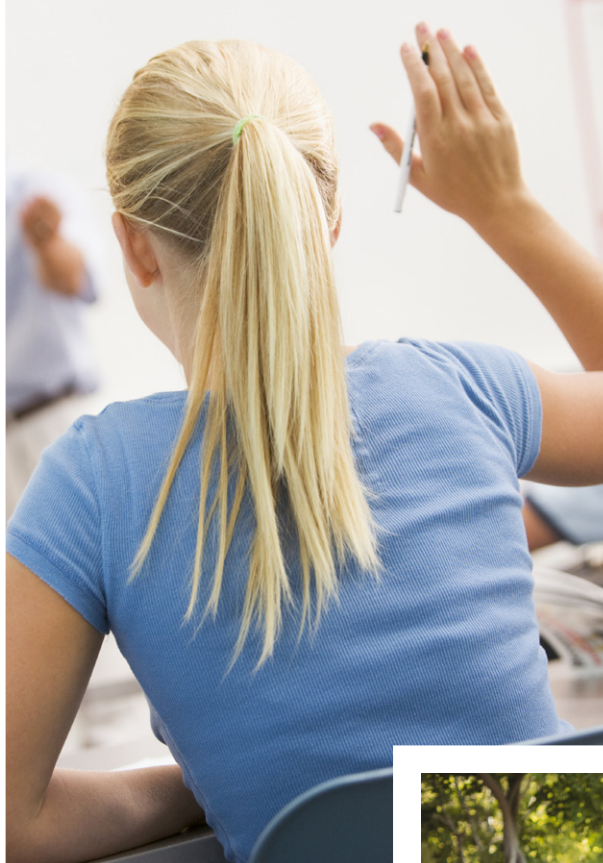


# SARC

2017-18 School Accountability  
Report Card

Published in 2018-19



## John C. Kimball High School

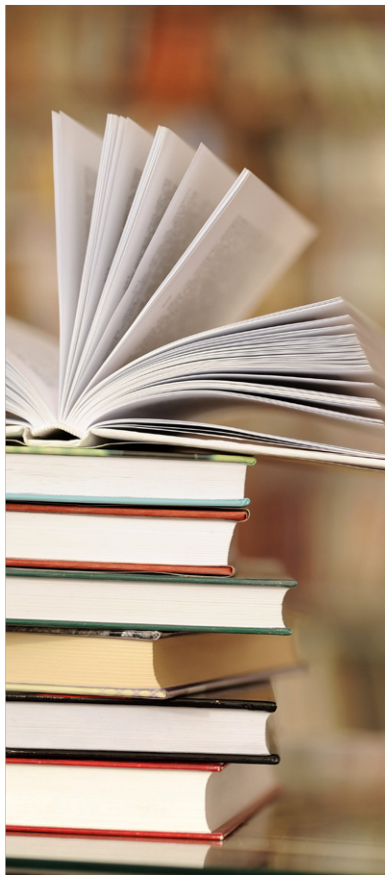
Grades 9-12  
CDS Code 39-75499-0119040

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Para español, visita  
[www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)



## Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ [www.tracy.k12.ca.us](http://www.tracy.k12.ca.us)  
Brian Stephens, Superintendent ▪ [bstephens@tUSD.net](mailto:bstephens@tUSD.net) ▪ (209) 830-3200





## Principal's Message

Dear Kimball High community,

In the spring of 2018, our staff sought to more clearly define what we daily strive to do in order to support students. Thus our new mission statement was born: "to create a safe environment that engages all students in relevant learning experiences to promote critical thinking for student success." We determined that we dedicate ourselves to this mission because of our vision—we truly believe ALL students can succeed and thrive. We define success for our students in their sufficient preparation to thrive in the next step in their life after they leave us, be that post-secondary education or career. We are currently looking at ways to improve and modernize our programs for Special Education students and English language learners. We are also constructing a new system to provide support to students struggling with behavior or academics so that they stay in the classroom and have access to grade-level learning. When we reference our vision, we truly believe that ALL means ALL.

