

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



John C. Kimball High School

Grades 9-12
CDS Code 39-75499-0119040

Benjamin Keller
Principal
bkeller@tUSD.net

3200 Jaguar Run
Tracy, CA 95377
(209) 832-6600

<https://kimballhigh.tracy.k12.ca.us/>

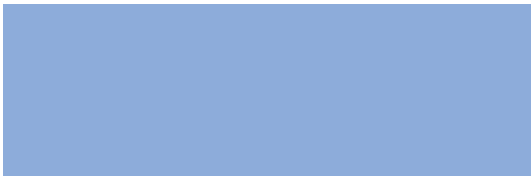
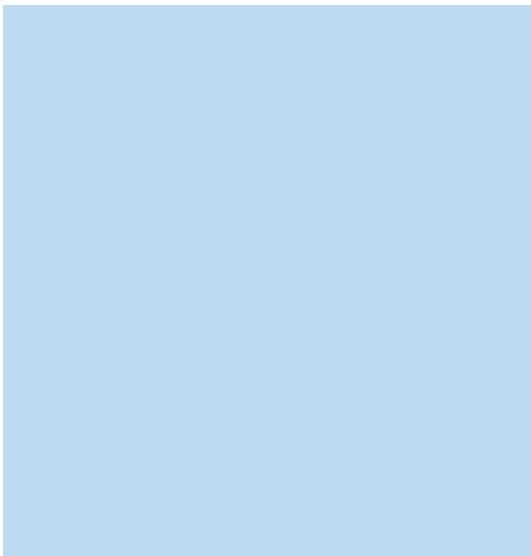
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Tracy Unified School District

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 2020, we all faced an unprecedented disaster as we dealt with the COVID-19 pandemic. What became evident, as our students and staff dealt with this extreme adversity, is that our mission and vision are more than just words on a page. We are truly dedicated to the belief that ALL students can succeed and thrive and that our teachers would do whatever it took to provide the best access to rigorous and relevant learning in spite of the difficulties we were all facing. Our dedication to collaborative learning and initial expanse into educational technology over the past several years has aided us tremendously in this transition.

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 now offer articulated courses that grant college credit in Video Production, Video Game Design and Medical Terminology. 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.

In 2019, 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 Advanced Placement (AP) tests, Smarter Balanced Assessment Consortium (SBAC) assessments, and the rate of completion of A-G college entrance requirements among our graduating seniors. Though the pandemic has forced us to adjust our methods of achieving our goals for high achievement for our students, it has not deterred us from maintaining our focus. Collaboratively we have worked through the difficulties we have faced to devise creative solutions to problems, such as virtual graduation ceremonies, a drive-in slideshow for senior recognition, and computer device and educational materials distribution this fall for the transition to full distance learning.

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 <https://kimballhigh.tracy.k12.ca.us/>.

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

Founded in 2009, John C. Kimball High School was named after an influential servant-leader in the Tracy community. Dr. Kimball was an accomplished physician who volunteered as the Tracy High football team doctor for 40 years. In addition, his community involvement included work with the Boy Scouts of America, serving as president of Tracy Rotary, serving on the Board of McHenry House for the Homeless and many other numerous activities of selfless service. Since Dr. Kimball passed away in 2018, our community has been able to continue his legacy of caring and dedication through the work of our students and staff.

John C. Kimball High School offers students access to a variety of excellent academic and career preparatory programs. Whether students take advantage of our rigorous Medical and Health Services Academy, our CTE programs including modern carpentry and video production, superb visual and performing arts programs including advanced art, drama and jazz band, or our diverse offerings of Advanced Placement (AP) courses, there is something at Kimball High to stimulate all students as they prepare for their future in the 21st century. We also offer a variety of high-performing programs that help students perform at high levels academically, such as our AVID program, our integrated special education program and our high-achieving English language learning program. Last but not least, Kimball High offers diverse options of clubs, service organizations and athletics that help stimulate the interests of our students. We continue the tradition of excellence, service and hard work that was so effectively embodied by the late Dr. Kimball.

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.



TRACY
UNIFIED SCHOOL DISTRICT

*"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.



