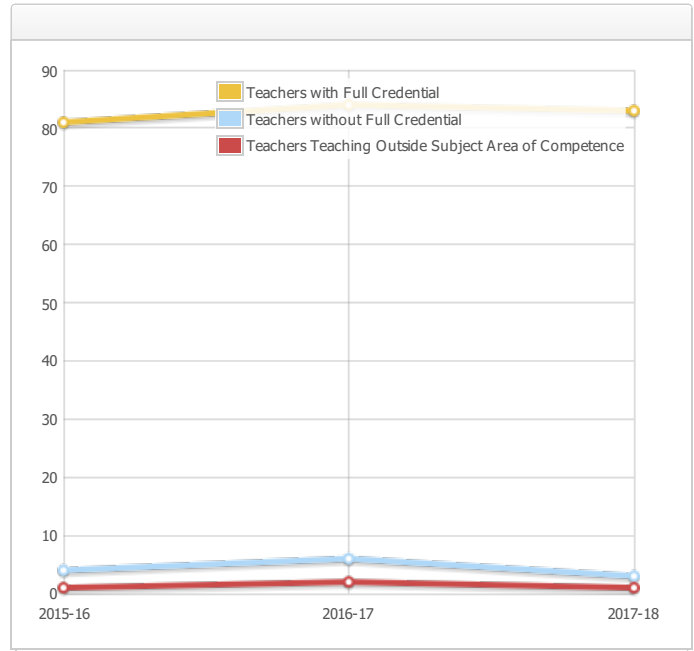
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

#### Teacher Credentials

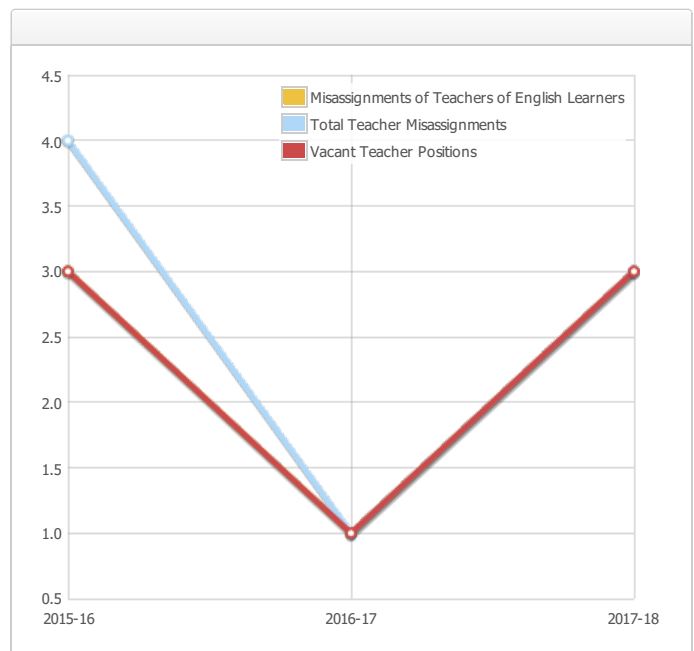
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	81	84	83	1222
Without Full Credential	4	6	3	85
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	1	8



Last updated: 12/3/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	3	1	3
Total Teacher Misassignments*	4	1	3
Vacant Teacher Positions	3	1	3



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/3/2017

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: July 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade 9-12 ELD Support) <b>Scholastic English 3D</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 7/22/2014</p> <p>(Grade 9 Base Core) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 10 Base Core) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 Base Core) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 11 AP Language) <b>The Language of Composition: Reading, Writing, Rhetoric</b>, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016</p> <p>(Grade 12 Base Core) <b>StudySync</b>, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016</p> <p>(Grade 12 AP Literature) <b>Bedford Introduction to Literature</b>, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 9-12 Creative Writing) <b>Bedford Introduction to Literature</b>, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 9-12 Intensive Intervention) <b>Scholastic Read 180: Next Generation</b>, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011</p> <p>(Grade 9-12 Intensive Intervention) <b>Scholastic System 44 Next Gen</b>, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p>		0.0 %
Mathematics	<p>(Grade 9 Intervention) <b>Core Connections Course 3</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p> <p>(Grade 9-12 Base Core) <b>Core Connections: Integrated Course 1</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) <b>Core Connections: Integrated Course 2</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 10-12 Base Core) <b>Core Connections: Integrated Course 3</b>, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 11-12) <b>AP The Practice of Statistics</b>, Bedford, Freeman &amp; Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014</p>		0.0 %

