

Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Rob Pecot, Superintendent ▪ rpecot@tusd.net ▪ (209) 830-3200



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

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/>







Principal's Message

Dear Kimball High community,

In the fall of 2021, we brought students back onto our campus after a year of distance learning. What became evident early in the year was that our students needed support, beyond just academics, to mitigate the impact of the pandemic. There was an obvious and critical need to help our students with mental health as well. We understood that our mission and vision are more than just words on a page and that we had to provide an even greater level of support for our students and families. 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. We began the year with a renewed focus on establishing positive and supportive relationships with our students and providing a greater level of intervention for academics and mental health.

All instructional and extracurricular activities at John C. Kimball High (KHS) 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 campuswide adoption of high-yield AVID strategies. Our athletic programs are becoming ever more competitive at every level. Our Associated Student Body (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 successfully completed our mid-term visit, where we had the opportunity to highlight the achievements of the past three years, and we brought attention to the dedication of our staff to keep things moving forward despite the impacts of the 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 on supporting all of our students and families.

John C. Kimball High School is a school with tremendous pride and school spirit led by outstanding teachers and remarkable students. I am thankful for the opportunity to take on the leadership role at John C. Kimball High School in 2022-23 and to build on the success of the previous principal, Mr. Ben Keller. For more information regarding Kimball, please visit our school website at <https://kimballhigh.tracy.k12.ca.us/>.

Sincerely,

William Maslyar, 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

Ameni Alexander, *President*

Zachary Hoffert, *Vice President*

Steve Abercrombie, *Board Clerk*

Simran Kaur, *Member*

Lynn Dell Hawkins, *Member*

Ana Blanco, *Member*

Lori Souza, *Member*

Enrollment by Student Group

Demographics

2021-22 School Year

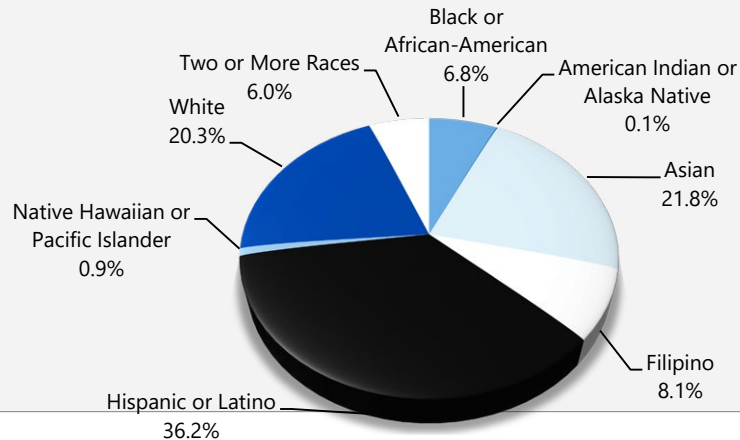
Female	48.90%
Male	51.10%
Non-Binary	0.10%
English learners	10.10%
Foster youth	0.60%
Homeless	1.80%
Migrant	0.00%
Socioeconomically Disadvantaged	36.00%
Students with Disabilities	8.10%

Enrollment by Student Group

The total enrollment at the school was 1,621 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

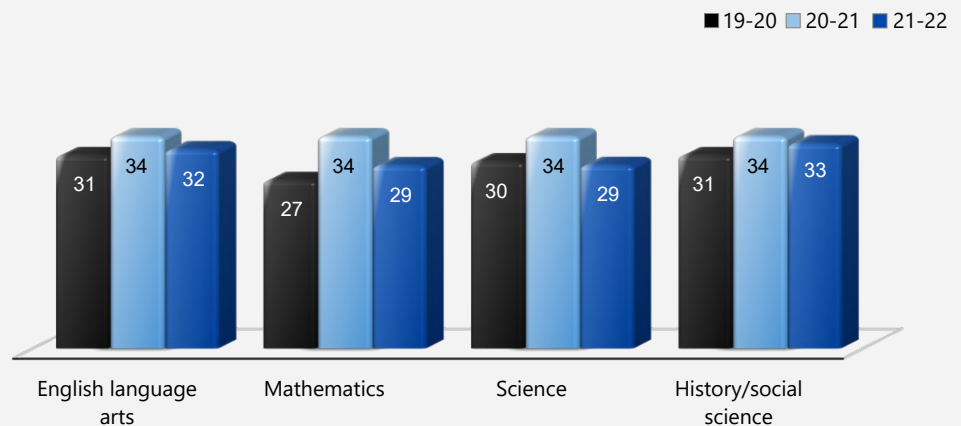


Class Size Distribution

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

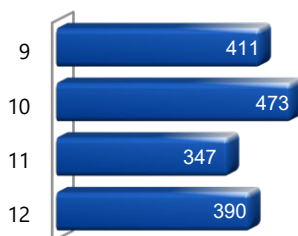
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	2	22	22		12	32		21	26
Mathematics	5	31	6	2	6	35	7	20	17
Science	1	31	10	1	9	29	4	16	9
History/social science		18	17	1	11	19	1	10	24





