John C. Kimball High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.
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/.

2025-26 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

2025-26 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

2025-26 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 Medical and Health Services Academy, with the establishment of a formal partnership with Sutter Tracy Community Hospital. In addition to

2025-26 School Description and Mission Statement

the MHSA program, we offer articulated courses that grant college credit in Video Production, Video Game Design and Medical Terminology and Criminal Justice. 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 Parent Square, 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	429
Grade 10	380
Grade 11	378
Grade 12	400
Total Enrollment	1,587

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	46.9
Non-Binary	0.5
American Indian or Alaska Native	0.4
Asian	28.5
Black or African American	6
Filipino	8.1
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	1
Two or More Races	5.7
White	16.3
English Learners	6.5
Foster Youth	0.1
Homeless	2.4
Socioeconomically Disadvantaged	54.3
Students with Disabilities	8.3

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.

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)	47.5	79.95	548.8	80.1	234405.2	84
Intern Credential Holders Properly Assigned	5.5	9.36	44.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.1	3.65	33.6	4.91	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	4.59	27.1	3.96	11953.1	4.28
Unknown/Incomplete/NA	1.4	2.42	31.3	4.58	15831.9	5.67
Total Teaching Positions	59.4	100	685.1	100	279044.8	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.

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)	53.9	82.87	563.3	81.85	231142.4	83.24
Intern Credential Holders Properly Assigned	5.9	9.2	44.9	6.53	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.7	2.63	36.5	5.31	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	2.21	19.2	2.79	11746.9	4.23
Unknown/Incomplete/NA	2	3.07	24.2	3.52	14303.8	5.15
Total Teaching Positions	65.1	100	688.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	56.1	84.96	561.4	78.45	230039.4	100
Intern Credential Holders Properly Assigned	4.2	6.36	45.4	6.35	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.4	2.18	54	7.56	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.4	3.65	24.3	3.4	12112.8	4.34
Unknown/Incomplete/NA	1.8	2.81	30.3	4.24	13705.8	4.91
Total Teaching Positions	66	100	715.6	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.50	1	0
Misassignments	1.60	0.7	1.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.10	1.7	1.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.70	0	2
Local Assignment Options	1.00	1.4	0.4
Total Out-of-Field Teachers	2.70	1.4	2.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3	1.5	2.4
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

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill (9-12) The Language of Composition	
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	
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 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	
History-Social Science	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)	
Foreign Language	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, Ehrsam, & Millan 2020 Reflexiones; Introduccion a la literatura hispanica Rodriguez, Rodney T. 2013 Galeria 1 Manual Del Docente 2020 Galeria 2 Manual Del Docente 2020	

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

School Facility Conditions and Planned Improvements

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	7/27/2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	70	65	40	42	47	48
Mathematics (grades 3-8 and 11)	32	36	26	29	35	37

2024-25 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	370	364	98.38	1.62	65.38
Female	182	178	97.80	2.20	66.85
Male	185	183	98.92	1.08	64.48
American Indian or Alaska Native	--	--	--	--	--
Asian	95	95	100.00	0.00	75.79
Black or African American	23	23	100.00	0.00	39.13
Filipino	35	35	100.00	0.00	82.86
Hispanic or Latino	127	124	97.64	2.36	55.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	64.29
White	73	70	95.89	4.11	70.00
English Learners	30	30	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	25.00
Military	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	205	202	98.54	1.46	56.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	15.00

2024-25 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	369	364	98.64	1.36	35.71
Female	182	178	97.80	2.20	32.02
Male	184	183	99.46	0.54	39.34
American Indian or Alaska Native	--	--	--	--	--
Asian	95	95	100.00	0.00	54.74
Black or African American	23	23	100.00	0.00	17.39
Filipino	35	35	100.00	0.00	45.71
Hispanic or Latino	127	124	97.64	2.36	23.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	21.43
White	72	70	97.22	2.78	37.14
English Learners	30	30	100.00	0.00	3.33
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	204	202	99.02	0.98	27.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	2.50