All instructional and extracurricular activities at John C. Kimball High school are focused on providing greater growth opportunities for our students. We are excited about the development of our Health and Medical Services academy. We are preparing for articulated classes with local colleges for next year, which will give our students even higher levels of college and career preparation. Our AVID program continues to grow and expand its positive impact on student development and collegiate preparation. Our athletic programs are becoming ever more competitive at every level. Our ASB program has brought a new level of energy and school spirit to our campus this year. The school spirit is palpable at rallies and other activities on campus. Our drama department continues to deliver amazing productions that are extremely popular among our students and community. Our marquee project is finally finished, which was a culmination of the cooperative efforts between parents, staff and local business sponsors. This provides a valuable tool to promote communication and recognition around all things Kimball.

This school year, John C. Kimball High school will go through the accreditation process and be reviewed by the Western Association of Schools and Colleges (WASC). Our staff has been working diligently to provide an honest self-reflection that allows us to identify areas of needed growth. We look forward to continuous improvement and welcome the public's insights on how we can continue to improve the services we offer to our students.

John C. Kimball High School is a school with tremendous pride and school spirit led by outstanding teachers and remarkable students. I consider myself truly blessed to lead the work at John C. Kimball High School. For more information regarding Kimball, please visit our school website at [www.tracy.k12.ca.us/sites/khs](http://www.tracy.k12.ca.us/sites/khs).

Sincerely,

Ben Keller, Principal

## School Mission Statement

We create a safe environment that engages all students in relevant learning experiences to promote critical thinking for student success.

## School Vision Statement

We believe **ALL** students can succeed and thrive.

## About Our School

The curricular program of John C. Kimball High School focuses on preparing all students to meet college and career entrance requirements. Kimball is a traditional high school with a Medical Health Services Academy as well as an AVID program. Our belief is that students who meet college entrance requirements are prepared to choose postsecondary options that best meet their needs—college, trade school or direct entry into the workforce.

In support of our academic program, Kimball High School offers a full range of extracurricular programs, including athletics, student government, and a wide variety of clubs and organizations for students to join including, but not limited to, HOSA, the Jaguar Project and Bollywood Club. Kimball's goal is to meet the needs of our diverse student population and to engage students in activities that complement their academic goals.

Kimball High recognizes the importance of working with the local Tracy community; to that end, Kimball partners with the Student Discovery Program of Tracy, Sow-A-Seed, and the Restoration Center to provide additional supports to students.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



*"The future belongs to the educated."*

## District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

## District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

## Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

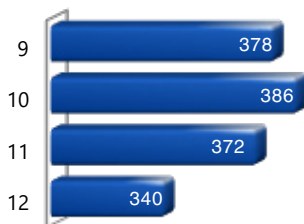
Ameni Alexander, Member

Lori Souza, Member

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

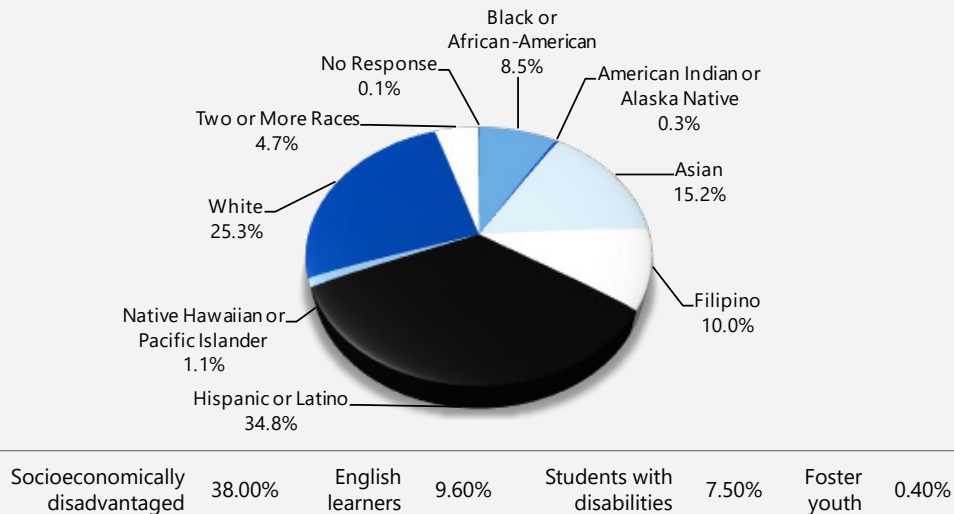
Kimball HS			
	15-16	16-17	17-18
Suspension rates	6.9%	19.1%	8.8%
Expulsion rates	0.6%	0.3%	0.6%
Tracy USD			
	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## Enrollment by Student Group