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	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.1%	6.4%	0.1%	6.6%	0.2%	3.4%
Expulsion rates	0.1%	0.2%	0.0%	0.6%	0.0%	0.1%

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
Suspension rates	5.3%		5.5%		2.5%
Expulsion rates	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			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	6.4%	0.2%		
Female	2.6%	0.1%		
Male	10.0%	0.3%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	3.2%	0.3%		
Black or African American	14.4%	0.0%		
Filipino	0.7%	0.0%		
Hispanic or Latino	9.0%	0.3%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	2.9%	0.0%		
White	5.8%	0.3%		
English Learners	11.4%	0.5%		
Foster Youth	35.7%	0.0%		
Homeless	13.9%	0.0%		
Socioeconomically Disadvantaged	9.6%	0.6%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	20.0%	0.7%		

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.

Career Technical Education Programs

The Career Technical Education (CTE) programs and sequences offered at Tracy High School that are aligned to the applicable model curriculum standards.

Arts, Media, and Entertainment Production and Managerial Arts (113)

- Film/Video Production (Sub-Pathway 113B)
- Media Production (7243 Introductory)
- Video Prod 2 (7244 Concentrator)
- Video Prod 3 (7245 Capstone)

Arts, Media, and Entertainment Game Design and Integration (114)

- VidGmDesign (7261 Concentrator)
- VidGmDes2 (7262 Capstone)

Building and Construction Trades Residential and Commercial Construction (123)

- Modern Carp (7341 Concentrator)
- Modern Carp Adv (7342 Capstone)

Sam Strube is the Director of Adult Education and Career Technical Education and in charge of CTE for TUSD.

All CTE courses follow the California CTE Model Curriculum Standards and the Academic Alignment Matrix found within. The Academic Alignment Matrix lists the English language arts standards, mathematics standards, science standards as well as social studies standards.

Continued on page 6

Career Technical Education Programs

Continued from page 5

This cross curricular matrix allows teachers to design hands-on learning experiences for ALL students that help them to make connections between CTE content and academic content. This in turn helps to support academic achievement in the other academic courses.

KHS provides activities that prepare special populations for high-skill, high-wage or in-demand industry occupations in competitive, integrated settings that will lead to self-sufficiency.

Activities that take place after school in several Career and Technical Student Organizations (CTSOs) are an integral component to preparing students for high-skill, high-wage careers. CTSO's in TUSD include Skills USA, Family, Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA).

The Tracy Unified School District uses completer data, high school graduation rates among CTE students, as well as the Career Technical Education Completer Postsecondary Status Survey to survey CTE Completers.

Career Technical Education Participation

Continued from page 13

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

Career Technical Education Data	
Kimball HS	
2021-22 Participation	
Number of pupils participating in a CTE program	432
Percentage of pupils who completed a CTE program and earned a high school diploma	8.8%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	9.0%

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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2021-22 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	94%	95%	95%	95%	95%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2021-22 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	1,719	1,690	334	19.80%	
Female	840	827	168	20.30%	
Male	878	862	166	19.30%	
American Indian or Alaska Native	1	1	0	0.00%	
Asian	374	373	52	13.90%	
Black or African American	125	120	24	20.00%	
Filipino	135	135	14	10.40%	
Hispanic or Latino	622	608	132	21.70%	
Native Hawaiian or Pacific Islander	17	16	4	25.00%	
Two or More Races	102	99	27	27.30%	
White	343	338	81	24.00%	
English Learners	185	182	40	22.00%	
Foster Youth	14	12	6	50.00%	
Homeless	36	34	10	29.40%	
Socioeconomically Disadvantaged	669	655	157	24.00%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	145	142	59	41.50%	



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	20-21	21-22	20-21	21-22	20-21	21-22
Science	35.78%	30.69%	22.22%	23.05%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

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	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	50%	*	39%	*	47%
Mathematics	*	34%	*	25%	*	33%

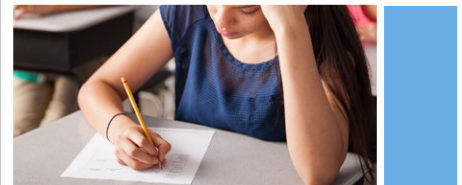
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display 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.