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	33.14	39.83	25.82	26.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	620	615	99.19	0.81	37.56
Female	319	316	99.06	0.94	38.29
Male	296	294	99.32	0.68	36.73
American Indian or Alaska Native	--	--	--	--	--
Asian	138	138	100.00	0.00	52.17
Black or African American	46	46	100.00	0.00	28.26
Filipino	54	54	100.00	0.00	50.00
Hispanic or Latino	227	225	99.12	0.88	26.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	40.00
White	116	113	97.41	2.59	41.59
English Learners	37	37	100.00	0.00	2.70
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	22.22
Military	17	17	100.00	0.00	29.41
Socioeconomically Disadvantaged	356	354	99.44	0.56	32.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	6.35

2024-25 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)

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

2024-25 Career Technical Education Programs

- 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 Architecure/ 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	561
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.7

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
Graduates Who Completed All Courses Required for UC/CSU Admission	40.93

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.

2024-25 California Physical Fitness Test Participation Rates

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	86.1%	97%	92.9%	97%	97%

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.

2025-26 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 English Learner Advisory Committee (ELAC), and School Site Council. The PTSA raises funds for our school, provides support at acdtivities 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 funs for sets, costuments, 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

2025-26 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.4	9	3	9.4	10	5.4	8.2	8.9	8
Graduation Rate	90.6	89.9	96	87.4	87.6	91.8	86.2	86.4	87.5

2024-25 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	401	385	96.0
Female	217	211	97.2
Male	182	173	95.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	108	106	98.1
Black or African American	28	27	96.4
Filipino	33	33	100.0
Hispanic or Latino	137	133	97.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	19	18	94.7
White	69	61	88.4
English Learners	55	51	92.7
Foster Youth	0.0	0.0	0.0
Homeless	11	10	90.9
Socioeconomically Disadvantaged	263	255	97.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	27	90.0

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.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1666	1634	239	14.6
Female	875	860	128	14.9
Male	783	766	107	14.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	468	461	43	9.3
Black or African American	107	104	24	23.1
Filipino	128	128	9	7.0
Hispanic or Latino	573	561	99	17.6
Native Hawaiian or Pacific Islander	16	16	0	0.0
Two or More Races	96	93	21	22.6
White	271	264	43	16.3
English Learners	151	143	20	14.0
Foster Youth	--	--	--	--
Homeless	54	54	16	29.6
Socioeconomically Disadvantaged	941	915	176	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	137	29	21.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.43	12.24	5.22	8.1	7.88	7.3	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.59	0.35	0.3	0.36	0.42	0.33	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.22	0.30
Female	3.54	0.23
Male	7.15	0.38
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.35	0.00
Black or African American	13.08	0.93
Filipino	0.78	0.00
Hispanic or Latino	7.50	0.52
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.21	0.00
White	4.43	0.37
English Learners	6.62	0.00
Foster Youth	0.00	0.00
Homeless	11.11	5.56
Socioeconomically Disadvantaged	7.01	0.53
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.49	0.00

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.

2025-26 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 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 two 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

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	0	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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	13	19	27
Mathematics	30	2	30	8
Science	30	4	22	20
Social Science	28	7	21	19

2024-25 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

2024-25 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$95,360
Percent Difference - School Site and District	N/A	N/A	93.6	-6.6
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-48.9	-13.9

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$62,197	$62,783
Mid-Range Teacher Salary	$91,673	$97,783
Highest Teacher Salary	$120,529	$128,020
Average Principal Salary (Elementary)	$153,120	$160,224
Average Principal Salary (Middle)	$172,445	$166,992
Average Principal Salary (High)	$186,999	$180,971
Superintendent Salary	$277,056	$313,465
Percent of Budget for Teacher Salaries	30.85%	30.05%
Percent of Budget for Administrative Salaries	5.1%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30

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	0
English	6
Fine and Performing Arts	3
Foreign Language	3
Mathematics	3
Science	4
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.
- 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.

Professional Development

- 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4