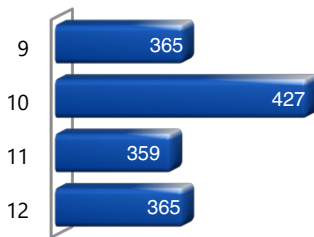
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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade



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

Kimball HS

2018-19 and 2019-20 School Years

Percentage of students enrolled in courses required for UC/CSU admission in 2019-20

99.27%

Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19

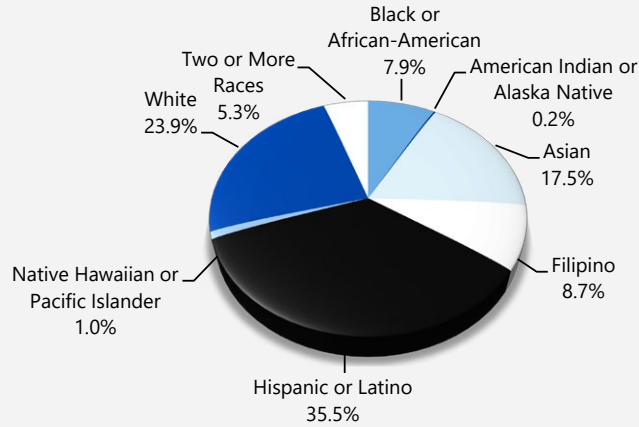
37.57%

Enrollment by Student Group

The total enrollment at the school was 1,516 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year

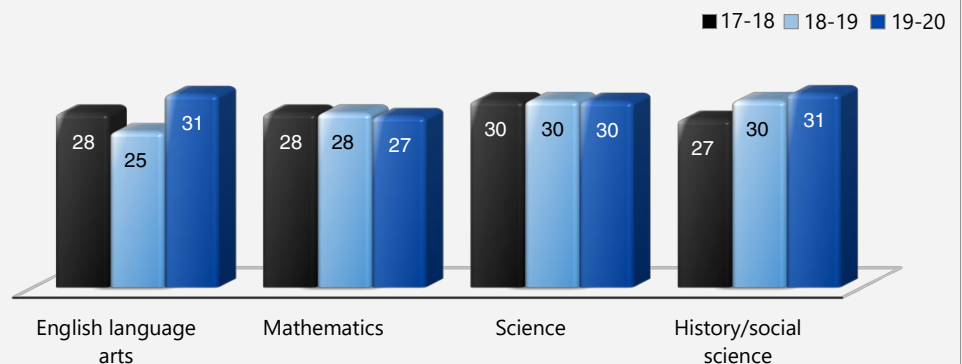


Class Size Distribution

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

	2017-18			2018-19			2019-20		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	9	27	20	18	28	16	2	22	22
Mathematics	8	19	16	9	29	8	5	31	6
Science	3	22	18	5	16	24	1	31	10
History/social science	4	24	11	1	27	9	0	18	17



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 three days dedicated to teacher training, and during early release Wednesdays (ERW) 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 Wednesday 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		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	4	4	5

Career Technical Education Programs

Kimball offers Career Technical Education (CTE) programs in: Modern Carpentry, Video Production, Technical Drawing, Computer Applications, Video Game Design, and is in the process of developing a pathway linked to our newly created Home Economics program. In each program, students learn and apply skills and concepts in specific career areas.

Our CTE programs are led by the department chair, Nathan Perry, and our district support provider, Sam Strube.

Though our Medical Health Sciences Academy is not technically considered a CTE pathway by strict definition, it does provide excellent career preparation through a robust job shadowing program that started last year, an articulated class in Medical Terminology that grants community college credit, and connection with an active Health Occupations Students of America (HOSA) club.

Career Technical Education Participation

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

Career Technical Education Data	2019-20 Participation
	Kimball HS
Number of pupils participating in CTE	407
Percentage of pupils who completed a CTE program and earned a high school diploma	3.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	6.00%



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 or more lockdown drills (as deemed necessary). 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 February 2021.

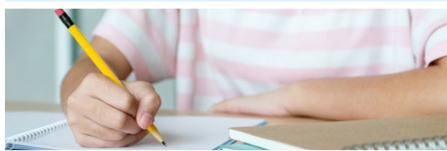
California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 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 and science in grades 5, 8 and high school. 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: Science, English Language Arts and Mathematics

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

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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Kimball HS		Tracy USD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	32%	◇	26%	◇	30%	◇

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	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	65%	◇	44%	◇	51%	◇
Mathematics	39%	◇	31%	◇	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		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Kimball HS
		Grade 9
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

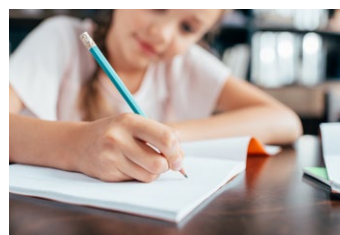
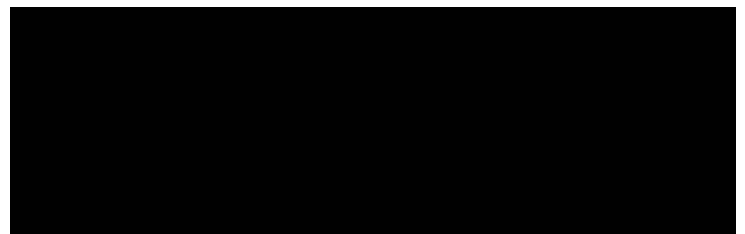
◇ The 2019–20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–20 school year.