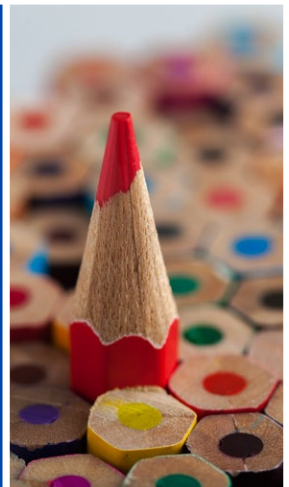
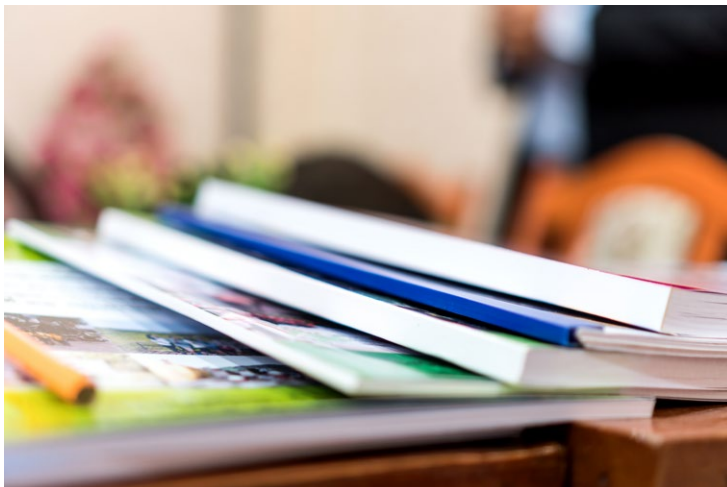
CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	581	568	97.76%	2.24%	30.69%
Female	268	259	96.64%	3.36%	31.27%
Male	313	309	98.72%	1.28%	30.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	129	124	96.12%	3.88%	33.87%
Black or African American	40	39	97.50%	2.50%	20.51%
Filipino	44	43	97.73%	2.27%	41.86%
Hispanic or Latino	196	191	97.45%	2.55%	23.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	20	100.00%	0.00%	25.00%
White	148	147	99.32%	0.68%	38.10%
English Learners	34	33	97.06%	2.94%	6.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	13	12	92.31%	7.69%	8.33%
Military	34	34	100.00%	0.00%	32.35%
Socioeconomically disadvantaged	199	196	98.49%	1.51%	21.03%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	38	36	94.74%	5.26%	11.11%

❖ 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)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	339	328	96.76%	3.24%	50.00%
Female	153	146	95.42%	4.58%	55.48%
Male	186	182	97.85%	2.15%	45.56%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	75	74	98.67%	1.33%	58.90%
Black or African American	31	29	93.55%	6.45%	24.14%
Filipino	29	29	100.00%	0.00%	75.86%
Hispanic or Latino	115	110	95.65%	4.35%	41.28%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	19	95.00%	5.00%	57.89%
White	67	65	97.01%	2.99%	50.77%
English Learners	25	24	96.00%	4.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	20	20	100.00%	0.00%	45.00%
Socioeconomically disadvantaged	133	126	94.74%	5.26%	39.20%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	29	96.67%	3.33%	7.14%

❖ 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)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	340	331	97.35%	2.65%	33.84%
Female	154	148	96.10%	3.90%	33.78%
Male	186	183	98.39%	1.61%	33.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	75	74	98.67%	1.33%	54.05%
Black or African American	31	29	93.55%	6.45%	24.14%
Filipino	29	29	100.00%	0.00%	58.62%
Hispanic or Latino	116	113	97.41%	2.59%	14.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	19	95.00%	5.00%	57.89%
White	67	65	97.01%	2.99%	32.31%
English Learners	25	24	96.00%	4.00%	8.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	20	20	100.00%	0.00%	35.00%
Socioeconomically disadvantaged	134	128	95.52%	4.48%	26.56%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	30	29	96.67%	3.33%	3.45%

❖ 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		
	19-20	20-21	21-22	19-20	20-21	21-22
Kimball HS	94.00%	88.10%	92.70%	4.40%	10.80%	6.80%
Tracy USD	91.80%	81.40%	90.60%	5.20%	14.50%	7.10%
California	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