(Grade 12) **Pre-Calculus with Limits**, Houghton Mifflin, c. 2008  
 Adoption Year: 2009  
 From most recent adoption: No, Local Board Approval on 3/3/2009

(Grade 12) **Calculus for AP**, Cengage 2017  
 Adoption Year: 2017  
 From most recent adoption: No, Local Board Approval on 6/6/2017

(Grade 10-12) **Stats in Your World**, Pearson, c.2016  
 Adoption Year: 2017  
 From most recent adoption: No, Local Board Approval on 6/6/2017

## Science

0.0 %

(Grade 9) **Earth Science**, Pearson/Prentice Hall, c.2006  
 Adoption Year: 2007  
 From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 10-12) **CA Biology**, Pearson/Prentice Hall, c.2007  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 4/3/2007

(Grade 11-12 AP) **Biology AP**, Pearson/Benjamin Cummings, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Chemistry Matter & Change**, McGraw Hill, c. 2007  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12 AP) **Chemistry 7th ed.**, McDougal/Cengage, c.2007  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Holt Environmental Science**, Holt, Rinehart & Winston, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **AP Living in the Environment**, 18th ed., Cengage, c.2015  
 Adoption Year: 2014  
 From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 9-12) **Conceptual Physics 12th Ed.**, Pearson c.2015  
 Adoption Year: 2015  
 From most recent adoption: No, Local Board Approval on 5/5/2015

(Grade 11-12) **Physics: Principles & Problems**, Glencoe/McGraw Hill, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 12 AP) **Physics 6th ed.**, Pearson/Prentice Hall, c.2005  
 Adoption Year: 2007  
 From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 11-12) **Fundamentals of Anatomy & Physiology**, Pearson/Benjamin Cummings, c.2006  
 Adoption Year: 2006  
 From most recent adoption: No, Local Board Approval on 6/6/2006

(Grade 11-12) **Astronomy: Journey to the Cosmic Frontier**, McGraw Hill, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

(Grade 11-12) **Life on an Ocean Planet**, Current Publishing, c.2006  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 5/6/2008

## History-Social Science

0.0 %

(Grade 9) **World Geography Today**, Holt, Rinehart & Winston, c.2005  
 Adoption Year: 2007  
 From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 AP) **The Cultural Landscape: An Introduction to Human Geography**, Pearson/Prentice Hall, c.2008  
 Adoption Year: 2008  
 From most recent adoption: No, Local Board Approval on 4/15/2008

(Grade 10) **World History: A Modern World**, Pearson/Prentice Hall, c.2007  
 Adoption Year: 2007  
 From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 10-12 AP) **Western Civilization Since 1300**, Cengage Learning, c.2015

Adoption Year: 2016

From most recent adoption: No, Local Board Approval on 1/12/2016

(Grade 11) **The Americans: Reconstruction to the 21st Century**, McDougal Littell, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 11 AP) **The American Pageant**, Cengage, c.2015

Adoption Year: 2014

From most recent adoption: No, Local Board Approval on 5/6/2014

(Grade 11-12 AP) **Psychology 9th ed.**, Bedford St. Martin/Worth, c.2010

Adoption Year: 2009

From most recent adoption: No, Local Board Approval on 10/20/2009

(Grade 11-12) **Sociology & You**, Glencoe, c.2003

Adoption Year: 2004

From most recent adoption: No, Local Board Approval on 6/1/2004

(Grade 11-12) **Psychology: Principles & Practice**, Holt, Rinehart & Winston, c.2003

Adoption Year: 2004

From most recent adoption: No, Local Board Approval on 6/1/2004

(Grade 12) **Magruder's American Government**, Pearson/Prentice Hall, c.2006

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12 AP) **American Government and Politics Today**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12) **Economics: Principles in Action**, Pearson/Prentice Hall, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 12 AP) **Principles of Economics**, Thomson Learning, c.2007