The total enrollment at the school was 1,476 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

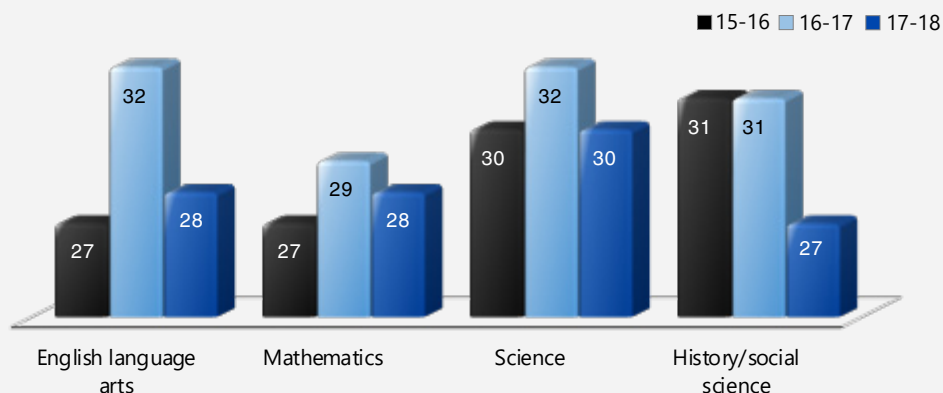


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	13	50			18	23	9	27	20
Mathematics	8	42			19	22	8	19	16
Science	7	43			19	17	3	22	18
History/social science	5	40			11	11	4	24	11

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Kimball HS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Kimball HS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	64%	61%	41%	42%	48%	50%
Mathematics	36%	38%	29%	30%	37%	38%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Kimball HS
		Grade 9
Four of six standards		17.60%
Five of six standards		30.10%
Six of six standards		30.90%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	360	356	98.89%	61.13%
Male	181	180	99.45%	52.22%
Female	179	176	98.32%	70.29%
Black or African-American	30	28	93.33%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	54	53	98.15%	67.92%
Filipino	31	31	100.00%	80.65%
Hispanic or Latino	124	123	99.19%	50.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	97	97	100.00%	65.98%
Two or more races	17	17	100.00%	70.59%
Socioeconomically disadvantaged	137	134	97.81%	52.24%
English learners	57	56	98.25%	32.14%
Students with disabilities	28	26	92.86%	15.38%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	360	354	98.33%	37.68%
Male	182	182	100.00%	39.78%
Female	178	172	96.63%	35.47%
Black or African-American	30	29	96.67%	10.34%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	54	52	96.30%	53.85%
Filipino	31	31	100.00%	64.52%
Hispanic or Latino	123	121	98.37%	23.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	98	98	100.00%	41.24%
Two or more races	17	16	94.12%	62.50%
Socioeconomically disadvantaged	138	133	96.38%	27.27%
English learners	58	57	98.28%	10.71%
Students with disabilities	28	27	96.43%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## Career Technical Education Programs

Kimball offers eight Career Technical Education (CTE) programs: Modern Carpentry, Video Production, Technical Drawing, Computer Applications, Video Game Design, Marketing, Biotechnology and Medical Patient Care. In each program, students learn and apply skills and concepts in specific career areas.

During the 2015-2016 school year the district supported the establishment of the Medical and Health Services Academy (MHSA) that included special facilities set up as a medical wing. The district allocated money to the academy; with a portion, the team was able to set up the Medical Wing. The "wing" is a classroom that looks and feels like a typical medical environment. Additionally, the Design Team reached out to community members to form an advisory board, which meets quarterly. The board helps support our classroom endeavors like the monthly program A Day in the Life of ..., where people in the local medical community present to our entire academy. Thanks to the advisory board, we have connected with Sutter Tracy Hospital and the Tracy Hospital Foundation. Both have donated, as well as provided grant opportunities.

With the unwavering support of the school site and the district, the academy is on its way to success—this year and beyond. The Medical Health Services Academy will be the four-year program that all students in Tracy Unified seek when exploring a career in the medical and health services field, or to be part of a team of students and teachers who are moving toward a common goal (including wearing medical scrubs on Tuesday and Thursday of every week).