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

Graduation Rate by Student Group			2021-22 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	398	369	92.70%
Female	193	184	95.30%
Male	205	185	90.20%
Non-Binary	0	0	0.00%
American Indian or Alaska Native	0	0	0.00%
Asian	97	92	94.80%
Black or African American	26	23	88.50%
Filipino	32	30	93.80%
Hispanic or Latino	129	115	89.10%
Native Hawaiian or Pacific Islander	◇	◇	◇
Two or More Races	12	12	100.00%
White	98	94	95.90%
English Learners	45	38	84.40%
Foster Youth	◇	◇	◇
Homeless	13	12	92.30%
Socioeconomically Disadvantaged	198	180	90.90%
Students Receiving Migrant Education Services	◇	◇	◇
Students with Disabilities	22	18	81.80%

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>.

◇ 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	
2021-22 School Year	
Percentage of students enrolled in AP courses	22.90%
Number of AP courses offered at the school	25
Number of AP Courses by Subject	
Computer science	1
English	4
Fine and performing arts	2
Foreign language	3
Mathematics	2
Science	3
Social science	10

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	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	99.14%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	46.20%

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. 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. We are also piloting an emergency response system for TUSD. This program will enable us to better communicate with staff, account for students more quickly, and give us the ability to relay information to emergency personnel more efficiently.

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 2023.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/1/2022	

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.



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 2022. 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

2022-23 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>	2008
Mathematics	<i>Bridge to Algebra</i> , Carnegie Learning	2011
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015
Mathematics	<i>Precalculus with Limits, 7th Edition</i> ; Cengage	2016
Mathematics	<i>Calculus, 11th Edition</i> ; Cengage	2016
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Mathematics	<i>The Practice of Statistics, 5th Edition</i>	2018
Mathematics	<i>Objects First with Java; a Practical Introduction using BlueJ</i>	2012
Mathematics	<i>Mathematics: Applications and Interpretation</i>	2019
Science	<i>Biology for the AP Course</i> ; Bedford St Martins	2022
Science	<i>Biology, 7th Edition</i> ; Prentice Hall	2005
Science	<i>Cutnell Physics, AP Edition</i>	2018
Science	<i>Inquiry into Life Biozone</i> (digital website)	2022
Science	<i>Chemistry: The Central Science, 10th edition</i> ; Prentice Hall	2006
Science	<i>CA Inspire Science</i> ; McGraw Hill	2020
Science	<i>STEM Scopes</i> ; Accelerate Learning	2022
Science	<i>Essentials of Human Anatomy & Physiology, 8th Edition</i>	2006
Science	<i>Earth Science</i> ; Holt	2006
Science	<i>Modern Chemistry</i> , Holt	2006
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012
Science	<i>Physics</i> , Discovery Education	2022
Science	<i>Fundamentals of Physics, 8th Edition</i> ; People's Publishing/Wiley	2007

Continued on page 14

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

2022-23 School Year

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

Currency of Textbooks

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

Currency of Textbooks

2022-23 School Year

Data collection date	9/27/2022
----------------------	-----------

Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

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

Professional Development

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

- 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.
- Educational Technology development lead by our Technology Support Advisors (TSAs) through optional staff trainings, preservice meetings, early release Wednesday trainings, and Buy Back Day trainings. This also includes online assessment platforms such as FastBridge and DNA Illuminate.
- STEM implementation through the district's initiatives presented during districtwide in-service days and districtwide early release Wednesday trainings.
- Campuswide adoption of AVID strategies that are brought into trainings during preservice meetings, general staff meetings and early release Wednesday trainings.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	5
2021-22	5
2022-23	6

