

Tokay High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Tokay High School
Street	1111 West Century Blvd.
City, State, Zip	Lodi, CA 95240-6605
Phone Number	209-331-7990
Principal	Enrique Avalos
Email Address	eavalos@lodiUSD.net
School Website	
County-District-School (CDS) Code	39685853934759

2022-23 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
District Website Address	www.lodiUSD.net

2022-23 School Overview

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, and in 2020-21 had new construction of a 2-story, 20-classroom building (to replace aging portable classrooms) and a 2nd gym facility for Physical Education and Athletics. Tokay High School 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. The school provides an active After School Program for tutoring and enrichment activities. 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	533
Grade 10	569
Grade 11	482
Grade 12	485
Total Enrollment	2,069

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.4
American Indian or Alaska Native	0.3
Asian	9.9
Black or African American	1.2
Filipino	1.1
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.1
White	19.8
English Learners	17.4
Foster Youth	0.3
Homeless	0.3
Migrant	1.2
Socioeconomically Disadvantaged	70.3
Students with Disabilities	12.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.90	80.01	1289.60	83.44	228366.10	83.12
Intern Credential Holders Properly Assigned	4.90	4.93	64.90	4.20	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.10	6.10	54.90	3.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	52.40	3.39	12115.80	4.41
Unknown	9.00	8.94	83.50	5.41	18854.30	6.86
Total Teaching Positions	101.10	100.00	1545.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	6.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Grade 9 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		0.0%
	(Grade 9-12 Intensive Intervention) Scholastic Read 180: Next Generation, Scholastic, c.2012 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 4/17/2011		
	(Grade 9-12 Intensive Intervention) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014		
	(Grade 10 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 Base Core) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 11 AP Language) The Language of Composition: Reading, Writing, Rhetoric, Bedford, c.2013 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 1/12/2016		
	(Grade 11-12 Creative Writing) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007		
	(Grade 12 Base Core/EL Support) StudySync, McGraw Hill, c. 2017 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/19/2016		
	(Grade 12 - AP Language) Bedford Introduction to Literature, Bedford/St. Martin's Press, c. 2005 Adoption Year: 2007		

	From most recent adoption: No, Local Board Approval on 4/17/2007		
Mathematics	<p>(Grade 9 Intervention) Core Connections Course 3, 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) Core Connections: Integrated Course 1, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(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</p> <p>(Grade 10-12 Base Core) Core Connections: Integrated Course 2, 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) Core Connections: Integrated Course 3, CPM, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 11-12) Math for Financial Literacy, Goodheart & Wilcox, 2013 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 11-12) Personal Financial Literacy, Pearson, 2014 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 4/5/16</p> <p>(Grade 11-12 AP) AP The Practice of Statistics, Bedford, Freeman & Worth Co., c.2015 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 5/6/2014</p> <p>(Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18</p> <p>(Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017</p>		0.0%
Science	(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020		0.0%

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 9-12) Physics of the Universe, Discovery Ed., c.2019
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 7/7/2020

(Grade 9-12) Inquiry Into Life, McGraw Hill., c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 9-12) CA Inspire Chemistry, McGraw Hill., c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 10-12) CA Inspire Biology, McGraw Hill, c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 10-12) Forensic Science: Fundamentals and
Investigations 3rd Ed., Cengage, c.2021

Adoption Year: 2022

From Most Recent Adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12 AP) Campbell: Biology in Focus 3rd Ed., AP
Edition, Pearson/SAVVAS, c.2020

Adoption Year: 2022

From most recent adoption: No, Local Board Approval on 6/7/2022

(Grade 11-12) CA Inspire Chemistry, McGraw Hill, c. 2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

(Grade 11-12 AP) Chang, Chemistry: AP Edition, McGraw
Hill, c.2023

Adoption Year: 2022

From most recent adoption: No, Local Board Approval on 6/7/2022

(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) Environmental Science for the AP Course,
Bedford, Freeman & Worth, c.2019

Adoption Year: 2021

From most recent adoption: No, Local Board Approval on 6/1/2021

(Grade 11-12) CA Inspire Physics, McGraw Hill, c.2020
Adoption Year: 2020

From most recent adoption: No, Local Board Approval on 4/7/2020

	<p>(Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(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</p> <p>(Grade 11-12) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 12 AP) College Physics, 10th Ed., Cengage Learning, c.2015 Adoption Year: 2016 From most recent adoption: No, Local Board Approval on 5/17/2016</p>		
History-Social Science	<p>(Grade 9) World Geography: My World Interactive, Pearson/Prentice Hall, c. 2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(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</p> <p>(Grade 9-12 AP) World Civilizations: The Global Experience, Pearson, c.2017 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 3/27/2018</p> <p>(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</p> <p>(Grade 10) World History: A Modern World, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 10-12 AP) Western Civilization Since 1300 Enhanced AP Edition, Cengage, c.2021 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p>		0.0%