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data		2017-18 Participation
		Kimball HS
Number of pupils participating in CTE		690
Percentage of pupils who completed a CTE program and earned a high school diploma		0.001%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education		0.000%

## Professional Development

Teachers at John C. Kimball High School are focused on constantly improving their effective implementation of the Common Core State Standards for math and English language arts. The language arts standards affect all subject areas as they apply to literacy. The Next Generation Science Standards are also an area of focus for our science teachers as we try to prepare students for 21st-century jobs with critical thinking skills.

TUSD offers professional-development opportunities to all teachers during the five days dedicated to teacher training, and during early release Mondays with emphasis on the Common Core State Standards. This year a new focus is being placed on the importance of strategic lesson design in alignment with the Rigor & Relevance Framework. Our Kimball Leadership Team of teachers prepares professional development that is delivered on buy-back days and during ERM time to help teachers grow in their capacity to plan instruction that is both rigorous and relevant. Administrators will use rubrics associated with this framework as they perform informal classroom walkthrough visits and provide coaching and feedback to teachers based upon their observations.

At Kimball, students are released early each Monday to enable professional-development activities. Time is dedicated to Professional Learning Communities (PLCs) where teachers collaborate around classroom strategies aimed at increasing student success. This includes determining and updating a guaranteed and viable curriculum for all students, creating and utilizing common formative assessments, analyzing data from those assessments to determine what students have learned, and creating intervention activities for those students that have yet to demonstrate mastery. In addition, we hold whole-staff meetings for general instruction on research-based, effective teaching strategies, items associated with student safety, and research and study tools available through our library and media center.

Administrators, teachers and counselors attend conferences focused on preparing students for careers and college and to assist in strengthening Kimball's programs. Our staff will continue to attend conferences on topics such as PLC development and implementation, AVID, Computer-Using Educators (CUE) and Advanced Placement.

Professional Development Days		Three-Year Data		
	2016-17	2017-18	2018-19	
Kimball HS	5 days	5 days	5 days	



*"John C. Kimball High School is a school with tremendous pride and school spirit led by outstanding teachers and remarkable students."*



## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	26.10%
Number of AP courses offered at the school	29
Number of AP Courses by Subject	
Computer science	0
English	6
Fine and performing arts	1
Foreign language	5
Mathematics	3
Science	2
Social science	12



## Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (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 web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (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 web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Kimball HS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	98.58%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	28.88%

## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit [www.cde.ca.gov/ci/gs/hs/hsgmin.asp](http://www.cde.ca.gov/ci/gs/hs/hsgmin.asp) or [www.cde.ca.gov/ci/gs/hs/cefhsg-gradreq.asp](http://www.cde.ca.gov/ci/gs/hs/cefhsg-gradreq.asp).

Completion of High School Graduation Requirements			Graduating Class of 2017
Group	Kimball HS	Tracy USD	California
All students	96.89%	90.82%	88.72%
Black or African-American	100.00%	93.97%	82.15%
American Indian or Alaska Native	50.00%	80.00%	82.81%
Asian	96.61%	97.28%	94.93%
Filipino	97.96%	91.87%	93.45%
Hispanic or Latino	94.69%	88.41%	86.54%
Native Hawaiian or Pacific Islander	100.00%	100.00%	88.56%
White	95.37%	90.65%	92.12%
Two or more races	100.00%	90.48%	91.15%
Socioeconomically disadvantaged	100.00%	90.41%	88.64%
English learners	42.86%	62.66%	56.74%
Students with disabilities	100.00%	61.66%	67.12%
Foster youth	❖	100.00%	74.08%

