

# 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/>



## 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 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 were 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 year we are making final preparations for our mid-term visit, where we have the opportunity to highlight the achievements of the past three years, and bring attention to the dedication of our staff to keep things moving forward despite the difficulties of the COVID-19 pandemic. 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.

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.

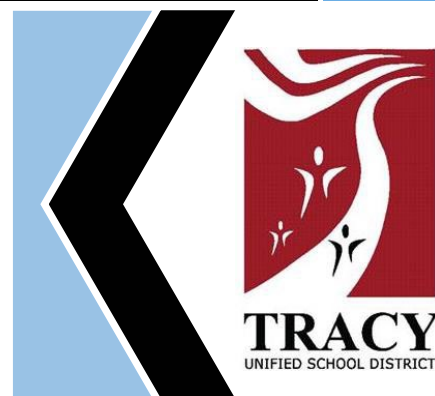
## School Vision Statement

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.

## 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

Simran Kaur, *President*

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Ana Blanco, *Board Clerk*

Lori Souza, *Member*

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## Enrollment by Student Group

### Demographics

#### 2020-21 School Year

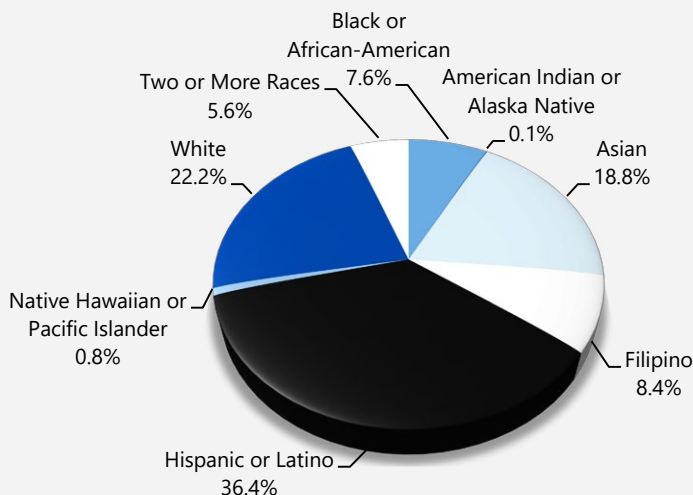
<b>Female</b>	48.50%
<b>Male</b>	51.40%
<b>Non-Binary</b>	0.10%
<b>English learners</b>	9.20%
<b>Foster youth</b>	0.70%
<b>Homeless</b>	1.90%
<b>Migrant</b>	0.00%
<b>Socioeconomically Disadvantaged</b>	38.10%
<b>Students with Disabilities</b>	8.00%

## Enrollment by Student Group

The total enrollment at the school was 1,605 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2020-21 School Year

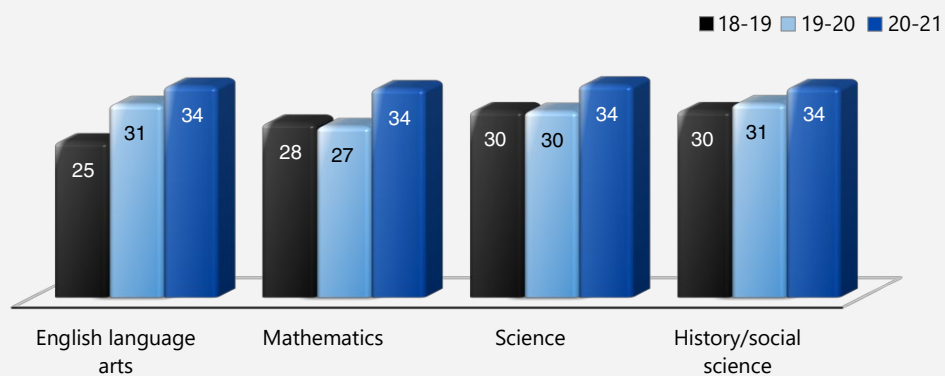


## Class Size Distribution

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

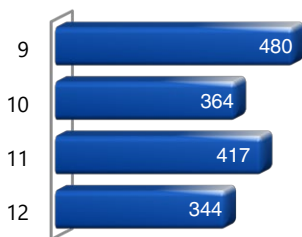
Three-Year Data



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

### 2020-21 Enrollment by Grade



## Number of Classrooms by Size

Three-Year Data

	2018-19			2019-20			2020-21		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	18	28	16	2	22	22		12	32
Mathematics	9	29	8	5	31	6	2	6	35
Science	5	16	24	1	31	10	1	9	29
History/social science	1	27	9		18	17	1	11	19