	<p>(Grade 11) United States History: The Twentieth Century, Pearson/Prentice Hall, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11 AP) The Fabric of a Nation: A Brief History with Skills and Sources, Bedford/ St. Martin /BFW, c.2020 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022</p> <p>(Grade 11-12) Sociology & You, Glencoe, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12) Understanding Psychology, McGraw Hill, c.2014 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) Magruder's American Government, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018</p> <p>(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</p> <p>(Grade 12 AP) Principles of Economics AP (Micro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p> <p>(Grade 12 AP) Principles of Economics AP (Macro), Thomson Learning, c.2007 Adoption Year: 2007 From most recent adoption: No, Local Board Approval on 4/17/2007</p>		
Foreign Language	(Grade 9-12 Spanish) Senderos Level 1-4, Vista Higher Learning, c.2022		0.0%

Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 5/10/2022

(Grade 9-12 Spanish for Native Speakers) Galeria 1-2, Vista Higher Learning, c.2020
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 6/2/2020

(Grade 9-12 AP Spanish) 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, Level 1-2, Cheng & Tsui Co., c.2015
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 2/18/2020

(Grade 9-12 Japanese) Adventures in Japanese 3, Cheng & Tsui Co., c.2017
Adoption Year: 2020
From most recent adoption: No, Local Board Approval on 2/18/2020

(Grade 9-12 French) Entre Cultures, Level 1-3, Wayside Publishing, c.2020
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 5/10/2022

(Grade 11-12 AP French) Themes, Vista Higher Learning, c.2016
Adoption Year: 2015
From most recent adoption: No, Local Board Approval on 6/2/2015

(Grade 9-12 Italian) Avanti 1-3, McGraw Hill, c.2018
Adoption Year: 2017
From most recent adoption: No, Local Board Approval on 3/7/2017

(Grade 9-12 German) Portfolio Deutsch Neu, Level 1-3, Klett Publishing, c.2019
Adoption Year: 2022
From most recent adoption: No, Local Board Approval on 5/10/2022

(Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Middlestufe, Thomson & Heinle, c.2008
Adoption Year: 2008
From most recent adoption: No, Local Board Approval on 5/20/2008

<p>Health</p>	<p>(Grade 9-10) Project Toward No Drug Abuse, USC, c.2004 Adoption Year: 2005 From the most recent adoption: No, Local Board Approval on 6/7/2005</p> <p>(Grade 9-12) Glencoe Health, Glencoe/McGraw, c.2018 Adoption Year: 2018 From the most recent adoption: No, Local Board Approval on 5/15/2018</p> <p>(Grade 7-12) FLASH Curriculum, King County Public Health, c.2019 Adoption Year: 2020 From the most recent adoption: Yes</p>		<p>0.0%</p>
<p>Visual and Performing Arts</p>	<p>N/A</p>		
<p>Science Laboratory Equipment (grades 9-12)</p>	<p>N/A</p>		

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, and added new black rod iron fence around school site for security. 2015-16 Prop 39 lighting, new HVAC controls and replace chiller in PA bldg. Prop 39 Pool equipment room completed with pool heater. Resurfaced pool bulkhead, repaired cracks. Repainted various exterior stucco. 2015 Added access control and security cameras. 2016 Resurfaced gym floor areas. Soccer practice fields renovated. Resurfaced tennis courts. Renovated 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. 2018-19 Measure U Athletic Football Field & Stadium Facilities Improvement Project. 2022 New Gymnasium, Sealcoated Blacktop & Installed Turf in Pool Area. 2022-23 Tokay Asphalt Starting Soon.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Tokay High on 10/7/2022.

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 2022, 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

Year and month of the most recent FIT report

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Site in need of new P.A. boilers. Report shows in process.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	40	N/A	39	N/A	47
Mathematics (grades 3-8 and 11)	N/A	23	N/A	27	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	448	421	93.97	6.03	39.90
Female	225	214	95.11	4.89	45.33
Male	222	206	92.79	7.21	33.98
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	57.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	294	275	93.54	6.46	31.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	69.23
White	80	74	92.50	7.50	60.81
English Learners	79	72	91.14	8.86	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	53.33
Socioeconomically Disadvantaged	298	284	95.30	4.70	32.04
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	51	86.44	13.56	9.80

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	448	420	93.75	6.25	23.33
Female	225	213	94.67	5.33	25.82
Male	222	206	92.79	7.21	20.87
American Indian or Alaska Native	--	--	--	--	--
Asian	40	40	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	294	274	93.20	6.80	15.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	30.77
White	80	74	92.50	7.50	36.49
English Learners	79	71	89.87	10.13	2.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	40.00
Socioeconomically Disadvantaged	298	283	94.97	5.03	16.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	51	86.44	13.56	1.96

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	25.47	24.2	21.45	22.47	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	930	783	84.19	15.81	24.2
Female	475	398	83.79	16.21	25.19
Male	454	384	84.58	15.42	23.24
American Indian or Alaska Native	--	--	--	--	--
Asian	101	87	86.14	13.86	43.68
Black or African American	--	--	--	--	--
Filipino	12	12	100	0	58.33
Hispanic or Latino	578	496	85.81	14.19	16.4
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	28.57
White	194	146	75.26	24.74	35.62
English Learners	133	118	88.72	11.28	0.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	41	34	82.93	17.07	36.36
Socioeconomically Disadvantaged	613	529	86.3	13.7	17.39
Students Receiving Migrant Education Services	12	11	91.67	8.33	27.27
Students with Disabilities	100	81	81	19	2.5

2021-22 Career Technical Education Programs

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, Fashion Design, Automotive Technology, Food Science, Health and more.

