

John C. Kimball High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

| | |
|------------------------------------------|-----------------------------------------------------------------------------------------|
| School Name | John C. Kimball High School |
| Street | 3200 Jaguar Run |
| City, State, Zip | Tracy, CA 95377 |
| Phone Number | 209-832-6600 |
| Principal | William Maslyar |
| Email Address | wmaslyar@tusd.net |
| School Website | https://kimballhigh.tracy.k12.ca.us/ |
| Grade Span | 9-12 |
| County-District-School (CDS) Code | 39-75499-0119040 |

2024-25 District Contact Information

| | |
|-------------------------|--------------------------------------------------------------|
| District Name | Tracy Unified School District |
| Phone Number | (209) 830-3200 |
| Superintendent | Robert Pecot |
| Email Address | rpecot@tusd.net |
| District Website | www.tracy.k12.ca.us |

2024-25 School Description and Mission Statement

Principal's Message

Dear Kimball High community,

Kimball High School is one of three comprehensive high schools in Tracy Unified School District. Our instructional and extracurricular activities at John C. Kimball High (KHS) school are focused on providing opportunities for our students to excel inside and outside of the classroom. We are excited about the continued growth of our marquee program, the Health and

2024-25 School Description and Mission Statement

Medical Services Academy, with the establishment of a formal partnership with Sutter Tracy Community Hospital. In addition to the MHSA program, we 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 college preparation. Our Kimball Leadership Team structures our professional development activities around schoolwide adoption of high-yield AVID strategies. We are also very excited about offering our students a wide variety of Advanced Placement classes for students to push themselves to even greater academic achievement and excellence. Our athletic programs are competitive at every level and offer our students a chance to get involved with our school and to excel on the courts and field. Our Associated Student Body (ASB) program has brought a new level of energy and school spirit to our campus and continues to build on our positive school culture. Our visual and performing Arts classes and programs are top notch in our district and allow students to express themselves through visual art expression and through performances on stage. Communication is fostered at Kimball High through the use of our website, social media, weekly phone calls and our marquee, and weekly emails to parents regarding events, activities, and school news.

John C. Kimball High School is a school with tremendous pride and school spirit led by outstanding teachers, staff, involved parents, and remarkable students. I am thankful for the opportunity to be a part of the John C. Kimball High School Community and will continue to build on our successes. 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.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 395 |
| Grade 10 | 409 |
| Grade 11 | 413 |
| Grade 12 | 437 |
| Total Enrollment | 1,654 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.7 |
| Male | 47.9 |
| Non-Binary | 0.4 |
| American Indian or Alaska Native | 0.2 |
| Asian | 24.8 |
| Black or African American | 6.6 |
| Filipino | 8 |
| Hispanic or Latino | 35.1 |
| Native Hawaiian or Pacific Islander | 1 |
| Two or More Races | 6.2 |
| White | 18.2 |
| English Learners | 7 |
| Foster Youth | 0.1 |
| Homeless | 2.3 |
| Socioeconomically Disadvantaged | 53.4 |
| Students with Disabilities | 8.9 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| 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) | 49.20 | 83.07 | 549.40 | 79.15 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.20 | 3.71 | 31.00 | 4.48 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.60 | 2.85 | 27.00 | 3.90 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.20 | 3.78 | 29.40 | 4.25 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 3.80 | 6.55 | 57.10 | 8.22 | 18854.30 | 6.86 |
| Total Teaching Positions | 59.20 | 100.00 | 694.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 47.50 | 79.95 | 548.80 | 80.10 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 5.50 | 9.36 | 44.20 | 6.46 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.10 | 3.65 | 33.60 | 4.91 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.70 | 4.59 | 27.10 | 3.96 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 1.40 | 2.42 | 31.30 | 4.58 | 15831.90 | 5.67 |
| Total Teaching Positions | 59.40 | 100.00 | 685.10 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| 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) | 53.90 | 82.87 | 563.30 | 81.85 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 5.90 | 9.20 | 44.90 | 6.53 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.70 | 2.63 | 36.50 | 5.31 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.40 | 2.21 | 19.20 | 2.79 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 2.00 | 3.07 | 24.20 | 3.52 | 14303.80 | 5.15 |
| Total Teaching Positions | 65.10 | 100.00 | 688.20 | 100.00 | 277698 | 100 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|-----------------------------------------------|---------|---------|---------|
| Permits and Waivers | 0.20 | 0.50 | 1 |
| Misassignments | 1.40 | 1.60 | 0.7 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 1.60 | 2.10 | 1.7 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------------------------------------|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.70 | 0 |
| Local Assignment Options | 2.20 | 1.00 | 1.4 |
| Total Out-of-Field Teachers | 2.20 | 2.70 | 1.4 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.80 | 3 | 1.5 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.00 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

