

Tokay High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Tokay High School
Street	1111 West Century Blvd.
City, State, Zip	Lodi, CA 95240
Phone Number	209-331-7990
Principal	Enrique Avalos
Email Address	eavalos@lodiUSD.net
School Website	https://tokay.lodiUSD.net/
Grade Span	9-12
County-District-School (CDS) Code	39685853934759

2025-26 District Contact Information

District Name	Lodi Unified School District
Phone Number	(209) 331-7000
Superintendent	Neil Young
Email Address	nyoung@lodiUSD.net
District Website	www.lodiUSD.net

2025-26 School Description and Mission Statement

Tokay High School is a comprehensive high school within the Lodi Unified School District, serving students in and around Lodi, California. Opened in 1977, Tokay underwent major facility renovations in 2007–2008. In 2020–2021, the campus expanded with the addition of the T-Building—a two-story, 20-classroom facility—and a new practice gym, replacing portable classrooms and enhancing student access to modern learning spaces. Renovations to the school pool and the construction of a new baseball/softball complex are scheduled for completion by spring 2026. Tokay High operates on a modified traditional calendar with a hybrid seventh-period schedule.

Tokay's students represent a diverse range of socioeconomic, educational, and cultural backgrounds. To meet their needs, the

2025-26 School Description and Mission Statement

school's educational program continues to pursue excellence by balancing rigorous academics, high expectations, and the development of positive self-esteem. Parents, students, and staff are active participants in the campus community. Tokay offers a robust Before and After School Program that provides tutoring and enrichment opportunities. A wide variety of athletic and co-curricular programs further allow students to build skills, develop leadership, and foster 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 postsecondary option of their choice." To achieve this mission, the school offers a range of academic opportunities, including Advanced Placement (AP) courses, Agricultural Pathways, Advancement Via Individual Determination (AVID), the Child-Centered Career Academy (C302), and numerous Career Technical Education (CTE) courses. Tokay also partners with Lincoln Technical Schools to expand CTE offerings and with Delta College to provide Dual Enrollment options. Students with special needs are supported through resource or special day classes, while English learners receive instruction in both English Language Development (ELD) and English with Supports classes. All curricular programs at Tokay High are fully aligned with state standards.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	581
Grade 10	536
Grade 11	460
Grade 12	481
Total Enrollment	2,058

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.1
Non-Binary	0.1
American Indian or Alaska Native	0.2
Asian	11
Black or African American	1.6
Filipino	1.2
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.4
White	18.1
English Learners	13.7
Foster Youth	0.2
Homeless	0
Migrant	1.1
Socioeconomically Disadvantaged	70
Students with Disabilities	13.6

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.

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)	84.1	82.87	1281.6	82.81	234405.2	84
Intern Credential Holders Properly Assigned	3.9	3.93	60.6	3.92	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.9	8.85	83.1	5.38	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.6	3.21	11953.1	4.28
Unknown/Incomplete/NA	4.4	4.33	72.5	4.69	15831.9	5.67
Total Teaching Positions	101.5	100	1547.6	100	279044.8	100

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.

2022-23 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)	81.1	77.96	1226	81.46	231142.4	83.24
Intern Credential Holders Properly Assigned	4.9	4.8	56.3	3.74	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	11.6	11.22	96.2	6.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	53.4	3.55	11746.9	4.23
Unknown/Incomplete/NA	6.2	6.01	73	4.85	14303.8	5.15
Total Teaching Positions	104	100	1505.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	84	80.13	1221.9	80.65	230039.4	100
Intern Credential Holders Properly Assigned	3	2.86	61.5	4.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.6	11.13	127.3	8.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	40.3	2.66	12112.8	4.34
Unknown/Incomplete/NA	6.1	5.87	63.9	4.22	13705.8	4.91
Total Teaching Positions	104.9	100	1515.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	7.90	11.6	10.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	8.90	11.6	11.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.2	11.8	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.3	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		July 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	(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 (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 (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 (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 (Grade 10-12) Understanding Basic Statistics, Cengage, c.2024 Adopted Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024 (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 (Grade 11-12) Personal Financial Literacy, Pearson, 2023 Adoption Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024 (Grade 11-12 AP) AP The Practice of Statistics, Bedford Freeman & Worth Co., c.2020	0.0%

	Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 11-12 AP) Precalculus, CPM, c.2018 PreCalculus with AP Supplement, CPM, c.2024 Adopted Year: 2024 From most recent adoption: No, Local Board Approval on 1/16/2024 (Grade 12) Precalculus, CPM, c.2018 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/15/18 (Grade 12 AP) Calculus for AP, Cengage 2017 Adoption Year: 2017 From most recent adoption: No, Local Board Approval on 6/6/2017	
Science	(Grade 9) Inspire Earth Science, McGraw Hill, c.2020 Adoption Year: 2020 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	0.0%