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 AP) **Art Through the Ages: A Global History**, Cengage Learning, c. 2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 5/19/2015

#### Foreign Language

0.0 %

(Grade 9-12 Spanish) **Que Chevere! Level 1-4**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Spanish for Native Speakers) **Que Chevere! Level 4-5**, EMC Publishing, c.2016

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish Language) **Temas**, Vista Higher Learning, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 AP Spanish Literature) **Abriendo Puertas: Ampliando Perspectivas**, HMH Co., c.2013

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Japanese)

**Adventures in Japanese 1**, Cheng & Tsui Co., c.2004

**Adventures in Japanese 2**, Cheng & Tsui Co., c.2004

Adoption Year: 2007

From most recent adoption: No, Local Board Approval on 4/17/2007

(Grade 9-12 Japanese) **Adventures in Japanese 3**, Cheng & Tsui Co., c.2004

Adoption Year: 2013

From most recent adoption: No, Local Board Approval on 3/5/2013

(Grade 9-12 French) **T'es Branche? Level 1-4**, EMC Publishing, c.2014

Adoption Year: 2015

From most recent adoption: No, Local Board Approval on 6/2/2015

	<p>(Grade 11-12 AP French) <b>Themes</b>, Vista Higher Learning, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p> <p>(Grade 9-12 Italian) <b>Avanti 1-3</b>, McGraw Hill, c.2018 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 3/7/2017</p> <p>(Grade 9-12 German) <b>Komm Mit! 1</b>, Holt, Rinehart &amp; Winston, c.2006 <b>Komm Mit! 2</b>, Holt, Rinehart &amp; Winston, c.2006 <b>Komm Mit! 3</b>, Holt, Rinehart &amp; Winston, c.2006 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p> <p>(Grade 9-12 AP German) <b>Stationen-Ein Kursbuch Fuer die Mittelstufe</b>, Thomson &amp; Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008</p>			
Health	<p>(Grade 9-10) <b>Glencoe Health</b>, Glencoe/McGraw, c.2005 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 6/6/2004</p> <p>(Grade 9-10) <b>Project Toward No Drug Abuse</b>, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005</p>			0.0 %
Visual and Performing Arts	N/A			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/26/2017



## School Facility Conditions and Planned Improvements

### AGE OF SCHOOL BUILDINGS:

Year built 1975.

### MAINTENANCE AND REPAIR:

The Tokay High School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### DEFERRED MAINTENANCE PROJECTS: N/A

**MODERNIZATION PROJECTS:** 2014 Snack bar renovated, gym floors redone, added new wrought iron fence around school site for security. 2015 Prop 39 lighting, new HVAC controls, new chiller at the Performance Art building, and equipment room completed with pool heater. Resurfaced pool bulkhead, repaired cracks, and repainted various exterior stucco. 2015 Added access control and security cameras. 2016 Resurfaced gym floor areas, renovated soccer practice fields, tennis courts, and woodshop area. 2016 Parking Lot/Playground Safety Project. 2016-17 Prop 39 Yr 1 Building Management System DDC Project. 2017 Prop 39 Yr 2 Gym Evaporative Direct Cooler Replacement Project. Removed various trees. 2018 Measure U Athletic Field Facilities Improvement Project.

### NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Tokay High on 10-13-17.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2017, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Tokay High. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

*Last updated: 12/28/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Site in need of new P.A. boilers.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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*Last updated: 12/10/2017*

## B. 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.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	34%	50%	41%	43%	48%	48%
Mathematics (grades 3-8 and 11)	20%	31%	31%	33%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/17/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	490	481	98.16%	49.79%
Male	263	259	98.48%	43.02%
Female	227	222	97.80%	57.66%
Black or African American			100.00%	63.64%
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100.00%	39.02%
Filipino	--	--	--	--
Hispanic or Latino	276	270	97.83%	41.26%
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	138	97.87%	65.94%
Two or More Races				
Socioeconomically Disadvantaged	325	317	97.54%	42.09%
English Learners	123	120	97.56%	15.83%
Students with Disabilities	57	55	96.49%	20.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 12/17/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	490	477	97.35%	30.82%
Male	263	256	97.34%	28.91%
Female	227	221	97.36%	33.03%
Black or African American			100.00%	45.45%
American Indian or Alaska Native	--	--	--	--
Asian	41	39	95.12%	35.90%
Filipino	--	--	--	--
Hispanic or Latino	276	269	97.46%	25.65%
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	137	97.16%	35.04%
Two or More Races				
Socioeconomically Disadvantaged	325	314	96.62%	22.93%
English Learners	123	120	97.56%	--
Students with Disabilities	57	54	94.74%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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*Last updated: 12/17/2017*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	44.0%	51.0%	50.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/17/2017*

