

Enterprise High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	Enterprise High School
Street	15405 Sunset Ave.
City, State, Zip	Kerman, CA 93630
Phone Number	559-843-9595
Principal	Victor Lupian
Email Address	victor.lupian@kermanusd.com
School Website	https://www.kermanusd.com/domain/21
County-District-School (CDS) Code	10-73999-1033422

2023-24 District Contact Information

District Name	Kerman Unified School District
Phone Number	(559) 843-9000
Superintendent	Gordon Pacheco
Email Address	gordon.pacheco@kermanusd.com
District Website	www.kermanusd.com

2023-24 School Description and Mission Statement

- 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 various 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. Each staff member's mission is 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 can focus on core subject areas, prepare for the required high school exams, and make up needed credits through augmented studies.

Enterprise High teachers diligently align assignments to the state curriculum and standards. We view the students' skill levels and the state standards as the blueprint for building our lessons and assignments.

Major Achievements:

- Student behavior, suspensions, and attendance continue 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 and Common Core and administering benchmark tests, After receiving training all teachers are using google classroom.

EHS has a positive partnership with the Kerman Police Department, Department of Behavioral Health, and All 4 Youth Mental Health Program.

- In the fall of 2019, Enterprise High School was visited by WASC. Currently, EHS has a six-year accreditation from WASC.

2023-24 School Description and Mission Statement

The focus for improvement:

EHS continues to develop assessments in core departments and methods to analyze data 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 learners.

Teachers receive staff development in the following areas: effective instructional strategies for working with English learners, the process for second language acquisition, 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. Professional is also provided to improve English learners' skills in English/language arts and math.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	11
Grade 11	21
Grade 12	32
Total Enrollment	64

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.8%
Male	67.2%
American Indian or Alaska Native	1.6%
Hispanic or Latino	92.2%
White	6.3%
English Learners	39.1%
Homeless	9.4%
Migrant	6.3%
Socioeconomically Disadvantaged	98.4%
Students with Disabilities	1.6%

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.40	41.04	194.20	85.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	2.64	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.20	4.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.50	58.96	6.70	2.98	12115.80	4.41
Unknown	0.00	0.00	9.00	3.96	18854.30	6.86
Total Teaching Positions	5.90	100.00	227.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.10	51.22	192.80	86.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	1.80	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	24.39	12.60	5.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	24.39	3.90	1.78	11953.10	4.28
Unknown	0.00	0.00	8.40	3.79	15831.90	5.67
Total Teaching Positions	4.10	100.00	221.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	3.50	1.00
Total Out-of-Field Teachers	3.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	32.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Houghton Mifflin Harcourt: California Collections 9, 10, 11, 12 2015: Cengage: Perrine's Literature: Structure, Sound and Sense 12th Edition 2014: Cengage: EDGE 2011: Scholastic: English 3D 2010: National Geographic/Hampton-Brown: Inside the USA 2008: Pearson: One Hundred Great Essays 3rd Edition	Yes	0%
Mathematics	2014: Pearson: Integrated High School Mathematics I, II and III Common Core volumes 1 and 2 2015: Pearson: Business Mathematics 13th Edition	Yes	0%
Science	2002: Glencoe McGraw-Hill: Earth Science 2005: Glencoe McGraw-Hill: Biology The Dynamics of Life	Yes	0%

	2002: Glencoe McGraw-Hill: Geology: The Environment and the Universe		
History-Social Science	2016: McGraw Hill: Geography: The Human and Physical World 2015: Cengage Learning: The American Pageant: History of the American People 2010: Pearson Drive Right 11th Edition 2019: Pearson Learning: Magruder's American Government 2019: Pearson Learning: Economics "Principals in Action" 2019: Pearson Learning: California U.S. History "The Twentieth Century" 2019: Pearson Learning: California World History "The Modern World"	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Enterprise High School was built in 1962. The buildings on this campus are in good condition. Currently there are four modular buildings.

Year and month of the most recent FIT report

October 5, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces		X		Dirty vents, water stained ceiling tiles, stained floors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.