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Kimball HS		Tracy USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
<b>Suspension rates</b>	10.2%	0.1%	9.3%	0.1%	3.5%	0.2%
<b>Expulsion rates</b>	0.3%	0.1%	0.5%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Kimball HS	Tracy USD	California	
	19-20	19-20	19-20	
<b>Suspension rates</b>	5.3%	5.5%	2.5%	
<b>Expulsion rates</b>	0.5%	0.4%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	0.10%	0.10%	
<b>Female</b>	0.00%	0.00%	
<b>Male</b>	0.10%	0.10%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	0.00%	0.00%	
<b>Asian</b>	0.00%	0.00%	
<b>Black or African American</b>	0.00%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	0.00%	0.00%	
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%	
<b>Two or More Races</b>	0.00%	0.00%	
<b>White</b>	0.30%	0.30%	
<b>English Learners</b>	0.00%	0.00%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	0.00%	0.00%	
<b>Socioeconomically Disadvantaged</b>	0.20%	0.20%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	0.00%	0.00%	

## Professional Development

Professional development initiatives at Kimball High School focus on four main areas:

1. The Rigor, Relevance and Relationships framework where we seek to increase student engagement in the classroom through relevant and rigorous instructional strategies founded upon healthy student relationships of trust and respect. Many of our staff meetings, preservice trainings and Buy Back Day trainings center on this framework.
2. Educational Technology development lead by our Technology Support Advisors (TSAs) through optional staff trainings, preservice meetings, early release Monday trainings, and Buy Back Day trainings. This also includes online assessment platforms such as FastBridge and DNA Illuminate.
3. STEM implementation through the district's initiatives presented during districtwide in-service days and district-wide early release Monday trainings.
4. Campuswide adoption of AVID strategies that are brought into trainings during preservice meetings, general staff meetings and early release Monday trainings.

### Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
<b>2019-20</b>	4
<b>2020-21</b>	5
<b>2021-22</b>	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	
Kimball HS	
2020-21 Participation	
Number of pupils participating in a CTE program	608
Percentage of pupils who completed a CTE program and earned a high school diploma	6.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	11.00%

## 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		2020-21 School Year
Percentage of Students Meeting Fitness Standards	Kimball HS	
	Grade 9	
Four of six standards	◆	
Five of six standards	◆	
Six of six standards	◆	

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2020-21 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	1,644	1,630	35	2.10%	
Female	797	790	16	2.00%	
Male	846	839	19	2.30%	
American Indian or Alaska Native	1	1	0	0.00%	
Asian	305	303	0	0.00%	
Black or African American	124	123	5	4.10%	
Filipino	137	135	0	0.00%	
Hispanic or Latino	607	602	15	2.50%	
Native Hawaiian or Pacific Islander	15	15	3	20.00%	
Two or More Races	93	92	3	3.30%	
White	362	359	9	2.50%	
English Learners	161	157	5	3.20%	
Foster Youth	16	14	0	0.00%	
Homeless	39	39	1	2.60%	
Socioeconomically Disadvantaged	644	635	20	3.10%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	138	138	9	6.50%	

◆ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.