11/14/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| Reading/Language Arts | StudySync, McGraw Hill (9-12) The Language of Composition | Yes | |
| Mathematics | Bridge to Algebra, Carnegie Learning Algebra 1, Houghton Mifflin Algebra 2, Houghton Mifflin Precalculus with Limits, 7th Edition; Cengage Calculus, 11th Edition; Cengage Geometry, Houghton Mifflin The Practice of Statistics, 5th Edition Objects First with Java; a Practical Introduction using BlueJ Mathematics: Applications and Interpretation | Yes | |
| Science | Biology for the AP Course; Bedford St Martins Biology, 7th Edition; Prentice Hall Cutnell Physics, AP Edition Inquiry into Life Biozone (digital website) Chemistry: The Central Science, 10th edition; Prentice Hall CA Inspire Science; McGraw Hill STEM Scopes; Accelerate Learning Essentials of Human Anatomy & Physiology, 8th Edition Earth Science; Holt | Yes | |

| | | | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|
| | <p>Modern Chemistry, Holt Environmental Science for AP, W.H. Freeman Physics, Discovery Education Fundamentals of Physics, 8th Edition; People's Publishing/Wiley Physics for the IB Diploma, 5th Edition; Cambridge University Press Biotechnology: Science for the New Millennium, 1st Edition; EMC Paradigm Publishing Environmental Systems and Societies for the IB Diploma, 2nd edition</p> | | |
| History-Social Science | <p>World History, Volume II-Since 1500 (10) Modern World History (10) Modern World GCSE (10) Ways of the World Since 1200 (10) Thinking Through Sources for Ways of the World (10) US History 1877 to the Present: America Through the Lens (11) American History: Connecting with the Past, 15th edition (11) Latin America: An Interpretive History (11) Latin America: Major Problems in American History (11) A People and a Nation, Cengage (11) American Government Stories of a Nation (12) Making America (12) History of the Americas, 1880-1981 (12) The Mexican Revolution 1884-1940 (12) The Move to Global War (12) Economics Principles in Action (12) Magruder's American Government (12)</p> | Yes | |
| Foreign Language | <p>Chemins 1 Vista Higher Learning 2023 Chemins 2 Vista Higher Learning 2023 Chemins 3 Vista Higher Learning 2023 Le monde en francais Abrioux, Chretien, & Fayaud 2011 Chemins 4 Vista Higher Learning 2023 Senderos 1 Vista Higher Learning 2023 Senderos 2 Vista Higher Learning 2023 Senderos 3 Vista Higher Learning 2023 Senderos 4 Vista Higher Learning 2023 TEMAS Dragget, Conlin, Ehram, & Millan 2020 Reflexiones; Introduccion a la literatura hispanica Rodriguez, Rodney T. 2013 Galeria 1 Manual Del Docente 2020 Galeria 2 Manual Del Docente 2020</p> | Yes | |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