### Career Technical Education Programs (School Year 2016-17)

Students at Tokay High have the opportunity to participate in CTE courses at Lincoln Technical Academy, the district's Career Technical Education learning center, in which courses are designed with career and college preparation in mind. The Tokay High media center offers students the opportunity to complete a computer search in the areas of potential career interest. Students with special needs are encouraged to participate in the Workability program.

Career academics in various stages of development are available to students. Some of these include: Agriculture and Natural resources, Administration of Justice, Fashion Design, Automotive Technology, Food Science, Health and more.

*Last updated: 12/13/2017*

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	850
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	80.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.0%

*Last updated: 12/25/2017*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	92.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	22.3%

*Last updated: 12/17/2017*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	23.6%	27.0%	14.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/17/2017*

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

There are many ways for parents to get involved with Tokay High School. There is a very active Parent Teacher Student Association (PTSA), as well as numerous athletic and performing arts booster clubs. These are volunteer organizations that represent parent interests, raise funds and organize school events. In addition, Tokay's English Learner Advisory Committee (ELAC) supports the needs of the English learning population. Parents are also involved with School Site Council, which provides direction for site expenditures and school site improvements.

Parents who wish to participate in Tokay High's leadership teams, school committees, school activities, or become volunteers may contact Principal Erik Sandstrom at (209) 331-7914. Parents are also encouraged to call the school when they have concerns about their students' grades, attendance, discipline, or if they want to know about school activities. Translation is provided upon request of the parent or family; currently, the school has bilingual assistants to help with Spanish speakers.

*Last updated: 12/2/2017*

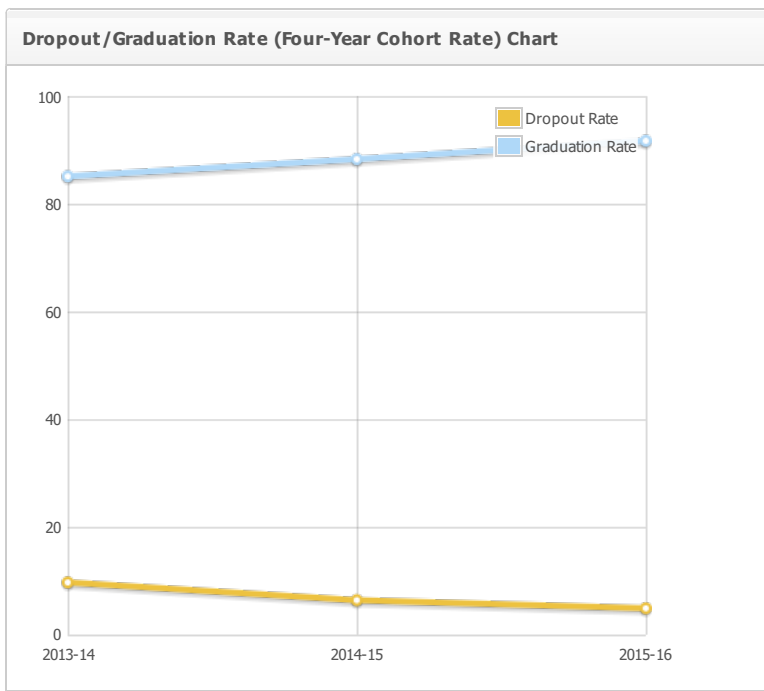
# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.7%	6.4%	4.9%	12.3%	7.9%	9.4%	11.5%	10.7%	9.7%
Graduation Rate	85.1%	88.3%	91.7%	80.6%	85.4%	84.9%	81.0%	82.3%	83.8%