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Kimball HS	96.20%	96.70%	94.10%	3.10%	2.30%	4.60%
Tracy USD	91.80%	91.10%	90.00%	5.30%	6.50%	7.30%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List			2018-19 School Year
Subject	Textbook	Adopted	
Reading/language arts	<i>StudySync</i> , McGraw Hill (9-12)	2017	
Reading/language arts	<i>The Language of Composition</i> , First Edition (11)	2002, 2007	
Mathematics	<i>Bridge to Algebra</i> (Algebra Readiness), Carnegie Learning	2014	
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015	
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015	
Mathematics	<i>Precalculus with Limits</i> , Seventh Edition; Cengage	2017	
Mathematics	<i>Calculus</i> , Eleventh Edition; Cengage	2017	
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015	
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson	2012	
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007	
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall	2007	
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007	
Science	<i>Biology</i> , California Edition; Prentice Hall; <i>Biologia</i> , California Edition (Spanish)	2007	
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall	2007	
Science	<i>Chemistry</i> , California Edition; Prentice Hall	2007	
Science	<i>Conceptual Physics</i> , Prentice Hall	2007	
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , Eighth Edition; Prentice Hall	2007	
Science	<i>Essentials of Human Anatomy &amp; Physiology Laboratory Manual</i> , Eighth Edition	2007	
Science	<i>Earth Science</i> , California Edition; Holt	2007	
Science	<i>Modern Chemistry</i> , Holt	2007	
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012	
Science	<i>Holt Physics</i>	2007	
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011	
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007	

Continued on page 10

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2018-19 School Year

Data collection date	9/28/2018
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## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



## Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.

## Textbooks and Instructional Materials - Continued from page 9

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Physics for the IB Diploma</i> , Fifth Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , First Edition; EMC Paradigm Publishing	2007
Science	<i>Environmental Science: Toward a Sustainable Future</i> , 10th Edition; Prentice Hall	2009
Science	<i>Introduction to Health Science Technology</i> , Second Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , Seventh Edition, Elsevier	2009
History/social science	American Government	2007
History/social science	Economics	2007
History/social science	<i>A People and a Nation</i> , Seventh Edition; Latin America, Seventh Edition; Modern World	2007
History/social science	<i>American Government</i> , 10th Edition	2007
History/social science	<i>The Americans</i> , California Edition	2007
History/social science	<i>The American Pageant</i> , 13th Edition	2007
History/social science	<i>The Modern World</i> , California Edition	2007
History/social science	<i>OCR GCSE Modern World History</i> , Second Edition	2007
History/social science	<i>World History: The Modern World</i>	2007
History/social science	<i>World Civilizations: The Global Experience</i>	2007
History/social science	<i>Sociology: The Study of Human Relationships</i>	2007
History/social science	<i>Psychology</i> , Seventh Edition	2007
History/social science	<i>Understanding Psychology</i> , Second Edition	2007
History/social science	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
History/social science	<i>World Geography Today</i>	2007
Foreign language	French: <i>Bien Dit!</i> , Level 1	2012
Foreign language	French: <i>Bien Dit!</i> , Level 2	2012
Foreign language	French: <i>Bien Dit!</i> , Level 3	2012
Foreign language	French: <i>Le monde en français</i>	2012
Foreign language	French: <i>Imaginez</i>	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 1	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 2	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 3	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 4	2012
Foreign language	Spanish: <i>Manána Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012

## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Fair	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	7/17/2018	
<b>Date of the most recent completion of the inspection form</b>	7/17/2018	

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Restrooms/fountains</b>	Repair lock on boys door partition; sink leak and not turning on; door not closing correctly; broken paper towel dispenser; no water on sink, hand dryer doesn't blow air, stall leak base. Work orders have been placed.	2/28/2018

## Parental Involvement

Parent involvement at Kimball High School is integral to the success of our students. Kimball has established multiple organizations as avenues for parent involvement, including Parent Teacher Student Association (PTSA), School Site Council, Athletic Booster, Music Boosters and Drama Boosters.

Parents are encouraged to participate to help Kimball move forward.

For more information on how to become involved at the school, please contact Pia Simmons, parent liaison, at (209) 832-6600, extension 4044.

## School Facilities

John C. Kimball High School opened in the fall of 2009. The facilities are well maintained and clean. The staff at Kimball High School is vigilant about monitoring items that need repair. As facilities are used, items requiring repairs are identified and addressed immediately.

Facility Summary for John C. Kimball High School:

### General

The Tracy Unified School District takes great efforts 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 district office located at 1875 West Lowell Avenue in Tracy, California.

### Age of School/Buildings

This school has 84 classrooms, a multipurpose room, library, administration building, theater, sports complex/main gym, boys' locker rooms, a cafeteria and kitchen, a sports center/small gym, girls' locker rooms, and a concession building. The main campus was built in the 2008-09 school year.