7/30/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|------------------------------------------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Cracked flooring. Ripped tack board. Work order submitted. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Mice. Mice infestation is monitored daily. Preventive measures are in place. |
| Electrical | X | | | Multiple broken electrical plates. Work order submitted. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--------------------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 63 | 70 | 41 | 40 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 37 | 32 | 26 | 26 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 399 | 395 | 99.00 | 1.00 | 69.62 |
| Female | 208 | 206 | 99.04 | 0.96 | 75.73 |
| Male | 189 | 187 | 98.94 | 1.06 | 62.57 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 102 | 100 | 98.04 | 1.96 | 85.00 |
| Black or African American | 28 | 27 | 96.43 | 3.57 | 51.85 |
| Filipino | 36 | 36 | 100.00 | 0.00 | 80.56 |
| Hispanic or Latino | 140 | 139 | 99.29 | 0.71 | 58.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 65.22 |
| White | 63 | 63 | 100.00 | 0.00 | 71.43 |
| English Learners | 24 | 23 | 95.83 | 4.17 | 13.04 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 215 | 212 | 98.60 | 1.40 | 65.09 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 33 | 31 | 93.94 | 6.06 | 25.81 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 399 | 396 | 99.25 | 0.75 | 32.07 |
| Female | 208 | 207 | 99.52 | 0.48 | 32.85 |
| Male | 189 | 187 | 98.94 | 1.06 | 31.02 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 102 | 101 | 99.02 | 0.98 | 55.45 |
| Black or African American | 28 | 27 | 96.43 | 3.57 | 14.81 |
| Filipino | 36 | 36 | 100.00 | 0.00 | 41.67 |
| Hispanic or Latino | 140 | 139 | 99.29 | 0.71 | 18.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 23 | 23 | 100.00 | 0.00 | 17.39 |
| White | 63 | 63 | 100.00 | 0.00 | 31.75 |
| English Learners | 24 | 24 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 215 | 213 | 99.07 | 0.93 | 21.13 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 33 | 31 | 93.94 | 6.06 | 3.23 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 29.73 | 33.14 | 24.54 | 25.82 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 701 | 691 | 98.57 | 1.43 | 33.14 |
| Female | 343 | 337 | 98.25 | 1.75 | 36.50 |
| Male | 356 | 352 | 98.88 | 1.12 | 29.83 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 148 | 146 | 98.65 | 1.35 | 37.67 |
| Black or African American | 49 | 49 | 100.00 | 0.00 | 26.53 |
| Filipino | 58 | 57 | 98.28 | 1.72 | 36.84 |
| Hispanic or Latino | 257 | 251 | 97.67 | 2.33 | 23.51 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 47 | 47 | 100.00 | 0.00 | 44.68 |
| White | 133 | 132 | 99.25 | 0.75 | 44.70 |
| English Learners | 42 | 41 | 97.62 | 2.38 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 14 | 14 | 100.00 | 0.00 | 7.14 |
| Military | 18 | 18 | 100.00 | 0.00 | 11.11 |
| Socioeconomically Disadvantaged | 264 | 258 | 97.73 | 2.27 | 25.97 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 54 | 50 | 92.59 | 7.41 | 10.00 |

2023-24 Career Technical Education Programs

The Career Technical Education (CTE) programs and sequences offered at Kimball High School, that are aligned to the applicable model curriculum standards, are listed below. All of the listed courses are conducted by Kimball High School and the Tracy Unified School District and are not a part of an ROCP.

Industry Sector: Arts, Media, and Entertainment

Pathway: Production and Managerial Arts (113)

- Media Production (7243 Introductory)
- Video Prod 2 (7244 Concentrator)
- Video Prod 3 (7245 Capstone)

Industry Sector: Arts, Media, and Entertainment

Pathway: Game Design and Integration (114)

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

2023-24 Career Technical Education Programs

Industry Sector: Building and Construction Trades
 Pathway: Residential and Commercial Construction (123)

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

Industry Sector: Engineering and Architecture
 Pathway: Architectural Design (150)

- Tech Drawing (7710 Concentrator)
- Tech Drawing Advanced (7711 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.

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.

Sam Strube, Director of Adult Education and Career Technical Education is the primary representative of the district's CTE advisory committee. All TUSD CTE Industry Sectors are represented on the committee; they are: Business and Finance/ Education, Child Development and Family Services/ Arts, Media and Entertainment/ Hospitality, Tourism, and Recreation/ Agriculture and Natural Resources/ Engineering and Architecture/ Education, Child Development and Family Services/ Hospitality, Tourism and Recreation/ Marketing, Sales, and Service Sector/ Health Science and Medical Technology/ Building and Construction Trades/ Transportation/ and Public Services.