## SARC Reporting in the 2020–21 School Year Only

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

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

## Options

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

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

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Kimball HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	35.78%	■	22.22%	■	28.72%

## CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Kimball HS		Tracy USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

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

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

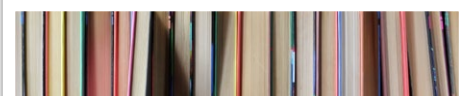
The CAASPP System encompasses the following assessments and student participation requirements:

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



## Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



## CAASPP Test Results by Student Group: Science (high school)

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	509	451	88.61%	11.39%	35.78%
Female	261	234	89.66%	10.34%	36.48%
Male	248	217	87.50%	12.50%	35.02%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	86	75	87.21%	12.79%	36.00%
Black or African American	37	32	86.49%	13.51%	31.25%
Filipino	44	43	97.73%	2.27%	41.86%
Hispanic or Latino	175	157	89.71%	10.29%	29.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	35	31	88.57%	11.43%	38.71%
White	129	110	85.27%	14.73%	42.20%
English Learners	26	19	73.08%	26.92%	5.26%
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	14	87.50%	12.50%	14.29%
Military	16	14	87.50%	12.50%	14.29%
Socioeconomically disadvantaged	176	154	87.50%	12.50%	30.52%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	32	22	68.75%	31.25%	13.64%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.







CAASPP Test Results by Student Group: English Language Arts (grade 11)  
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	400	379	94.75%	5.25%	63.66%
Female	202	191	94.55%	5.45%	72.25%
Male	198	188	94.95%	5.05%	54.84%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	96	94	97.92%	2.08%	65.96%
Black or African American	26	23	88.46%	11.54%	47.83%
Filipino	28	28	100.00%	0.00%	67.86%
Hispanic or Latino	130	122	93.85%	6.15%	61.98%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	16	16	100.00%	0.00%	68.75%
White	100	94	94.00%	6.00%	65.59%
English Learners	33	29	87.88%	12.12%	13.79%
Foster Youth	❖	❖	❖	❖	❖
Homeless	18	18	100.00%	0.00%	55.56%
Military	23	22	95.65%	4.35%	72.73%
Socioeconomically disadvantaged	146	133	91.10%	8.90%	53.38%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	24	20	83.33%	16.67%	10.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Test Results by Student Group: Mathematics (grade 11)  
For students taking and completing a state-administered assessment.

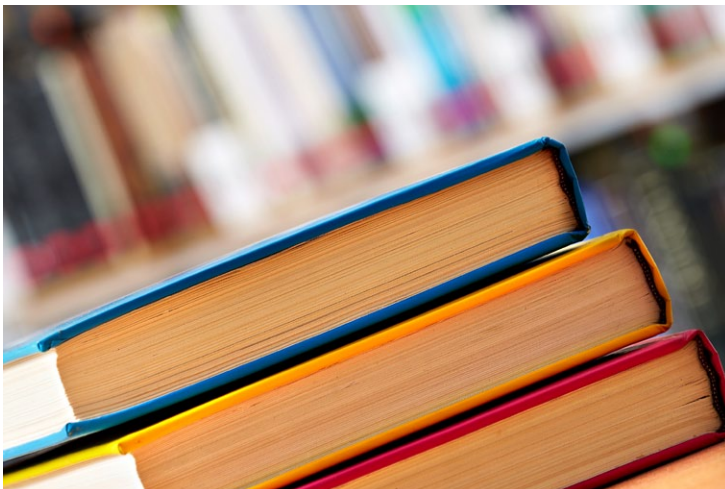
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

**Mathematics**

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	400	375	93.75%	6.25%	37.07%
<b>Female</b>	202	189	93.56%	6.44%	39.68%
<b>Male</b>	198	186	93.94%	6.06%	34.41%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	96	94	97.92%	2.08%	48.94%
<b>Black or African American</b>	26	23	88.46%	11.54%	13.04%
<b>Filipino</b>	28	28	100.00%	0.00%	46.43%
<b>Hispanic or Latino</b>	130	120	92.31%	7.69%	30.00%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or more races</b>	16	16	100.00%	0.00%	31.25%
<b>White</b>	100	92	92.00%	8.00%	38.04%
<b>English Learners</b>	33	28	84.85%	15.15%	14.29%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	18	16	88.89%	11.11%	25.00%
<b>Military</b>	23	21	91.30%	8.70%	23.81%
<b>Socioeconomically disadvantaged</b>	146	131	89.73%	10.27%	29.01%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	24	20	83.33%	16.67%	10.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.