### Maintenance and Repair

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

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause calls the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.







## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	3.00
Average number of students per academic counselor	504
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	1.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	1.67
Psychologist	0.90
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.40
Resource specialist (nonteaching)	0.00
Other	FTE
Parent liaison	1.00
Mental health specialist	0.75

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Tracy USD	Kimball HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	56	54	57
Without a full credential	44	2	3	6
Teaching outside subject area of competence (with full credential)	8	2	1	1

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Kimball HS		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	1	1
Total teacher misassignments		0	0	0
Vacant teacher positions		1	1	0

## School Safety

The School Safety Plan for John C. Kimball High School includes an evacuation plan, emergency-response procedures, and is aligned with the district safety plan. The School Site Council reviews the safety plan and makes recommendations for any revisions to the plan annually.

This year, Kimball High will conduct two fire and evacuation drills, two earthquake drills, and three lockdown drills. These drills will include evacuation and shelter-in-place procedures and focus on expected actions during emergency situations to ensure the safety of students and staff.

The security team at Kimball has designated areas to supervise throughout the school day. Supervision is designed to ensure students are behaving in a safe and appropriate manner. A focus on relationship building has been incorporated into the supervision plan to build a stronger connection between school employees and the student body and to minimize the number of disciplinary infractions on campus.

The Tracy Unified Schools Emergency Plan includes an additional layer of emergency response information in the form of a quick reference flipchart for every classroom, office and community space on campus. This flipchart is designed to hang in a logical and visible spot inside every room. It should be easily accessible to substitute teachers, students, classroom guests, etc. The flipchart is arranged in the same order as the Emergency Plan and displays the same policies, procedures and protocols.

Kimball maintains safety through the implementation of the Tracy Unified School District's student handbook and Student Code of Conduct. The Student Handbook provides expectations for students at Kimball High, and the Student Code of Conduct provides a progressive discipline framework for disciplinary infractions. Each year, the Student Handbook is updated and the Student Code of Conduct is reviewed with the current student body and educators. A copy of the Student Handbook and Student Code of Conduct is on the Kimball website. The school safety plan was last reviewed, updated and discussed with the school faculty and School Site Council in November and December 2018.

## Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).



## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year
	Tracy USD	Similar Sized District
<b>Beginning teacher salary</b>	\$48,137	\$49,512
<b>Midrange teacher salary</b>	\$70,952	\$77,880
<b>Highest teacher salary</b>	\$93,286	\$96,387
<b>Average elementary school principal salary</b>	\$126,958	\$123,139
<b>Average middle school principal salary</b>	\$133,564	\$129,919
<b>Average high school principal salary</b>	\$136,424	\$140,111
<b>Superintendent salary</b>	\$221,734	\$238,324
<b>Teacher salaries: percentage of budget</b>	39%	36%
<b>Administrative salaries: percentage of budget</b>	6%	5%

## Financial Data Comparison

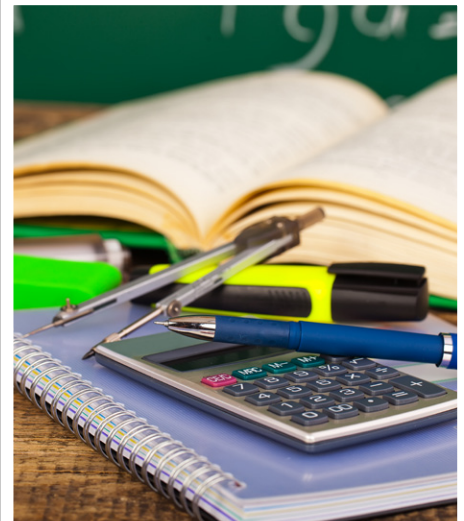
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Kimball HS</b>	\$6,615	\$70,741
<b>Tracy USD</b>	\$6,110	\$74,520
<b>California</b>	\$7,125	\$79,665
<b>School and district: percentage difference</b>	+8.3%	-5.1%
<b>School and California: percentage difference</b>	-7.2%	-11.2%

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,327
<b>Expenditures per pupil from restricted sources</b>	\$712
<b>Expenditures per pupil from unrestricted sources</b>	\$6,615
<b>Annual average teacher salary</b>	\$70,741



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

# John C. Kimball High School



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

## School Accountability Report Card

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