Last updated: 12/12/2017

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	86.4%	82.0%	87.1%
Black or African American	55.6%	60.3%	79.2%
American Indian or Alaska Native	100.0%	87.5%	80.2%
Asian	85.2%	84.8%	94.4%
Filipino	83.3%	89.7%	93.8%
Hispanic or Latino	86.6%	79.9%	84.6%
Native Hawaiian or Pacific Islander	100.0%	76.0%	86.6%
White	88.3%	87.3%	91.0%
Two or More Races	100.0%	93.3%	90.6%
Socioeconomically Disadvantaged	88.4%	80.9%	85.5%
English Learners	57.1%	49.7%	55.4%
Students with Disabilities	37.1%	36.7%	63.9%
Foster Youth	100.0%	50.0%	68.2%

*Last updated: 12/12/2017*



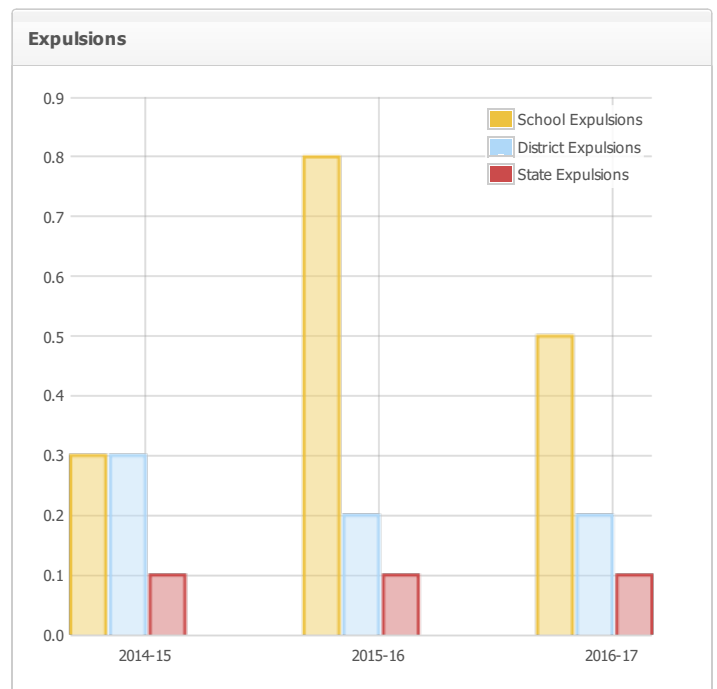
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.2%	5.2%	5.4%	5.6%	5.5%	5.1%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.8%	0.5%	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/17/2017

## School Safety Plan (School Year 2017-18)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied, and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 11/27/2017.

Last updated: 12/12/2017

## D. 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	67.9%

*Last updated: 12/17/2017*

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	22	46	15	25.0	27	54	12	26.0	22	56	13
Mathematics	27.0	8	46	7	26.0	13	43	4	28.0	10	42	8
Science	29.0	5	40	5	27.0	8	36	6	28.0	3	46	2
Social Science	29.0	7	37	17	29.0	5	37	16	29.0	9	41	12

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 12/17/2017*

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	514.3
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.4	N/A
Social Worker	0.0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	6.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\*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.

*Last updated: 12/16/2017*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10695.0	\$2957.0	\$7738.0	\$68802.2
District	N/A	N/A	\$7521.0	\$70254.0
Percent Difference – School Site and District	N/A	N/A	2.8%	-2.1%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	16.3%	-14.1%

Note: Cells with N/A values do not require data.

*Last updated: 12/16/2017*

**Types of Services Funded (Fiscal Year 2016-17)**

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either categorical or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