## 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.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	18-19	19-20	20-21	18-19	19-20	20-21
<b>Kimball HS</b>	95.20%	94.00%	88.10%	4.00%	4.40%	10.80%
<b>Tracy USD</b>	90.20%	91.80%	81.40%	7.40%	5.20%	14.50%
<b>California</b>	84.50%	84.20%	83.60%	9.00%	8.90%	9.40%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group			2020-21 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	344	303	88.10%
<b>Female</b>	173	159	91.90%
<b>Male</b>	171	144	84.20%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	58	46	79.30%
<b>Black or African American</b>	31	26	83.90%
<b>Filipino</b>	37	35	94.60%
<b>Hispanic or Latino</b>	122	106	86.90%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖
<b>Two or More Races</b>	21	20	95.20%
<b>White</b>	73	68	93.20%
<b>English Learners</b>	44	31	70.50%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	166	145	87.30%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	26	21	80.80%

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

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Advanced Placement Courses

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

Advanced Placement Courses	
2020-21 School Year	
<b>Percentage of total enrollment enrolled in AP courses</b>	24.70%
<b>Number of AP courses offered at the school</b>	26
Number of AP Courses by Subject	
<b>Computer science</b>	1
<b>English</b>	4
<b>Fine and performing arts</b>	2
<b>Foreign language</b>	3
<b>Mathematics</b>	2
<b>Science</b>	3
<b>Social science</b>	11

## 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](http://www.calstate.edu/admission/admission.shtml).

UC/CSU Admission	
Kimball HS	
2019-20 and 2020-21 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2020-21</b>	99.31%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2019-20</b>	34.21%



## 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		2021-22 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)		Poor
<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		Fair
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		7/30/2021

## 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		2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Admin Bldg. stain tiles in staff room; conference room and ceiling trim hanging down; Sport Ctr (men's' office has a large crack on ceiling tiles. Athletic Complex ceiling tiles in lobby need repair; team locker room has a crack in the wall; Boy's dressing room wallpaper peeling; D1, D4, M4 ceiling tiles stained; F5 tear in carpet; F6 stained tile and tear in wallpaper to the right door when entering; G6 & G9 has a small stain on the ceiling; G8 has a hole in ceiling tile; G11, J1, J3, K1, K5 I2, N5, N6, N8 stained ceiling tiles; H5 carpet ripped, I2 VCT flooring cracked. Work order submitted.	October 2021
<b>Cleanliness</b>	Large number of weeds, dry grass, and dead bushes around school grounds. Work order submitted	October 2021
<b>Electrical</b>	C1 sensor hanging off wall; N3 light screens falling; Missing light cover in the pass thru in room N4, Work order submitted.	October 2021
<b>Restrooms/fountains</b>	Sports Ctr men's' first stall frame falling; Athletic Complex handicap girls' restroom trash can is off wall; bathroom stall door trim is hanging down on both boys' and girls' restroom; D4 missing spouts on island sinks; Sports Ctr-MS25 girls bathroom 2nd stall seat cover dispenser needs to be mounted; boy's locker room restroom paint peeling in the hallway and missing pipe cover under 3rd urinal; Bldg. E girl's restroom cracks on the entry. Bldg. F Boy's restroom door stop needs to be fixed, taped up and fountain outside the restrooms not working. I1 side sink limited pressure and leaks from top inside wall, south side #1 sink leaks, and #2 need dispenser fixed. Bldg. K boys' and Girls' restrooms boy's restroom paint peeling, girl's restroom 4th stall sprays water and boy's urinals need repair and toilet doesn't flush, N5 first sink faucet leaks. Work order submitted.	October 2021







