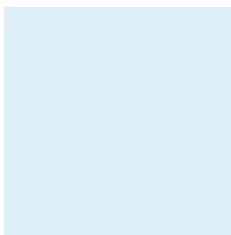


SARC

School Accountability Report Card 2018-19
Published in 2019-20



John C. Kimball High School

"We believe ALL students can succeed and thrive."

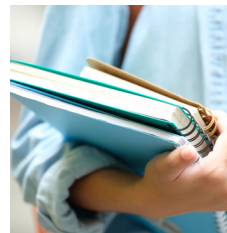
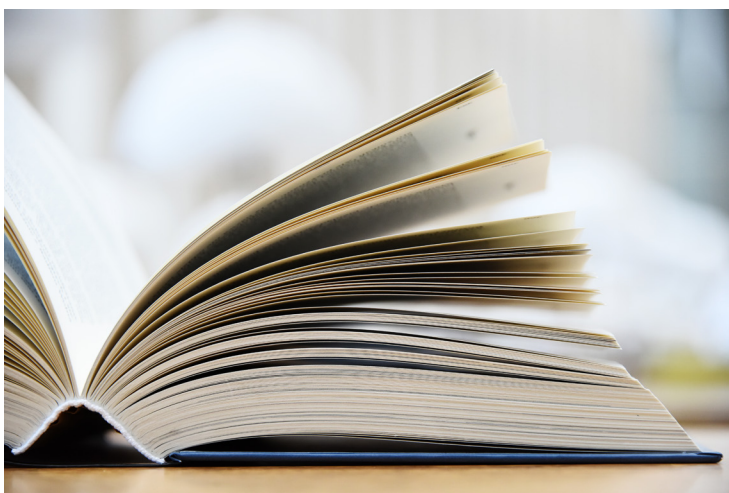
Grades 9-12
CDS Code 39-75499-0119040

Benjamin Keller
Principal
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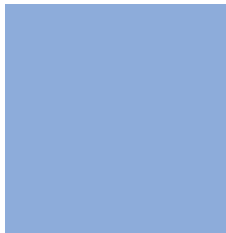
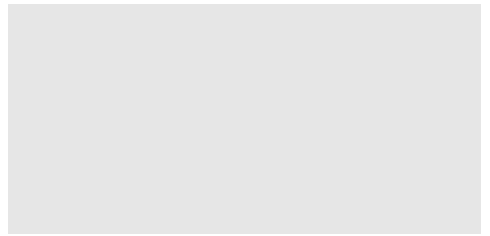
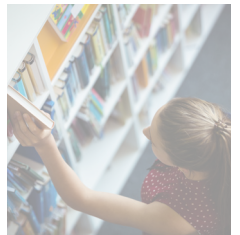
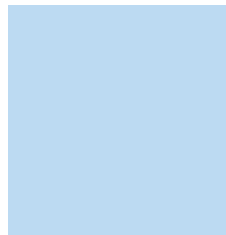
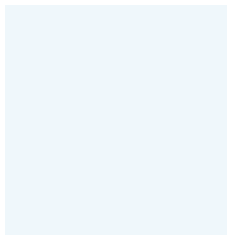
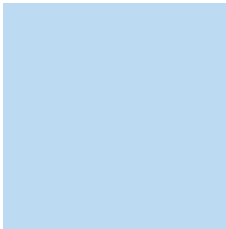
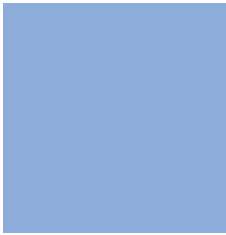
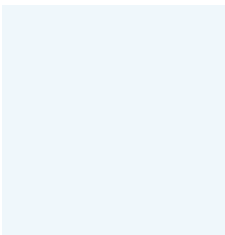
www.tracy.k12.ca.us/sites/khs

Para español, visita www.tracy.k12.ca.us.



Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ 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. Our newly implemented inclusion model for RSP students in Special Education allows greater access to core content in co-taught classrooms. 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. Our Video Production course is now articulated with Delta Community College. We are finalizing an articulation agreement for our Medical Terminology course. Our Advancement Via Individual Determination (AVID) program continues to grow and expand its positive impact on student development and collegiate preparation. Our Kimball Leadership Team structures our professional development activities around campus-wide adoption of high-yield AVID strategies. 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. Communication is fostered at Kimball High through the use of our new website, social media, weekly phone calls, and the utilization of our new marquee.