	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 (Grade 11-12) Hole's Anatomy & Physiology, MacMillan/McGraw, c.2022 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/4/2024 (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) Marine Science 2nd Ed., McGraw Hill, c.2019 Adoption Year: 2022 From most recent adoption: No, Local Board Approval on 6/7/2022 (Grade 12 AP) College Physics for the AP Physics 1 & 2 Courses, BFW, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
History-Social Science	(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 (Grade 9-12) Voices: An Ethnic Studies Survey, Gibbs Smith Education, c.2024 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025	0.0%

(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

(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

(Grade 9-12 AP) Human Geography for the AP Course, BFW, c.
2021
Adoption Year: 2023
From most recent adoption: No, Local Board Approval on
6/6/2023

(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

(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

(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

(Grade 11 AP) 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

(Grade 11-12) Sociology & You, Glencoe, c.2014
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 11-12) Understanding Psychology, McGraw Hill, c.2014
Adoption Year: 2018
From most recent adoption: No, Local Board Approval on
5/1/2018

(Grade 11-12) Popular Culture: A User's Guide, Wiley & Sons,
c.2017
Adoption Year: 2025
From most recent adoption: No, Local Board Approval on
1/14/2025

(Grade 11-12 AP) Myer's Psychology, Bedford Freeman/Worth,
c.2024

	Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (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 (Grade 12) Economics: Principles in Action, Pearson/Prentice Hall, c.2019 Adoption Year: 2018 From most recent adoption: No, Local Board Approval on 5/1/2018 (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 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 (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	
Foreign Language	(Grade 9-12 ASL) Signing Naturally Units 1-6, Units 7-12, c.2008 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (Grade 9-12 AP German) Stationen-Ein Kursbuch Fuer die Mittlestufe, Thomson & Heinle, c.2008 Adoption Year: 2008 From most recent adoption: No, Local Board Approval on 5/20/2008 (Grade 9-12 AP Spanish) Temas, Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023 (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 French) Entre Cultures, Level 1-3, Wayside Publishing, c.2020 Adoption Year: 2022	0.0%

	From most recent adoption: No, Local Board Approval on 5/10/2022 (Grade 9-12 French) Entre Cultures, Level 4, Wayside Publishing, c.2025 Adoption Year: 2025 From most recent adoption: No, Local Board Approval on 1/14/2025 (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 Italian) Davvero 1, Wayside Publishing, c.2024 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 1/14/2025 (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 Spanish) Senderos Level 1-4, Vista Higher Learning, c.2022 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 11-12 AP French) Perspectives, 1st. Ed., Vista Higher Learning, c.2023 Adoption Year: 2023 From most recent adoption: No, Local Board Approval on 6/6/2023	
Health	(Grade 9-12) FLASH Curriculum, King County Public Health, c. 2019 Adoption Year: 2020 From the most recent adoption: Yes (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	0.0%

	(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	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

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. 2023 Asphalt project. 2024 Re-Roofing Project. 2025 Confirmed Boiler was completed in P.A. Building.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Tokay High on 10/13/2025.

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 2025, 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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	October 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	37	42	39	40	47	48
Mathematics (grades 3-8 and 11)	19	21	28	30	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	442	420	95.02	4.98	42.14
Female	214	203	94.86	5.14	49.26
Male	227	216	95.15	4.85	35.19
American Indian or Alaska Native	--	--	--	--	--
Asian	59	55	93.22	6.78	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	281	96.56	3.44	38.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	66	58	87.88	12.12	44.83
English Learners	70	64	91.43	8.57	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	11	91.67	8.33	36.36
Socioeconomically Disadvantaged	199	185	92.96	7.04	34.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	73	94.81	5.19	2.74

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	442	425	96.15	3.85	20.94
Female	214	205	95.79	4.21	18.54
Male	227	219	96.48	3.52	22.83
American Indian or Alaska Native	--	--	--	--	--
Asian	59	56	94.92	5.08	26.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	283	97.25	2.75	17.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	46.15
White	66	60	90.91	9.09	23.33
English Learners	70	65	92.86	7.14	1.54
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	12	11	91.67	8.33	27.27
Socioeconomically Disadvantaged	199	188	94.47	5.53	16.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	77	73	94.81	5.19	1.37