## 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 2021. 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.

### Textbooks and Instructional Materials List

2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>StudySync, McGraw Hill (9-12)</i>	2017
Reading/language arts	<i>The Language of Composition, 1st Edition (11)</i>	2007
Mathematics	<i>Bridge to Algebra (Algebra Readiness), Carnegie Learning</i>	2014
Mathematics	<i>Algebra 1, Houghton Mifflin</i>	2015
Mathematics	<i>Algebra 2, Houghton Mifflin</i>	2015
Mathematics	<i>Precalculus with Limits, 7th Edition; Cengage</i>	2017
Mathematics	<i>Calculus, 11th Edition; Cengage</i>	2017
Mathematics	<i>Geometry, Houghton Mifflin</i>	2015
Science	<i>Campbell Biology, 9th Edition; Pearson (undergoing pilot 2020-21)</i>	2012
Science	<i>Campbell Biology, 7th Edition; Prentice Hall</i>	2007
Science	<i>Campbell Essential Biology with Physiology, 2nd Edition; Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>A User's Guide to Engineering, Prentice Hall</i>	2007
Science	<i>Biology, California Edition; Prentice Hall; Biologia, California Edition (Spanish)</i>	2007
Science	<i>Chemistry: The Central Science, 10th ed; Prentice Hall</i>	2007
Science	<i>Chemistry; Prentice Hall</i>	2007
Science	<i>Conceptual Physics, Prentice Hall (undergoing pilot 2020-21)</i>	2007
Science	<i>Essentials of Human Anatomy &amp; Physiology Laboratory Manual, 8th Edition</i>	2007
Science	<i>Earth Science, California Edition; Holt</i>	2007
Science	<i>Modern Chemistry, Holt (undergoing pilot 2020-21)</i>	2007
Science	<i>Environmental Science for AP, W.H. Freeman</i>	2012
Science	<i>College Physics, 7th Edition; Pearson Addison-Wesley</i>	2011
Science	<i>Fundamentals of Physics, 8th Edition; People's Publishing/Wiley</i>	2007
Science	<i>Physics for the IB Diploma, 5th Edition; Cambridge University Press</i>	2007
Science	<i>Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing</i>	2007

## 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

2021-22 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%

## Quality of Textbooks

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

### Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	No ✖

✖ Science instructional materials, K-12, are currently going through an instructional materials adoption using the CA NGSS Toolkit for IM Evaluation; to be completed in February 2022 and to be in students' hands in the 2022-23 school year.

## 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

2021-22 School Year

Data collection date	9/28/2021
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## 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. If you are interested in participating on the committee that reviews and makes updates to our safety plan, please contact David Doyle, assistant principal, at (209) 832-6600, ext. 4013 or email him at [ddoyle@tusd.net](mailto:ddoyle@tusd.net). We are always looking for new volunteers to help us review our plans.

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 2022.

## Textbooks and Instructional Materials, *Continued from 13*

### Textbooks and Instructional Materials List

**2021-22 School Year**

Subject	Textbook	Adopted
Science	<i>Environmental Systems and Societies for the IB Diploma, 2nd ed</i>	2020
History/social science	<i>World Civilizations: The Global Experience (10)</i>	2009
History/social science	<i>Modern World History (10)</i>	2019
History/social science	<i>Modern World GCSE (10)</i>	2006
History/social science	<i>US History 1877 to the Present: America Through the Lens (11)</i>	2019
History/social science	<i>American History: Connecting with the Past, 15th ed. (11)</i>	2015
History/social science	<i>ALatin America: An Interpretive History Major Problems in American History (11)</i>	2019
History/social science	<i>A People and a Nation: A History of the United States</i>	2019
History/social science	<i>American Government, 10th ed./ American Government Readings (12)</i>	2006
History/social science	<i>Making America (12)</i>	2019
History/social science	<i>History of the Americas, 1880-1981 (12)</i>	2015
History/social science	<i>The Mexican Revolution 1884-1940 (12)</i>	2014
History/social science	<i>The Move to Global War (12)</i>	2015
History/social science	<i>Economics Principles in Action (12)</i>	2019
History/social science	<i>Magruder's American Government (12)</i>	2019
Foreign language	<i>French: Bien Dit!, Level 1-3</i>	2012
Foreign language	<i>French: Le monde en français</i>	2012
Foreign language	<i>French: Imaginez</i>	2012
Foreign language	<i>Spanish: ¡Avancemos!, Level 1-4</i>	2012
Foreign language	<i>Spanish: Manána Imagina Reflexiones</i>	2012
Foreign language	<i>Spanish: Reflexiones: Introducción a la literatura hispánica</i>	2012
Foreign language	<i>TEMAS, Vista Higher Learning</i>	2019
Foreign language	<i>Nuevas Vistas Intro/Uno/Dos, Holt</i>	2004-2007

