

# Enterprise High School

15405 Sunset Ave. • Kerman, CA 93630 • 559-843-9581 • Grades 12-Jul

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Kerman Unified School District

15218 W. Whitesbridge Avenue  
Kerman, CA 93630-1029  
(559) 843-9000  
[www.kermanusd.com](http://www.kermanusd.com)

#### District Governing Board

Daniel Babshoff

Maria Cantu

Efrain Guizar

Kindra Melgoza

Jim Volkoff

#### District Administration

Robert Frausto  
Superintendent

Gordon Pacheco  
Assistant Superintendent  
Personnel

Kraig Magnussen  
Assistant Superintendent  
Chief Business Official

Pamela Millsbaugh  
Assistant Superintendent of  
Educational Services

### School Description

ALL ENTERPRISE HIGH STUDENTS WILL BE SUCCESSFULLY INSTRUCTED, ACQUIRE KNOWLEDGE, AND PRODUCE GRADE LEVEL WORK .

#### A Message from the Principal:

The Alternative Education department provides a variety of opportunities in school placement, full or partial-day scheduling, and focus on core subject areas. Often students come to Enterprise High School with predetermined attitudes toward education, attendance, and personal conduct. It is the mission of each staff member to assist in guiding and redirecting students to academic achievement, good attendance, accepting responsibility for personal choices and graduation.

Enterprise High School presents the same curriculum as Kerman High School. The curriculum has been adapted to a direct standards skill instruction format. Students have the opportunity to focus on core subject areas and prepare for the required high school exams, along with making up needed credits through augmented studies.

Enterprise High teachers continue to diligently align assignments to the state curriculum standards and state standards. We view the students' skill levels and the state standards as the blueprint upon which we build our lessons and assignments.

#### Major Achievements:

- In 2019 our graduation rate was 92.5%, English learners were 100% and students with disabilities was 91.5%.
- Student behavior; suspensions and attendance continues to be a focus for improved student character skills and academic achievement.
- Enterprise High School students have access to ROP courses at KHS
- Teachers are collaborating on aligning the curriculum with state standards, common core and administering benchmark tests, After receiving training all teachers are using google classroom.
- EHS has a positive partnership with Kerman Police Department, Fresno County TIP Program and Department of Behavioral Health, All 4 Youth Mental Health Program.
- In Fall 2019 Enterprise High School was visited by WASC, currently EHS has a six-year accreditation from WASC.
- Fall 2020, Enterprise was awarded CSI grant to reduce suspensions.

#### Focus for improvement:

EHS continues to develop assessments in core departments and methods to analyze data to be used to improve instruction.

EHS continues to improve parent involvement.

EHS will continue to increase college and career readiness for all students, especially Special Education and English Lerner students.

Implementation of CSI grant; Teacher training, Parent workshops, Mentors and tutoring for students.

Teachers receive staff development in the following areas: effective instructional strategies for working with English Learners; the process for second language acquisition; and implementing core curriculum pacing guides and quarterly benchmark assessments, Behavioral systems support and strategies for supporting students with behavior.

Teachers also attend state standards training: training to implement the new state standards, along with continued Professional Development training on-site and at Kerman High School with department peers. Training is also provided to improve English Learner skills in English/Language Arts and Math.

The student assessment platform helps administer assessment programs and gives immediate performance data.

### About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 1                  |
| Grade 10                | 7                  |
| Grade 11                | 21                 |
| Grade 12                | 22                 |
| <b>Total Enrollment</b> | <b>51</b>          |

### 2019-20 Student Enrollment by Group

| Group                           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian                           | 2                           |
| Hispanic or Latino              | 88.2                        |
| White                           | 9.8                         |
| Socioeconomically Disadvantaged | 90.2                        |
| English Learners                | 31.4                        |
| Students with Disabilities      | 21.6                        |
| Foster Youth                    | 2                           |
| Homeless                        | 2                           |

### 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

| Teacher Credentials for Enterprise High School | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential                           | 5     | 4     | 6     |
| Without Full Credential                        | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence    | 0     | 0     | 0     |

| Teacher Credentials for Kerman Unified School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                          | ◆     | ◆     | 237   |
| Without Full Credential                       | ◆     | ◆     | 4     |
| Teaching Outside Subject Area of Competence   | ◆     | ◆     | 0     |

#### Teacher Misassignments and Vacant Teacher Positions at Enterprise High School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Enterprise High School sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the district, department and subject area committees coordinated by the Assistant Superintendent of Educational Services. All textbooks are selected based on state adoption cycles that utilize district and site Instructional Materials Funding.

Categorical funding also allows Enterprise High School to purchase supplementary instructional materials including but not limited to, materials for English Learners, students not scoring at a proficient level on standardized tests, and for students in advanced courses. All materials are approved through the District Instructional Support Committee process.