2023-24 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE | 587 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 50 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---------------------------------------------------------------------------|---------|
| 2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.27 |
| 2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission | 40.4 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| Grade 5 | NA | NA | NA | NA | NA |
| Grade 7 | NA | NA | NA | NA | NA |
| Grade 9 | 95.2% | 97.7% | 96.1% | 95.1% | 98.5% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parent involvement at Kimball High School is integral to the success of our students. Kimball has established multiple organization as avenues for parent involvement, including Parent Teacher Student Association (PTSA), our newly formed English Learner Advisory Committee (ELAC), and School Site Council. The PTSA raises funds for our school, provides support at activities and events (e.g. Graduation, Dances, Homecoming) as well as providing scholarships to seniors every year. We also have the tremendous support of our Theater Booster Club and Music Booster Clubs that provide resources and support for our students. The Music Booster have raised money to purchase marching band uniforms, to participate in performances, and to purchase instruments. The Theater booster provided support with auditions for both musicals, helped build sets on the weekend, created costumes, and raised funds for sets, costumes, and materials. They also raised funds for an annual theater trip in Southern California.

Parents are encouraged to participate to help Kimball move forward by participating in activities and events and supporting students at home. We know that it takes a concerted effort of the school, parents, and students to make this school a positive and productive learning environment for all students and appreciate the support of our Kimball families. For more information

2024-25 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 6.8 | 7.4 | 9.0 | 7.1 | 9.4 | 10.0 | 7.8 | 8.2 | 8.9 |
| Graduation Rate | 92.7 | 90.6 | 89.9 | 90.6 | 87.4 | 87.6 | 87.0 | 86.2 | 86.4 |

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|------------------------------------------------------|------------------------------|----------------------------|------------------------|
| All Students | 446 | 401 | 89.9 |
| Female | 223 | 204 | 91.5 |
| Male | 223 | 197 | 88.3 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 102 | 90 | 88.2 |
| Black or African American | 29 | 26 | 89.7 |
| Filipino | 34 | 33 | 97.1 |
| Hispanic or Latino | 160 | 144 | 90.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 30 | 29 | 96.7 |
| White | 87 | 75 | 86.2 |
| English Learners | 60 | 47 | 78.3 |
| Foster Youth | -- | -- | -- |
| Homeless | 14 | 12 | 85.7 |
| Socioeconomically Disadvantaged | 261 | 235 | 90.0 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 38 | 29 | 76.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 1732 | 1703 | 261 | 15.3 |
| Female | 887 | 870 | 122 | 14.0 |
| Male | 837 | 825 | 137 | 16.6 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 423 | 419 | 47 | 11.2 |
| Black or African American | 121 | 114 | 26 | 22.8 |
| Filipino | 134 | 132 | 15 | 11.4 |
| Hispanic or Latino | 610 | 599 | 101 | 16.9 |
| Native Hawaiian or Pacific Islander | 18 | 16 | 2 | 12.5 |
| Two or More Races | 109 | 108 | 26 | 24.1 |
| White | 313 | 311 | 44 | 14.1 |
| English Learners | 161 | 153 | 31 | 20.3 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 52 | 48 | 22 | 45.8 |
| Socioeconomically Disadvantaged | 945 | 923 | 181 | 19.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 160 | 154 | 48 | 31.2 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 6.4 | 10.43 | 12.24 | 6.6 | 8.1 | 7.88 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0.23 | 0.59 | 0.35 | 0.55 | 0.36 | 0.42 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 12.24 | 0.35 |
| Female | 8.68 | 0.23 |
| Male | 16.13 | 0.48 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 8.04 | 0.24 |
| Black or African American | 32.23 | 1.65 |
| Filipino | 4.48 | 0.00 |
| Hispanic or Latino | 13.61 | 0.33 |
| Native Hawaiian or Pacific Islander | 5.56 | 0.00 |
| Two or More Races | 17.43 | 0.92 |
| White | 9.58 | 0.00 |
| English Learners | 19.25 | 1.24 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 23.08 | 1.92 |
| Socioeconomically Disadvantaged | 16.40 | 0.53 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 24.38 | 1.88 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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. We hold monthly safety meetings to review procedures and to evaluate trends with discipline and