## 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 check our website at <https://kimballhigh.tracy.k12.ca.us>. You can also email the principal directly at [bkeller@tusd.net](mailto:bkeller@tusd.net) and he will direct you to the proper resources.



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement				2020-21 School Year		
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	49.2	83.1%	549.4	79.2%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	2.2	3.7%	31.0	4.5%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.6	2.9%	27.0	3.9%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.2	3.8%	29.4	4.2%	12,115.8	4.4%
<b>Unknown</b>	3.8	6.5%	57.1	8.2%	18,854.3	6.9%
<b>Total Teaching Positions</b>	59.2	100.0%	694.2	100.0%	274,759.1	100.0%

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

**Permits/waivers:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Teacher Misassignments:** The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

**Vacant Teacher Positions:** The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Kimball HS	
<b>Permits and Waivers</b>	0.2	
<b>Misassignments</b>	1.4	
<b>Vacant Positions</b>	0.0	
<b>Total Teachers Without Credentials and Misassignments</b>	1.6	

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

## Teacher Preparation and Placement

**Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned):** The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Intern Credential Holders Properly Assigned:** The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

**Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]):** An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
  - Provisional Internship Permits;
  - Short-Term Staff Permits;
  - Variable Term Waivers; and
  - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

**Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA):** A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

**Unknown:** These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

## Types of Services Funded

About 55% of the district's income is spent on employee salaries, and 22% is spent on employee benefits. Books and supplies account for 9% of the district's spending, an additional 9% is dedicated to services and operating costs, 1% is used for capital outlay, and 2% is spent on another district outgo. Expenditures are expected to exceed revenues by approximately 8%.

All 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.

## 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	408:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	4.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	2.00
Psychologist	1.00
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	0.00

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

**Credentialed Teachers Authorized on a Permit or Waiver:** Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

**Local Assignment Options:** Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Kimball HS
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.2
Total Out-of-Field Teachers	2.2

## Class Assignments

**Misassignments for English Learners:** The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

**No credential, permit or authorization to teach:** The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

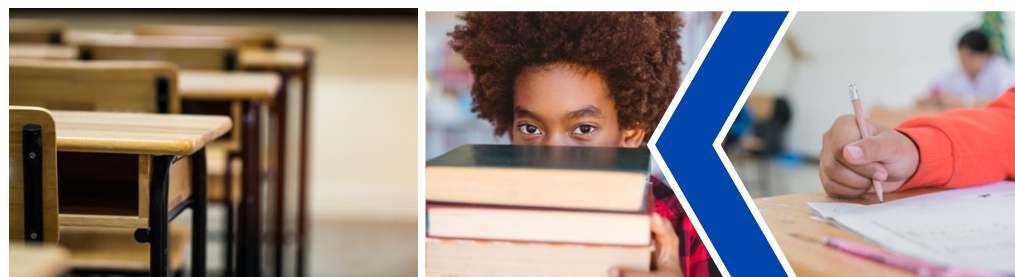
### Class Assignments

2020-21 School Year

Indicator	Kimball HS
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpads-sup-dflash201.asp>.