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.54	26.55	24.37	23.24	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	947	910	96.09	3.91	26.37
Female	442	417	94.34	5.66	23.26
Male	504	492	97.62	2.38	28.86
American Indian or Alaska Native	--	--	--	--	--
Asian	114	105	92.11	7.89	34.29
Black or African American	16	16	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	618	604	97.73	2.27	21.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	28	93.33	6.67	39.29
White	156	144	92.31	7.69	36.11
English Learners	136	122	89.71	10.29	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	30	28	93.33	6.67	28.57
Socioeconomically Disadvantaged	553	531	96.02	3.98	22.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	135	122	90.37	9.63	3.28

2024-25 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 center, in which courses are designed with College and Career preparation as its focus. The Tokay High media center offers students the opportunity to complete a computer search in the areas of potential career interests. Students with special needs are encouraged to participate in the Workability program. Some of the CTE courses available to all students 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 12 Elements of High Quality CTE Program's criteria. All programs/CTE pathways are required to hold at least one advisory committee meeting per year with local business partners to provide expert advice and collaborative input 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.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	988
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	96.94
Graduates Who Completed All Courses Required for UC/CSU Admission	26.62

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	95%	95%	96%	95%	96%

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.

2025-26 Opportunities for Parental Involvement
There are many opportunities for parents to get involved at Tokay High School. The school has an active Parent Club, along with several athletic, performing arts, and program-specific booster clubs. These volunteer organizations 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 English learner students. Meetings and other opportunities for parent input and engagement are

2025-26 Opportunities for Parental Involvement

announced in the Daily Bulletin, posted on the school website, and shared through automated calls and emails.

Parents who wish to participate in Tokay High's leadership teams, school committees, or volunteer activities may contact Principal Enrique Avalos at (209) 331-7990. Parents are also encouraged to reach out to the school with questions or concerns regarding their student's grades, attendance, discipline, or school activities. Translation services are available upon request; bilingual assistants are currently available to support families who speak Spanish or Urdu.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.7	2.8	2.1	7	5.5	4.3	8.2	8.9	8
Graduation Rate	89.4	94.4	95.9	87.3	90.3	91.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	482	462	95.9
Female	219	214	97.7
Male	263	248	94.3
Non-Binary	0	0	0.00
American Indian or Alaska Native	--	--	--
Asian	52	51	98.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	312	299	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	15	93.8
White	91	87	95.6
English Learners	103	93	90.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	413	394	95.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	54	43	79.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2223	2150	442	20.6
Female	1033	1008	232	23.0
Male	1188	1140	210	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	252	243	49	20.2
Black or African American	37	34	13	38.2
Filipino	27	26	2	7.7
Hispanic or Latino	1414	1373	293	21.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	54	11	20.4
White	407	394	68	17.3
English Learners	334	317	87	27.4
Foster Youth	--	--	--	--
Homeless	14	13	6	46.2
Socioeconomically Disadvantaged	1606	1551	338	21.8
Students Receiving Migrant Education Services	28	27	7	25.9
Students with Disabilities	309	297	97	32.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.28	7.07	2.38	6.06	5.2	4.58	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.23	0.5	0.22	0.27	0.23	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0.22
Female	1.26	0.00
Male	3.37	0.42
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.79	0.00
Black or African American	5.41	0.00
Filipino	3.70	0.00
Hispanic or Latino	2.62	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.70	0.49
English Learners	2.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.55	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.53	0.32

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 11/26/2024.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	65	49	8
Mathematics	22	34	38	9
Science	20	39	26	1
Social Science	15	96	28	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	93	42	2
Mathematics	21	41	33	9
Science	21	31	37	
Social Science	18	63	41	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	37	56	4
Mathematics	25	20	48	1
Science	25	13	42	2
Social Science	26	15	51	3

2024-25 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	411.6

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1.2
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$19,104.00	\$6,959.90	\$12,144.10	\$93,020.20
District	N/A	N/A	\$11,495.78	\$94,261
Percent Difference - School Site and District	N/A	N/A	5.5	-1.3
State	N/A	N/A	\$11,146.18	\$100,333
Percent Difference - School Site and State	N/A	N/A	8.6	-7.6

Fiscal Year 2024-25 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$64,739	\$60,863
Mid-Range Teacher Salary	\$84,857	\$93,575
Highest Teacher Salary	\$120,665	\$125,548
Average Principal Salary (Elementary)	\$146,889	\$157,645
Average Principal Salary (Middle)	\$177,453	\$165,341
Average Principal Salary (High)	\$186,110	\$182,580
Superintendent Salary	\$302,000	\$357,064
Percent of Budget for Teacher Salaries	29.88%	30.36%
Percent of Budget for Administrative Salaries	4.66%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	20.8
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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	1
English	6
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	4
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	52

Professional Development

There are five total days. Historically, two are set aside for district directed site development, 1.5 for site directed Professional Development and 1.5 for teachers to work in classrooms and prepare for the school year.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	5	5
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