This past school year, John C. Kimball High school was reviewed for accreditation by the Western Association of Schools and Colleges (WASC). We are excited that we received a six-year accreditation, with a mid-term visit, for the first time since the school has been open. This is a testament to the dedication of our staff, the increasing achievement of our students, and the support our parents give to the work we are all engaged in. This process also allowed us to create a more structured plan that is aligned with our Single Plan for Student Achievement (SPSA) that is focused on increasing quality instruction, raising student achievement on AP tests, SBAC assessments, and the rate of completion of A-G college entrance requirements among our graduating seniors.

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.

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 and 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.



"The future belongs to the educated."

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.

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

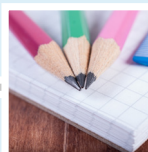
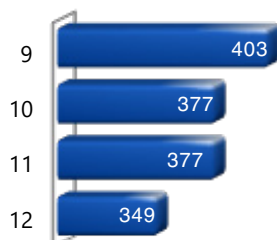
Lori Souza, Member

Jeremy Silcox, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 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

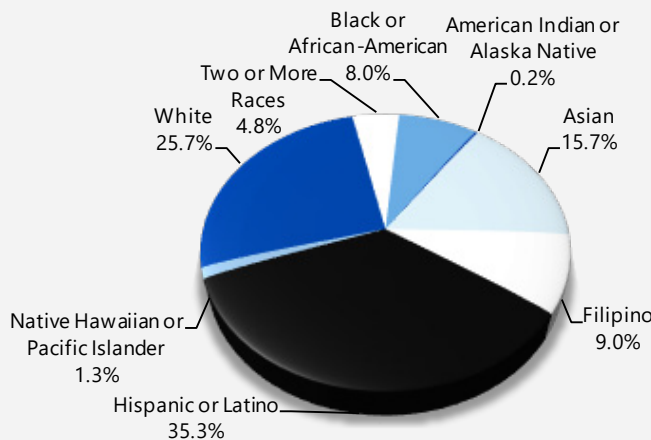
Kimball HS			
	16-17	17-18	18-19
Suspension rates	19.1%	8.8%	10.2%
Expulsion rates	0.3%	0.6%	0.3%
Tracy USD			
	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 1,506 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



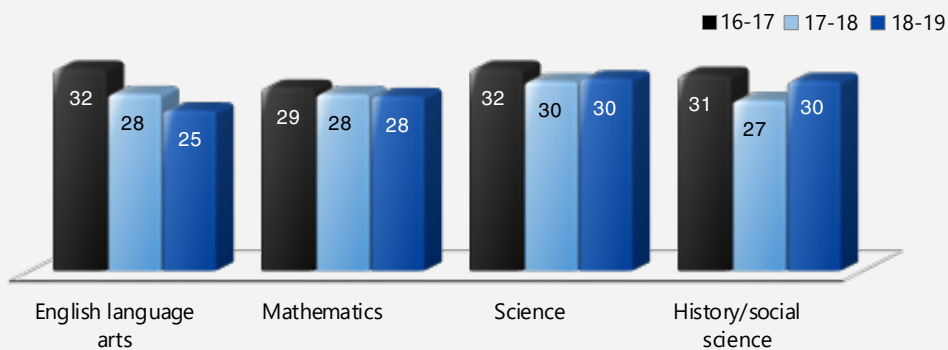
Socioeconomically disadvantaged	38.90%
English learners	8.60%
Students with disabilities	7.00%
Foster youth	0.40%
Homeless	0.30%

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

	2016-17			2017-18			2018-19		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		18	23	9	27	20	18	28	16
Mathematics		19	22	8	19	16	9	29	8
Science		19	17	3	22	18	5	16	24
History/social science		11	11	4	24	11	1	27	9



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Kimball HS		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	61%	65%	42%	44%	50%	51%
Mathematics	38%	39%	30%	31%	38%	40%

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.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Kimball HS
	Grade 9
Four of six standards	14.3%
Five of six standards	27.3%
Six of six standards	40.8%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 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.