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.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	11	14	41	40	47	46
Mathematics (grades 3-8 and 11)	0	0	23	24	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

The 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	27	22	81.48	18.52	13.64
Female	--	--	--	--	--
Male	21	17	80.95	19.05	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	20	83.33	16.67	15.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	22	81.48	18.52	13.64
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

The 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	27	20	74.07	25.93	0.00
Female	--	--	--	--	--
Male	21	15	71.43	28.57	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	18	75.00	25.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	20	74.07	25.93	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	1.59	1.85	17.54	18.21	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	54	90.00	10.00	1.85
Female	18	17	94.44	5.56	5.88
Male	42	37	88.10	11.90	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	50	90.91	9.09	2.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	25	24	96.00	4.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	54	48	88.89	11.11	2.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Enterprise High School requires students to participate in a Graduation 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 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 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 in Language arts and Mathematics. The site collaborates with State Center Community Colleges, Universities, Military and other private colleges.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	90.63
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	3.03

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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 9	--	--	--	--	--

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.

2023-24 Opportunities for Parental Involvement

Parents are needed and encouraged to be active in education at Enterprise High School. Organized opportunities for parental involvement include School Site Council, Back School Night, Health Education, FAFSA presentations, the PIQE program and Dual Enrollment Presentations. Enterprise High School also sends parent representatives to district committees such as the Facilities Committee and the Local Control Funding Formula (LCFF) committee. Parents, family members are invited to quarterly Honor Roll activities. Kerman Police department participates in EHS school activities, parent events and "Shop with the Cop" every December. Enterprise Teachers make "Positive" phone calls home to encourage more parent contact; evidenced by Parent Call Logs. Parents are invited to participate with the School Counselor in their students personalize educational plans to better prepare students for College and Careers. To find out how you can volunteer, contact Victor Lupian, Principal at (559) 843-9595.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	13	0	8.8	2.8	2.1	4.1	9.4	7.8	8.2
Graduation Rate	75.9	100	88.2	91.7	94.4	90.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	34	30	88.2
Female	--	--	--
Male	25	22	88.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	31	28	90.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	19	17	89.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	32	28	87.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	111	99	58	58.6
Female	30	28	23	82.1
Male	81	71	35	49.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	102	91	55	60.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	6	6	2	33.3
English Learners	38	35	16	45.7
Foster Youth	0	0	0	0.0
Homeless	14	10	9	90.0
Socioeconomically Disadvantaged	109	98	57	58.2
Students Receiving Migrant Education Services	10	8	5	62.5
Students with Disabilities	2	2	1	50.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.92	8.57	8.11	0.15	3.65	3.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.11	0
Female	6.67	0
Male	8.64	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.84	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	7.89	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.26	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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 February 2023. Fire, duck and cover, and lockdown drills are regularly scheduled and implemented throughout the school year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	4	19		
Mathematics	4	10		
Science	1	10		
Social Science	3	17		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	5		
Mathematics	13	2	1	
Science	22	1		
Social Science	15	3	1	

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	19	2	1	0
Mathematics	14	2	1	0
Science	29	0	1	0
Social Science	16	3	1	0

2022-23 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	64

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$18,111	\$9,550	\$8,561	\$68,319
District	N/A	N/A	\$5,040	\$81,221
Percent Difference - School Site and District	N/A	N/A	51.8	-13.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	26.0	-19.5

Fiscal Year 2022-23 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. EHS also offers after school tutoring in English and Mathematics and Saturday School.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,042	\$50,875
Mid-Range Teacher Salary	\$79,323	\$79,761
Highest Teacher Salary	\$100,157	\$103,045
Average Principal Salary (Elementary)	\$114,281	\$128,154
Average Principal Salary (Middle)	\$117,211	\$131,774
Average Principal Salary (High)	\$126,043	\$142,676
Superintendent Salary	\$250,543	\$211,462
Percent of Budget for Teacher Salaries	32.28%	30.11%
Percent of Budget for Administrative Salaries	5.88%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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, and 2021-2022, and 2022-2023 and 2023-2024 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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5