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







## Financial Data

The financial data displayed in this SARC is from the 2019-20 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			2019-20 Fiscal Year
	Tracy USD	Similar Sized District	
<b>Beginning teacher salary</b>	\$52,219	\$52,562	
<b>Midrange teacher salary</b>	\$76,968	\$83,575	
<b>Highest teacher salary</b>	\$101,195	\$104,166	
<b>Average elementary school principal salary</b>	\$135,269	\$131,875	
<b>Average middle school principal salary</b>	\$143,044	\$137,852	
<b>Average high school principal salary</b>	\$155,819	\$150,626	
<b>Superintendent salary</b>	\$240,699	\$260,243	
<b>Teacher salaries: percentage of budget</b>	36%	34%	
<b>Administrative salaries: percentage of budget</b>	5%	5%	

## 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 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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Kimball HS</b>	\$6,848	\$69,022	
<b>Tracy USD</b>	\$6,777	\$72,386	
<b>California</b>	\$8,444	\$86,376	
<b>School and district: percentage difference</b>	+1.0%	-4.6%	
<b>School and California: percentage difference</b>	-18.9%	-20.1%	

## 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.

## California School Dashboard

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



## 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	
2019-20 Fiscal Year	
<b>Total expenditures per pupil</b>	\$7,522
<b>Expenditures per pupil from restricted sources</b>	\$674
<b>Expenditures per pupil from unrestricted sources</b>	\$6,848
<b>Annual average teacher salary</b>	\$69,022

# 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 January 2022.

## School Accountability Report Card

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## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	7,101	6,579	92.65%	7.35%	36.87%
<b>Female</b>	3,484	3,230	92.71%	7.29%	42.71%
<b>Male</b>	3,612	3,345	92.61%	7.39%	31.28%
<b>American Indian or Alaska Native</b>	28	26	92.86%	7.14%	34.62%
<b>Asian</b>	920	881	95.76%	4.24%	49.26%
<b>Black or African American</b>	388	337	86.86%	13.14%	30.45%
<b>Filipino</b>	357	351	98.32%	1.68%	59.14%
<b>Hispanic or Latino</b>	3,882	3,592	92.53%	7.47%	28.22%
<b>Native Hawaiian or Pacific Islander</b>	93	82	88.17%	11.83%	32.93%
<b>Two or more races</b>	291	263	90.38%	9.62%	45.80%
<b>White</b>	1,142	1,047	91.68%	8.32%	48.80%
<b>English Learners</b>	1,924	1,794	93.24%	6.76%	8.50%
<b>Foster Youth</b>	42	36	85.71%	14.29%	22.22%
<b>Homeless</b>	792	708	89.39%	10.61%	18.98%
<b>Military</b>	342	309	90.35%	9.65%	32.35%
<b>Socioeconomically disadvantaged</b>	4,221	3,870	91.68%	8.32%	27.44%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	1,004	866	86.25%	13.75%	8.45%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



*"The future belongs  
to the educated."*

## ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)  
For students taking and completing a state-administered assessment.

### Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

#### Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>LEAwide</b>	7,100	6,516	91.77%	8.23%	21.76%
<b>Female</b>	3,483	3,201	91.90%	8.10%	21.20%
<b>Male</b>	3,612	3,311	91.67%	8.33%	22.32%
<b>American Indian or Alaska Native</b>	28	26	92.86%	7.14%	7.69%
<b>Asian</b>	920	878	95.43%	4.57%	38.54%
<b>Black or African American</b>	388	334	86.08%	13.92%	16.77%
<b>Filipino</b>	357	350	98.04%	1.96%	41.67%
<b>Hispanic or Latino</b>	3,881	3,556	91.63%	8.37%	13.89%
<b>Native Hawaiian or Pacific Islander</b>	93	81	87.10%	12.90%	16.25%
<b>Two or more races</b>	291	263	90.38%	9.62%	27.38%
<b>White</b>	1,142	1,028	90.02%	9.98%	28.75%
<b>English Learners</b>	1,924	1,777	92.36%	7.64%	4.69%
<b>Foster Youth</b>	41	36	87.80%	12.20%	13.89%
<b>Homeless</b>	792	704	88.89%	11.11%	11.97%
<b>Military</b>	342	306	89.47%	10.53%	13.11%
<b>Socioeconomically disadvantaged</b>	4,220	3,830	90.76%	9.24%	15.05%
<b>Students receiving Migrant Education services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	1,004	855	85.16%	14.84%	6.67%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