CAASPP by Student Group: English Language Arts 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 (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	370	368	99.46%	0.54%	65.22%
Male	205	204	99.51%	0.49%	56.86%
Female	165	164	99.39%	0.61%	75.61%
Black or African-American	35	35	100.00%	0.00%	45.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	55	55	100.00%	0.00%	70.91%
Filipino	40	39	97.50%	2.50%	71.79%
Hispanic or Latino	123	123	100.00%	0.00%	63.41%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	91	90	98.90%	1.10%	68.89%
Two or more races	18	18	100.00%	0.00%	66.67%
Socioeconomically disadvantaged	130	128	98.46%	1.54%	57.03%
English learners	57	56	98.25%	1.75%	37.50%
Students with disabilities	25	24	96.00%	4.00%	20.83%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

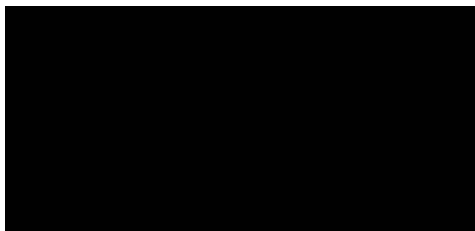
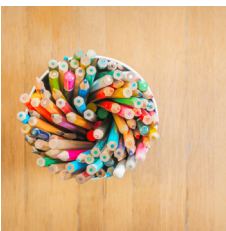




CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	369	367	99.46%	0.54%	38.96%
Male	204	203	99.51%	0.49%	37.93%
Female	165	164	99.39%	0.61%	40.24%
Black or African-American	35	35	100.00%	0.00%	25.71%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	55	55	100.00%	0.00%	52.73%
Filipino	40	39	97.50%	2.50%	58.97%
Hispanic or Latino	122	122	100.00%	0.00%	28.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	91	90	98.90%	1.10%	40.00%
Two or more races	18	18	100.00%	0.00%	44.44%
Socioeconomically disadvantaged	130	128	98.46%	1.54%	28.13%
English learners	57	56	98.25%	1.75%	7.14%
Students with disabilities	25	24	96.00%	4.00%	4.17%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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 Participation

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

Career Technical Education Data	
Kimball HS	
2018-19 Participation	
Number of pupils participating in a CTE program	389
Percentage of pupils who completed a CTE program and earned a high school diploma	16.0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.0%

Advanced Placement Courses

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

Advanced Placement Courses	
2018-19 School Year	
Percentage of total enrollment enrolled in AP courses	26%
Number of AP courses offered at the school	26
Number of AP Courses by Subject	
Computer science	0
English	5
Fine and performing arts	1
Foreign language	5
Mathematics	2
Science	2
Social science	11

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 2015-16 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 and 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).

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		
	15-16	16-17	17-18	15-16	16-17	17-18
Kimball HS	96.70%	94.10%	93.90%	2.30%	4.60%	4.40%
Tracy USD	91.10%	90.00%	90.40%	6.50%	7.30%	7.20%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%

Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	2017-18 and 2018-19 School Years
Kimball HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	98.74%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	34.57%

❖ 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			2019-20 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 (Algebra Readiness)</i> , 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 (undergoing pilot 2019-2020)	2012	
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007	
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall (undergoing pilot 2019-2020)	2007	
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007	
Science	<i>Biology, California Edition</i> ; Prentice Hall; <i>Biologia, California Edition (Spanish)</i>	2007	
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall (undergoing pilot 2019-2020)	2007	
Science	<i>Chemistry, California Edition</i> ; Prentice Hall (undergoing pilot 2019-2020)	2007	
Science	<i>Conceptual Physics</i> , Prentice Hall (undergoing pilot 2019-2020)	2007	
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , Eighth Edition; Prentice Hall	2007	
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual</i> , Eighth Edition	2007	
Science	<i>Earth Science</i> , California Edition; Holt	2007	
Science	<i>Modern Chemistry</i> , Holt (undergoing pilot 2019-2020)	2007	
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012	
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011	
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007	
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.