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

| Core Curriculum Area                | Textbooks and Instructional Materials/Year of Adoption   |
|-------------------------------------|--|
| <b>Reading/Language Arts</b>        | 2017 Houghton Mifflin Harcourt: California Collections 9, 10, 11, 12<br>2015: Cengage: Perrine's Literature: Structure, Sound and Sense 12th Edition<br>2014: Cengage: EDGE<br>2011: Scholastic: English 3D<br>2010: National Geographic/Hampton-Brown: Inside the USA<br>2008: Pearson: One Hundred Great Essays 3rd Edition<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>Mathematics</b>                  | 2014: Pearson: Integrated High School Mathematics I, II and III Common Core volumes 1 and 2<br>2015: Pearson: Business Mathematics 13th Edition<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>Science</b>                      | 2002: Glencoe McGraw-Hill: Earth Science<br>2005: Glencoe McGraw-Hill: Biology The Dynamics of Life<br>2002: Glencoe McGraw-Hill: Geology: The Environment and the Universe<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>History-Social Science</b>       | 2016: McGraw Hill: Geography: The Human and Physical World<br>2015: Cengage Learning: The American Pageant: History of the American People<br>2010: Pearson Drive Right 11th Edition<br>2019: Pearson Learning: Magruder's American Government<br>2019: Pearson Learning: Economics "Principals in Action"<br>2019: Pearson Learning: California U.S. History "The Twentieth Century"<br>2019: Pearson Learning: California World History "The Modern World"<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| <b>Science Laboratory Equipment</b> | 2002: Glencoe Earth Science<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Enterprise High School was built in 1962. The buildings on this campus are in good condition. Currently there are four modular buildings. During the 2006–2007 school year a modular office building was added to this campus.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: September 2020**

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          | No apparent problems.                     |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          | No apparent problems.                     |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          | No apparent problems.                     |
| <b>Electrical:</b><br>Electrical   | Good          | No apparent problems.                     |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          | No apparent problems                      |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Fair          | No apparent problems 88.89%               |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | No apparent problems.                     |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | No apparent problem                       |
| <b>Overall Rating</b>  | <b>Good</b>   | 97.57% rating.                            |

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 0            | N/A          | 46             | N/A            | 50          | N/A         |
| Math    | 0            | N/A          | 34             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 2            | N/A          | 23             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2020-21)

Parents are needed and encouraged to be active in education at Enterprise High School. Organized opportunities for parental involvement include School Site Council and Back to School Night. Enterprise High School also sends parent representatives to district committees such as Facilities Committee and the Local Control Funding Formula (LCFF) committee. A Newsletter is sent quarterly to parents and students. Parents, family members are invited to quarterly Honor Roll activities. Kerman Police department participates in distributing lunches and "Shop with the Cop" with Enterprise students. Enterprise Teachers make "Positive" phone calls home to encourage more parent contact; evidenced by Parent Call Logs. Parents are invited to participated with the School Counselor in their students personalize educational plans to better prepare students for College and Career. Enterprise HS has partnered with CenCal Mentoring to provide parent workshops. To find out how you can volunteer, contact Rebecca Sanchez, Principal at (559) 843-9584.

#### 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.

### School Safety Plan (School Year 2020-2021)

Enterprise High School endeavors to create classrooms with positive learning environments. Teachers manage classroom activities to encourage on-task time and minimize disruptions and disciplinary problems. Appropriate and inappropriate behavior is clearly described in the current Enterprise High School Parent Handbook, English/Spanish. This information and the School Safety Plan are thoroughly reviewed with students during the first few days of each course term and when a new student enters the class (and repeated as necessary). Students have the right to equitable treatment and access to programs. Consequences of inappropriate behavior are clearly explained and are enforced consistently and uniformly throughout the school.

The following key elements are covered in the site School Safety Plan: site and fire drill map, disaster plan, safe ingress and egress, School Site Council (SSC) signature page, site crime data, site expulsions and suspensions, suspension policy, harassment policies, child abuse reporting, school rules and policies, student grievance procedure and parent notifications, school environment, Student Handbook, notification of teachers, and the districtwide school dress code.

Campus Liaison, Tutors and office personnel monitor the school grounds before and after school and during breaks. Visitors are to report to the office, sign in, and sign out. Enterprise uses the RAPTOR system to process visitor ID's for safety. The Kerman Police Department assigned two School Resource officers to the district who respond and are available to all our campuses. The Safety Plan was updated and reviewed with the staff and SSC on October 2020. Fire, duck and cover, and lockdown drills are regularly scheduled and implemented throughout the school year.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 8.5            | 10.2           | 3.1              | 3.1              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.9            | 0.0              | 0.1              | 0.1           | 0.1           |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 7.5            | 1.7              |               |
| Expulsions  | 0              | 0.1              |               |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 0     |

\*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.

#### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  |                                      |
| Social Worker                                       |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  |                                      |
| Resource Specialist (non-teaching)                  |                                      |
| Other   |                                      |

\*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.



### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                | 2019-20            | 2019-20                 | 2019-20                  | 2019-20                |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|                | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English        | 3                  | 21                      |                          |                        | 4                  | 16                      | 1                        |                        | 4                  | 14                      |                          |                        |
| Mathematics    | 2                  | 15                      |                          |                        | 4                  | 12                      |                          |                        | 7                  | 6                       |                          |                        |
| Science        | 2                  | 10                      |                          |                        | 1                  | 5                       |                          |                        | 1                  | 2                       |                          |                        |
| Social Science | 3                  | 21                      |                          |                        | 3                  | 19                      |                          |                        | 4                  | 14                      |                          |                        |

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0       | 0       | 5       |

Professional development has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning.

The District has provided professional development during the, 2018-19, and 2019-20, and 2020-21 school year. On every other Wednesday, Enterprise Teachers will be involved with professional development and or collaboration. In addition, Fresno County Superintendent of Schools provide professional development for all departments to aid in the transition to the California State Standards and to assist English Learners in Core Content courses Also 2020-21 Teachers are receiving Positive Behavior Intervention supports training as part of the CSI grant.

### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$47,280        | \$49,782                                     |
| Mid-Range Teacher Salary      | \$73,473        | \$76,851                                     |
| Highest Teacher Salary        | \$90,211        | \$97,722                                     |
| Average Principal Salary (ES) | \$106,017       | \$121,304                                    |
| Average Principal Salary (MS) | \$108,731       | \$128,629                                    |
| Average Principal Salary (HS) | \$116,932       | \$141,235                                    |
| Superintendent Salary         | \$219,144       | \$233,396                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 30.0            | 33.0   |
| Administrative Salaries    | 5.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total  | Restricted | Unrestricted | Average Teacher Salary |
|-------------|--------|------------|--------------|------------------------|
| School Site | 20,951 | 1,284      | 19,667       | \$90,795.00            |
| District    | N/A    | N/A        | 3697         | \$74,628               |
| State       | N/A    | N/A        | \$7,750      | \$79,209               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 136.7        | -10.9                  |
| School Site/ State   | 93.6         | 23.9                   |

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

### Types of Services Funded

LCFF funding has been used for instructional materials to supplement the core curriculum, including the purchases of student chrome books, teacher laptops, iPads, document cameras, LCD projectors, and classroom monitors. CSI grant is used for support systems for Alternative means to suspensions; teacher training, Mentoring. EHS also offers after school tutoring in English and Mathematics.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

| Rate for Enterprise High School | 2016-17 | 2017-18 | 2018-19 |
|---------------------------------|---------|---------|---------|
| Dropout Rate                    | 10.3    | 60      | 13      |
| Graduation Rate                 | 79.5    | 34.3    | 74.1    |

| Rate for Kerman Unified School District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Dropout Rate                            | 2.5     | 7.3     | 3.1     |
| Graduation Rate                         | 93.8    | 89.4    | 92.9    |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate        | 9.1     | 9.6     | 9       |
| Graduation Rate     | 82.7    | 83      | 84.5    |

#### Career Technical Education Participation

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 4                         |
| % of pupils completing a CTE program and earning a high school diploma                                   |                           |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education |                           |

#### Career Technical Education Programs

Enterprise High School requires students and their parent to participate in a four-year Educational Plan as part of the College and Career Readiness and awareness of Postsecondary options, to assess their interests and research possible careers. The plan promotes access to academic and vocational and ROP classes. Enterprise students are given the opportunity to take ROP courses at the comprehensive high school. Many of the ROP courses are articulated with local community colleges like Fresno City College for credit. All students participate in career counseling sessions with their academic counselor. Sessions also include parent participation and address career/vocational and post secondary educational goals. An academic plan is developed mapping graduation requirements. Students are recommended to take an online career exploration course. To expand the knowledge of student career interests and preparation, students are encouraged to participate in an annual Fresno Area College Night field trip that showcases college/vocational/military information. Juniors and seniors are encouraged to participate in an annual Career Tech Expo field trip that showcases trades, college/vocational and military options.

All seniors are assisted in completing a college and financial aid application and guided through the matriculation steps for the college they plan to attend. Seniors are required to complete a Senior Performance Interview as part of KUSD graduation requirements. The Senior Performance Interview/ portfolio prepares students for a job interview. Students complete a resume and job application..

The Library is available to students before and after school. Tutoring is available after school two times a week for an hour in Language arts and Mathematics. The site collaborates with State Center Community Colleges, Universities, Military and other private colleges.

#### 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.

#### Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 98.04   |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0       |

#### 2019-20 Advanced Placement Courses

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  |                               | N/A                               |
| Fine and Performing Arts |                               | N/A                               |
| Foreign Language         |                               | N/A                               |
| Mathematics              |                               | N/A                               |
| Science                  |                               | N/A                               |
| Social Science           |                               | N/A                               |
| All courses              |                               |                                   |

\*Where there are student course enrollments of at least one student.