CAASPP Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

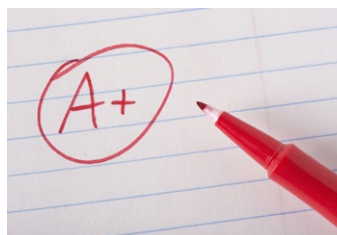
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



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

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

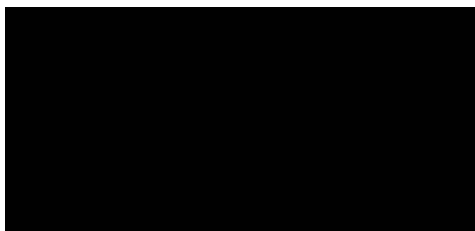




CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



Quality of Textbooks

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

Quality of Textbooks	
2020-21 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No★
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?	No★
★ TUSD is going through an IM adoption for K-12 science; TUSD experienced low COVID-19 book returns in spring 2020 and must purchase more books that are currently in transit for high school physics and AP Spanish Literature; all are expected to arrive within the statutory limit.	

Advanced Placement Courses

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

Advanced Placement Courses	
2019-20 School Year	
Percentage of total enrollment enrolled in AP courses	27.30%
Number of AP courses offered at the school	29
Number of AP Courses by Subject	
Computer science	1
English	4
Fine and performing arts	2
Foreign language	5
Mathematics	3
Science	3
Social science	11

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 includes some site administrators, reviews the recommendation and then recommends instructional materials (IM) to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2020. The district chose its most recently adopted textbooks (K-5 history/social sciences) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). Tracy Unified School District (TUSD) is in the process of evaluating and selecting instructional materials for science in grades K-12; this process has been hampered by school closures related to the COVID-19 pandemic.

Textbooks and Instructional Materials List		2020-21 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> , 1st 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> , 7th Edition; Cengage	2017
Mathematics	<i>Calculus</i> , 11th Edition; Cengage	2017
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
History/social science	<i>World History: Ancient Civilizations</i>	2018
History/social science	<i>World History: Medieval and Early Modern Times</i>	2018
History/social science	<i>American Stories: Beginnings to World War I</i>	2018
Science	<i>Campbell Biology</i> , 9th Edition; Pearson (undergoing pilot 2020-21)	2012
Science	<i>Campbell Biology</i> , 7th Edition; Prentice Hall	2007
Science	<i>Campbell Essential Biology with Physiology</i> , 2nd Edition; Prentice Hall (undergoing pilot 2020-21)	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</i> (Spanish)	2007
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall (undergoing pilot 2020-21)	2007
Science	<i>Chemistry, California Edition</i> ; Prentice Hall (undergoing pilot 2020-21)	2007
Science	<i>Conceptual Physics</i> , Prentice Hall (undergoing pilot 2020-21)	2007
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , 8th Edition; Prentice Hall	2007
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual</i> , 8th Edition	2007
Science	<i>Earth Science, California Edition</i> ; Holt	2007
Science	<i>Modern Chemistry</i> , Holt (undergoing pilot 2020-21)	2007
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012
Science	<i>College Physics</i> , 7th Edition; Pearson Addison-Wesley	2011
Science	<i>Fundamentals of Physics</i> , 8th Edition; People's Publishing/Wiley	2007

Continued on page 11

Textbooks and Instructional Materials, *Continued from 10*

Textbooks and Instructional Materials List		2020-21 School Year
Subject	Textbook	Adopted
Science	<i>Physics for the IB Diploma</i> , 5th Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , 1st 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> , 2nd Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , 7th Edition, Elsevier	2009
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> , 7th Edition	2007
History/social science	<i>Understanding Psychology</i> , 2nd Edition	2007
History/social science	<i>Cognitive Psychology</i> , 4th Edition	2007
History/social science	<i>Approaches to Psychology</i> , 5th Edition	2007
History/social science	<i>World Geography Today</i>	2007
Foreign language	<i>French: Bien Dit!</i> , Level 1-3	2012
Foreign language	<i>French: Le monde en français</i>	2012
Foreign language	<i>French: Imaginez</i>	2012
Foreign language	<i>Spanish: ¡Avancemos!</i> , Level 1-4	2012
Foreign language	<i>Spanish: Manána Imagina Reflexiones</i>	2012
Foreign language	<i>Spanish: Reflexiones: Introducción a la literatura hispánica</i>	2012

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		2020-21 School Year
Kimball HS	Percentage Lacking	
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%	

* California suspension and expulsion data is not available at this time.