All LUSD CTE classes are required to meet the economic demands of the local economy and are designed to provide students with the academic, technical and employability skills and knowledge to pursue postsecondary training, higher education, and viable careers. District CTE programs are evaluated regularly, based on the 11 Elements of High Quality CTE Programs criteria. All programs/CTE pathways are required to hold at least one advisory committee meeting per year with local business partners as a means to provide expert advice to continue providing updated training skills and knowledge. In addition, the district conducts an annual Follow-up study to provide data regarding effectiveness of desired outcomes.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1003
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	76.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	88.47
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	5.06

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93%	81%	87%	90%	92%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

There are many ways for parents to get involved with Tokay High School. There is an active Parent Teacher Student Association (PTSA), as well as numerous athletic, performing arts, and program booster clubs. These are volunteer organizations that represent parent and student interests, raise funds and help organize school events. In addition, Tokay's English Learner Advisory Committee (ELAC) supports the needs of the English learner population. Parents are also involved with School Site Council, which provides direction for site expenditures and school site improvements. Meetings and other opportunities for parent input and involvement are announced or posted in the school's Daily Bulletin, on the school website, and through automated calls and emails.

Parents who wish to participate in Tokay High's leadership teams, school committees, school activities, or become volunteers may contact Principal Enrique Avalos at (209) 331-7990. 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 or Urdu speakers.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.8	5		6.1	7.1		8.9	7.8
Graduation Rate		93.1	93.9		87.6	89		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	476	447	93.9
Female	246	237	96.3
Male	230	210	91.3
American Indian or Alaska Native	--	--	--
Asian	60	56	93.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	280	262	93.6
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	111	105	94.6
English Learners	70	55	78.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	389	364	93.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	51	41	80.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2231	2172	654	30.1
Female	1048	1021	332	32.5
Male	1177	1146	320	27.9
American Indian or Alaska Native	8	8	4	50.0
Asian	220	214	51	23.8
Black or African American	34	32	20	62.5
Filipino	22	22	3	13.6
Hispanic or Latino	1414	1376	423	30.7
Native Hawaiian or Pacific Islander	7	6	2	33.3
Two or More Races	45	44	16	36.4
White	438	428	126	29.4
English Learners	408	394	150	38.1
Foster Youth	12	11	7	63.6
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	1593	1552	496	32.0
Students Receiving Migrant Education Services	31	31	8	25.8
Students with Disabilities	283	275	110	40.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.65	4.45	2.45
Expulsions	0.28	0.12	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.16	9.50	0.94	5.83	0.20	3.17
Expulsions	0.00	0.22	0.01	0.26	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.50	0.22
Female	5.25	0.00
Male	13.25	0.42
American Indian or Alaska Native	0.00	0.00
Asian	5.91	0.45
Black or African American	20.59	0.00
Filipino	13.64	0.00
Hispanic or Latino	10.11	0.28
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	8.68	0.00
English Learners	14.46	0.98
Foster Youth	33.33	0.00
Homeless	16.67	0.00
Socioeconomically Disadvantaged	10.67	0.25
Students Receiving Migrant Education Services	6.45	0.00
Students with Disabilities	18.37	1.06

2022-23 School Safety Plan

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 02/11/2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	27	53	10
Mathematics	26	13	42	10
Science	25	17	36	2
Social Science	28	9	39	15

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	23	47	17
Mathematics	27	14	38	14
Science	26	15	25	16
Social Science	28	17	32	19

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	59	53	4
Mathematics	21	29	49	2
Science	22	26	35	2
Social Science	18	59	42	3

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	356.72

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,690.80	\$5,469.20	\$9,221.60	\$79,055.10
District	N/A	N/A	\$8,375	\$78,335
Percent Difference - School Site and District	N/A	N/A	9.6	0.9
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	33.2	-7.7

2021-22 Types of Services Funded

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) 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
- Distance Learning Resources
- Online and in-person tutoring

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,433	\$51,081
Mid-Range Teacher Salary	\$72,182	\$77,514
Highest Teacher Salary	\$101,051	\$105,764
Average Principal Salary (Elementary)	\$130,451	\$133,421
Average Principal Salary (Middle)	\$140,556	\$138,594
Average Principal Salary (High)	\$149,093	\$153,392
Superintendent Salary	\$268,296	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	4
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2