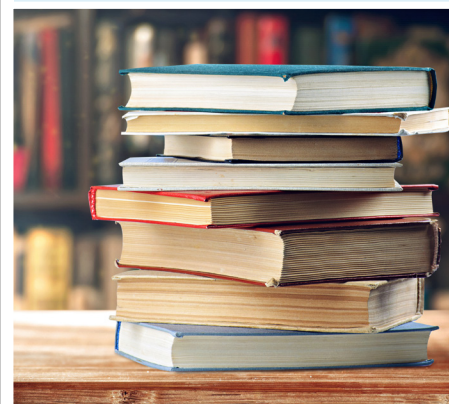
Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%



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	
2019-20 School Year	
Data collection date	9/24/2019





Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

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.

Textbooks and Instructional Materials, *Continued from page 9*

Textbooks and Instructional Materials List		2019-20 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	Magruder's American Government	2019
History/social science	Economics: Principles in Actions	2019
History/social science	<i>A People and a Nation</i> , 11th Edition	2019
History/social science	<i>Latin America: An Interpretive History</i> , 10th Edition	2017
History/social science	<i>Major Problems in American History</i> , 4th Edition	2017
History/social science	<i>American Government</i> , 10th Edition (undergoing pilot 2019)	2007
History/social science	<i>America Through the Lens, 1877-the Present</i>	2019
History/social science	<i>American History</i> , 15th Edition	2015
History/social science	<i>Modern World History</i>	2019
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
Foreign language	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
Foreign language	<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: ¡Avancemos!, Level 1	2012
Foreign language	Spanish: ¡Avancemos!, Level 2	2012
Foreign language	Spanish: ¡Avancemos!, Level 3	2012
Foreign language	Spanish: ¡Avancemos!, 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		7/23/2019
Date of the most recent completion of the inspection form		7/23/2019

Professional Development

Teachers at John C. Kimball High School focus 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 four days dedicated to teacher training, and during early release Mondays (ERM) with emphasis on increasing rigor, relevance and relationships in daily instruction. This year we continue our focus on 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. An additional focus is being given to implementing teacher-selected AVID strategies campus-wide.

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		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5	4	4	

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 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 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).

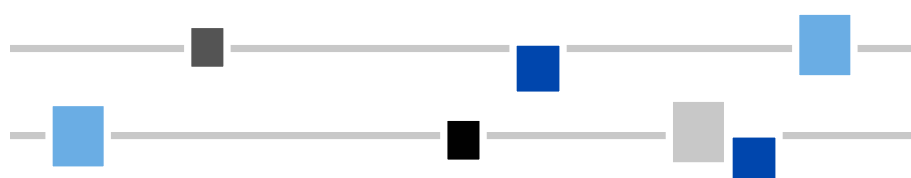
Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:502
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

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 and 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.



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.

Teacher Credential Information		Three-Year Data			
	Tracy USD	Kimball HS			
Teachers	19-20	17-18	18-19	19-20	
With a full credential	672	54	57	56	
Without a full credential	20	3	6	3	
Teaching outside subject area of competence (with full credential)	57	1	1	6	

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 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.

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		17-18	18-19	19-20
Teacher misassignments of English learners		1	1	0
Total teacher misassignments		0	0	0
Vacant teacher positions		1	0	0



Financial Data

The financial data displayed in this SARC is from the 2017-18 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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			2017-18 Fiscal Year
	Tracy USD	Similar Sized District	
Beginning teacher salary	\$48,137	\$51,374	
Midrange teacher salary	\$70,952	\$80,151	
Highest teacher salary	\$93,286	\$100,143	
Average elementary school principal salary	\$127,236	\$126,896	
Average middle school principal salary	\$128,903	\$133,668	
Average high school principal salary	\$143,734	\$143,746	
Superintendent salary	\$221,917	\$245,810	
Teacher salaries: percentage of budget	36%	35%	
Administrative salaries: percentage of budget	5%	5%	

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,194
Expenditures per pupil from restricted sources	\$649
Expenditures per pupil from unrestricted sources	\$6,545
Annual average teacher salary	\$64,307

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			2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Kimball HS	\$6,545	\$64,307	
Tracy USD	\$8,184	\$70,046	
California	\$7,507	\$82,031	
School and district: percentage difference	-20.0%	-8.2%	
School and California: percentage difference	-12.8%	-21.6%	

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 2019.

School Accountability Report Card

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