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	
2020-21 School Year	
Data collection date	9/22/2020

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	18-19
Kimball HS	8.8%	10.2%
Tracy USD	8.3%	9.3%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
Kimball HS	0.6%	0.3%
Tracy USD	0.7%	0.5%
California	0.1%	0.1%
Suspension Rates		
	19-20	
Kimball HS	5.3%	
Tracy USD	5.5%	
California	*	
Expulsion Rates		
	19-20	
Kimball HS	0.5%	
Tracy USD	0.4%	
California	*	

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.

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		2020-21 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)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
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		Good
Date of the most recent school site inspection		7/3/2020
Date of the most recent completion of the inspection form		7/3/2020

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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Administration building staff room and conference room has stained ceiling tiles and bent drop ceiling frames. In the Athletic complex building, men's team room office has cracked ceiling tiles. In the Sports Center building ceiling tiles in lobby needed. In the main library and work room ceiling tiles needed. In Sports complex building M1, M2, M3- Ceiling tiles needed. Work order submitted.	October 2020
Electrical	Lights out in rooms C1, E1, E2, E3, E4, E7, H9, and K3. Work order submitted.	August 2020
Restrooms/fountains	Administration building men's staff restroom has a slow drain in urinal. In the Athletic Complex building men's 1st stall, partition frame is falling. In the Athletic Complex building women's, 1st stall toilet leaks. Room D-2, sink faucet in teacher area, sprays out water from the top. D-3, faucets missing from the center islands. D building boys' restroom, Americans with Disability stall's metal pulled away at bottom of door. In D building Boys restroom, air hand dryer does not work. Work order submitted.	August 2020

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 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.



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		
	16-17	17-18	18-19	16-17	17-18	18-19
Kimball HS	94.10%	93.90%	95.20%	4.60%	4.40%	4.00%
Tracy USD	90.00%	90.40%	90.20%	7.30%	7.20%	7.40%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

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	20-21	18-19	19-20	20-21	
With a full credential	622	57	56	60	
Without a full credential	43	6	3	3	
Teaching outside subject area of competence (with full credential)	13	1	6	4	

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		18-19	19-20	20-21
Teacher misassignments of English learners		1	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

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), our newly formed English Learner Advisory Committee (ELAC), and School Site Council and booster clubs in athletics, music and drama.

Parents are encouraged to participate to help Kimball move forward.

For more information on how to become involved at the school, please contact David Doyle, assistant principal over student services, at (209) 832-6600, extension 4013. You can also email the principal directly at bkeller@tusd.net and he will direct you to the proper resource.

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	534:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	3.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	2.00
Psychologist	1.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

Types of Services Funded

About 58% of the district's income is spent on employee salaries, and 23% is spent on employee benefits. Books and supplies account for 10% of the district's spending, an additional 10% 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 K-3 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.

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$7,777
Expenditures per pupil from restricted sources	\$697
Expenditures per pupil from unrestricted sources	\$7,079
Annual average teacher salary	\$69,022

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.

Financial Data

The financial data displayed in this SARC is from the 2018-19 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	2018-19 Fiscal Year	
	Tracy USD	Similar Sized District
Beginning teacher salary	\$50,570	\$52,484
Midrange teacher salary	\$74,538	\$81,939
Highest teacher salary	\$98,000	\$102,383
Average elementary school principal salary	\$133,367	\$129,392
Average middle school principal salary	\$138,528	\$136,831
Average high school principal salary	\$150,900	\$147,493
Superintendent salary	\$233,679	\$254,706
Teacher salaries: percentage of budget	34%	34%
Administrative salaries: percentage of budget	5%	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Kimball HS	\$7,079	\$69,022
Tracy USD	\$8,833	\$72,386
California	\$7,750	\$84,577
School and district: percentage difference	-19.9%	-4.6%
School and California: percentage difference	-8.7%	-18.4%

School Accountability Report Card

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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 2020.