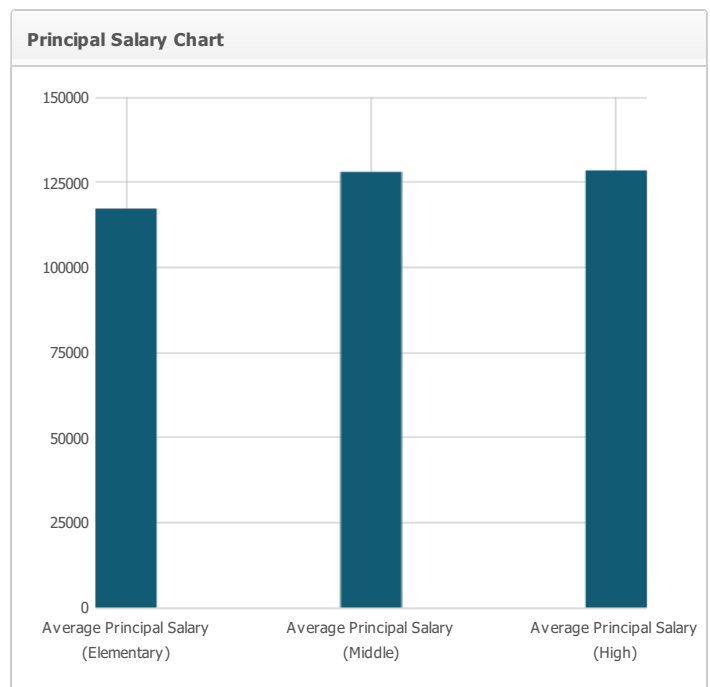
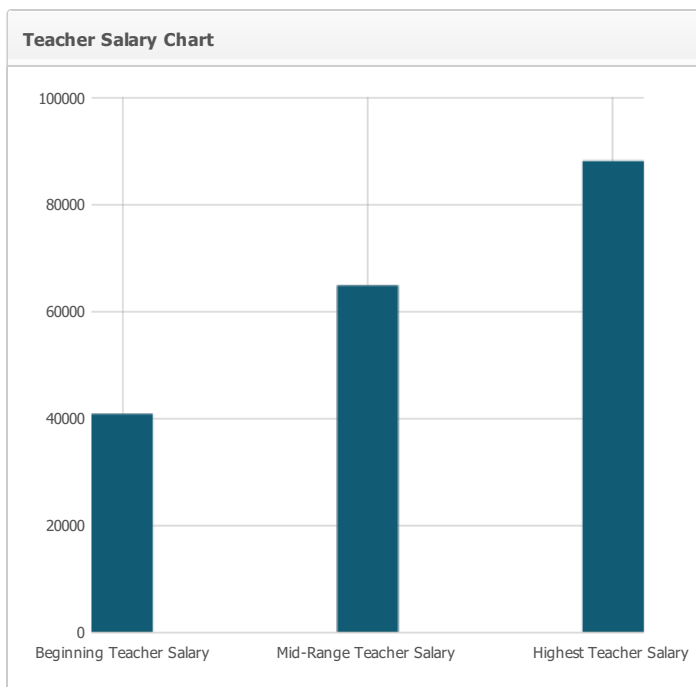
Check with the school principal to get more information about the services that are specific to the school.

*Last updated: 12/16/2017*

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,781	\$47,808
Mid-Range Teacher Salary	\$64,791	\$73,555
Highest Teacher Salary	\$88,064	\$95,850
Average Principal Salary (Elementary)	\$117,196	\$120,448
Average Principal Salary (Middle)	\$128,029	\$125,592
Average Principal Salary (High)	\$128,461	\$138,175
Superintendent Salary	\$248,676	\$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/16/2017

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All Courses	15	20.1%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 12/16/2017*

**Professional Development**

Lodi Unified School District is committed to supporting school district staff through quality professional development. Teachers receive professional development each year. A variety of data is used to determine the focus of staff development in Lodi Unified School District. Data from state assessments, district assessments and teacher surveys assist us in identifying areas of concentration. Our current focus is on common core in mathematics and English language arts, social science, core practices, assessment, and technology. Our goal is to continue to have a highly trained professional staff that supports the success of all students in the classroom. We provide several programs and a variety of strategies to allow staff full access to training.

Teacher Induction Program (TIP) is available to newly credentialed teachers through the district. Teachers participate for two years in workshops, trainings and work closely with an assigned mentor teacher. Non-instructional personnel are offered training in technology, budget, and job specific content. Many Paraprofessionals take advantage of district offered training. Instructional coaches are available to work with staffs on-site in their classrooms as well as through district sponsored events.

*Last updated: 11/28/2017*