Textbooks and Instructional Materials, *Continued from 13*

Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
Science	Physics for the IB Diploma, 5th Edition; Cambridge University Press	2007
Science	Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing	2007
Science	Environmental Systems and Societies for the IB Diploma, 2nd edition	2016
History/social science	World History, Volume II-Since 1500 (10)	2007
History/social science	Modern World History (10)	2019
History/social science	Modern World GCSE (10)	2002
History/social science	Ways of the World Since 1200 (10)	2020
History/social science	Thinking Through Sources for Ways of the World (10)	2020
History/social science	US History 1877 to the Present: America Through the Lens (11)	2019
History/social science	American History: Connecting with the Past, 15th edition (11)	2015
History/social science	Latin America: An Interpretive History (11)	2017
History/social science	Latin America: Major Problems in American History (11)	2017
History/social science	A People and a Nation, Cengage (11)	2019
History/social science	American Government Stories of a Nation (12)	2021
History/social science	Making America (12)	2019
History/social science	History of the Americas, 1880-1981 (12)	2015
History/social science	The Mexican Revolution 1884-1940 (12)	2014
History/social science	The Move to Global War (12)	2015
History/social science	Economics Principles in Action (12)	2019
History/social science	Magruder's American Government (12)	2019
Foreign language	French: Bien dit!, Level 1-3	2013
Foreign language	French: Le monde en français	2011
Foreign language	French: Imaginez	2007
Foreign language	Spanish: ¡Avancemos!, Level 1-4	2013
Foreign language	Spanish: Mañana	2011
Foreign language	Spanish: Reflexiones: Introducción a la literatura hispánica	2013
Foreign language	TEMAS, Vista Higher Learning	2020
Foreign language	Nuevas Vistas Intro/Uno/Dos, Holt	2004
English Language Development Materials	StudySync, McGraw Hill (9-12)	2017





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. 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/>.

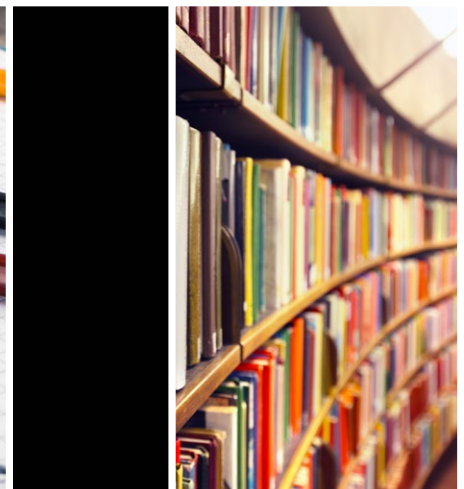
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	49.2	83.1%	549.4	79.2%	228,366.1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

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.5	80.0%	548.8	80.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	5.5	9.4%	44.2	6.5%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	3.7%	33.6	4.9%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	4.6%	27.1	4.0%	11,953.1	4.3%
Unknown	1.4	2.4%	31.3	4.6%	15,831.9	5.7%
Total Teaching Positions	59.4	100.0%	685.1	100.0%	279,044.8	100.0%

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/calpadsupdfdash201.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>.



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 wmasyar@tUSD.net and he will direct you to the proper resources.

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.2	0.5
Misassignments		1.4	1.6
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		1.6	2.1

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	1.7
Local Assignment Options		2.2	1.0
Total Out-of-Field Teachers		2.2	2.7

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		2.8%	3.0%
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%	0.0%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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>.

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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	400:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	4.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.2
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0



Financial Data

The financial data displayed in this SARC is from the 2020-21 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		2020-21 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$52,219	\$54,370
Midrange teacher salary	\$76,968	\$82,681
Highest teacher salary	\$101,195	\$106,610
Average elementary school principal salary	\$136,818	\$135,283
Average middle school principal salary	\$143,044	\$141,244
Average high school principal salary	\$157,080	\$152,955
Superintendent salary	\$240,699	\$264,367
Teacher salaries: percentage of budget	34%	33%
Administrative salaries: percentage of budget	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

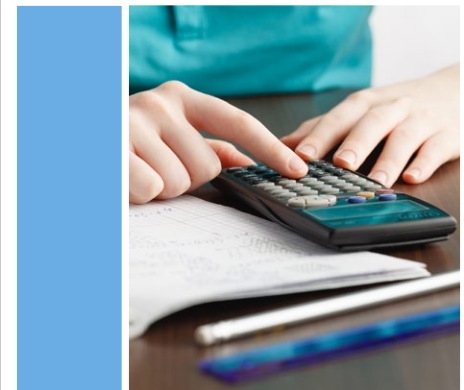
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Kimball HS	\$6,802	\$75,891
Tracy USD	\$5,041	\$76,755
California	\$6,594	\$88,358
School and district: percentage difference	+34.9%	-1.1%
School and California: percentage difference	+3.2%	-14.1%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$7,732
Expenditures per pupil from restricted sources	\$930
Expenditures per pupil from unrestricted sources	\$6,802
Annual average teacher salary	\$75,891



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.

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 2023.

School Accountability Report Card

PUBLISHED BY:



School
Innovations
& Achievement

www.sia-us.com | 800.487.9234