2024-25 School Safety Plan

safety concerns. If you are interested in participating on the committee that reviews and makes updates to our safety plan, please contact Dante Dell'Aringa, assistant principal, at (209) 832-6600, ext. 4015 or email him at ddellaringa@tusd.net. We are always looking for new volunteers to help us review our plans. We continue to hold a Student Advisory Committee as part of our continuing efforts to improve safety and the school climate. The Student Advisory Committee meets 5-7 times per year.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29 | 8 | 22 | 28 |
| Mathematics | 31 | 5 | 15 | 26 |
| Science | 32 | 4 | 14 | 29 |
| Social Science | 33 | 1 | 11 | 27 |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28 | 9 | 31 | 19 |
| Mathematics | 31 | 3 | 19 | 21 |
| Science | 30 | 4 | 27 | 21 |
| Social Science | 32 | | 24 | 18 |

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29 | 10 | 25 | 24 |
| Mathematics | 30 | 3 | 19 | 21 |
| Science | 31 | 7 | 13 | 28 |
| Social Science | 32 | 1 | 18 | 27 |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 413.5 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 4 |
| Library Media Teacher (Librarian) | 0.5 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2.6 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,415 | \$878 | \$6,537 | \$85,040 |
| District | N/A | N/A | \$2,368 | \$90,817 |
| Percent Difference - School Site and District | N/A | N/A | 93.6 | -6.6 |
| State | N/A | N/A | \$10,771 | \$97,756 |
| Percent Difference - School Site and State | N/A | N/A | -48.9 | -13.9 |

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$58,538 | \$59,551 |
| Mid-Range Teacher Salary | \$86,280 | \$93,855 |
| Highest Teacher Salary | \$113,439 | \$120,219 |
| Average Principal Salary (Elementary) | \$146,803 | \$151,525 |
| Average Principal Salary (Middle) | \$158,398 | \$158,215 |
| Average Principal Salary (High) | \$171,097 | \$171,087 |
| Superintendent Salary | \$234,038 | \$300,043 |
| Percent of Budget for Teacher Salaries | 31% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|-----------------------------------|------|
| Percent of Students in AP Courses | 27.9 |
|-----------------------------------|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--------------------------------------------------------------------------------------------------------|------------------------------|
| Computer Science | 1 |
| English | 7 |
| Fine and Performing Arts | 2 |
| Foreign Language | 3 |
| Mathematics | 3 |
| Science | 3 |
| Social Science | 14 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 33 |

Professional Development

School

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

- AVID: WICOR strategies. Staff development focused on AVID strategies and the WICOR structure is provided at ERM meetings and pre-service days. Implementation of AVID engagement strategies is a main focus of efforts to increase student achievement and success.

Professional Development

- 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.
- STEM implementation through the district's initiatives presented during districtwide in-service days and trainings. The site Instructional Leadership Team is focused on the continued implementation of STEM units and instructional strategies. (i.e. AVID, engagement strategies)

LEA

Tracy Unified School District requires new teachers to Tracy Unified to participate in the Tracy Teacher Induction Program (TTIP). This professional learning involves six full days of pre-service and three follow-up days during the year. At this time, teachers are introduced to the district departments, their site administrators, and receive professional learning that highlights the California Standards for the Teaching Profession. Teachers experience strategies that support classroom management, curriculum supports, and universal lesson design components. Throughout the year in TTIP, teachers are also able to contact Curriculum Specialists for just-in-time support.

New teachers who come to Tracy Unified with their Preliminary credentials qualify for the California Commission on Teaching Credentialing accredited Teacher Induction Program with Tracy Unified. This program supports new teachers in growing through the California Standards for the Teaching Profession (CSTPs) and clearing their preliminary credentials. During this process an Induction mentor will be assigned to the new teacher to facilitate their learning through the Individualized Learning Plan and growth in the CSTPs.

The district offers professional-development opportunities for all staff members throughout the school year. Four full days are provided before the school year starts. Every Monday, students are released early from school to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time.

The district office is helping to fund professional development for our teachers and administration, both through sending teachers to Professional Learning Community (PLC) conferences, AVID Conferences, STEM conferences, and through work with the International Center for Model Schools. The work with CMS focuses on building Relationships, Rigor, Relevance, and Engagement in the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6 | 4 | 4 |