

Kerman-Floyd Elementary 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	Kerman-Floyd Elementary School
Street	14655 West F Street
City, State, Zip	Kerman, CA 93630
Phone Number	(559) 843-9400
Principal	Shelly Asprec
Email Address	michelle.asprec@kermanusd.com
School Website	https://www.kermanusd.com/domain/17
County-District-School (CDS) Code	10-73999-6006688

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

A Message from the Principal:

Welcome to Kerman-Floyd Elementary's School Accountability Report Card. As you read this report, I believe you will find that what emerges is a picture of a school with a commitment to excellence, a faculty that is professionally skilled and personally committed to meeting the learning needs of all students, and a student body that, as a whole, is well disciplined and motivated. Our school community has a great amount of pride and works as a family to ensure the needs of all students are met. Our school staff welcomes parent and community participation and strives to create a partnership between parents, students, and the school. Parents are welcome to visit or work in the classrooms and are highly encouraged to take part in their children's educational process.

Major Achievements:

Our staff is committed to providing quality instruction for both academics and social emotional learning so that all students can be successful in and out of the classroom. Our teachers deliver standards aligned lessons that are rigorous and help students develop 21st century skills. We are dedicated to the integration of technology during instruction to provide students better access to the skills they need and a variety of ways to demonstrate understanding. All students in grades TK/K-6th grade have individual Chromebooks and students in grades 3-6 are provided additional devices for home use. Students have access to online tutoring and support through a new program, Paper. All classrooms have a Topcat audio system, interactive whiteboard, projector, laptop and document camera to help teachers make content accessible for all students.

We understand that students social emotional learning is equally important in our efforts to educate the whole child. Positivity Project lessons are delivered daily to help students understand the character traits that are needed to build and maintain healthy relationships. Our comprehensive MTSS framework ensures that student needs are identified and matched with appropriate interventions and strategies so they can be successful in and outside of the classroom.

Developing the skills of our English Learners continue to be a focus at our site. Teachers receive continuous training to keep them up to date on best practices that support language development at all levels across all content areas. Over the past 2 years, teachers have received training on how to integrate English Language Development strategies with our math curriculum. We will continue to offer research based interventions during the school day as well as target instruction in the classrooms to meet English learner needs. We aim to reclassify all English learners as Fluent English Proficient before they advance to the

2023-24 School Description and Mission Statement

middle school. Our counselor and Assistant Principal work collaboratively to provide parent training and informational meetings to address the specific needs and questions of our Spanish speaking families.

Kerman-Floyd is proud of the dedication and commitment our teachers demonstrate to meet the needs of all students. They work closely as grade level teams in order to continue their own learning and skills as educators. Along with our students, we are a community of lifelong learners!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	83
Grade 2	98
Grade 3	98
Grade 4	109
Grade 5	103
Grade 6	99
Total Enrollment	705

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
Asian	2%
Black or African American	0.1%
Filipino	0.1%
Hispanic or Latino	93.8%
Two or More Races	0.4%
White	2.7%
English Learners	47.4%
Foster Youth	0.4%
Homeless	6.7%
Migrant	4.4%
Socioeconomically Disadvantaged	88.4%
Students with Disabilities	13.2%

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.

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)	26.70	83.57	194.20	85.45	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	9.39	6.00	2.64	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.13	11.20	4.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.78	6.70	2.98	12115.80	4.41
Unknown	1.00	3.13	9.00	3.96	18854.30	6.86
Total Teaching Positions	31.90	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)	28.00	93.33	192.80	86.92	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.33	4.00	1.80	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.33	12.60	5.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.90	1.78	11953.10	4.28
Unknown	0.00	0.00	8.40	3.79	15831.90	5.67
Total Teaching Positions	30.00	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	1.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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	0.20	0.00
Total Out-of-Field Teachers	0.20	0.00

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	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.1	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

Kerman-Floyd 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, grade level, and subject area committees coordinated by Assistant Superintendent of Educational Services. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit.

LCFF funding also allows us to purchase supplementary instructional materials for English Learners in TK/Kindergarten-6th grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016: McGraw Hill Wonders 2016: McGraw Hill Study Sync 2017: McGraw Hill World of Wonders	Yes	0%
Mathematics	2015 Envision Mathematics by Pearson 2014 Digits Mathematics by Pearson	Yes	0%
Science	Building Blocks of Science 2019 (TK-2) Discovery Education Science Techbook 2019 (3-5) Houghton Mifflin Harcourt California Dimensions 2020 (6)	Yes	0%
History-Social Science	2019: Studies Weekly (K-2) 2019: Teachers Curriculum Institute (3-5) 2019: National Geographic (6)	Yes	0%
Visual and Performing Arts			

School Facility Conditions and Planned Improvements

Kerman Floyd Elementary School was built in 1952. The irrigation system has been serviced and repaired to meet the water capacity needed. The kindergarten playground has had several worn playground equipment replaced with new equipment and wood chips have been replaced to bring the area up to code.

Kerman-Floyd Elementary has upgraded 2 water fountains and added a water bottle refill station.

Year and month of the most recent FIT report

October 6,2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rusted/Dirty vents (work order has been submitted).
Interior: Interior Surfaces		X		Water stained ceiling tiles, cracked ceiling tile (work order has been submitted).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			Light panels out (work order has been submitted).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials		X		Cleaning supplies under sink- teachers notified with follow-up and safety protocol reviewed at staff meeting.
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)	39	30	41	40	47	46
Mathematics (grades 3-8 and 11)	21	19	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	411	399	97.08	2.92	29.57
Female	196	190	96.94	3.06	30.00
Male	215	209	97.21	2.79	29.19
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	25.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	382	370	96.86	3.14	29.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	161	150	93.17	6.83	10.00
Foster Youth	--	--	--	--	--
Homeless	27	25	92.59	7.41	16.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	379	370	97.63	2.37	27.30
Students Receiving Migrant Education Services	19	12	63.16	36.84	25.00
Students with Disabilities	63	62	98.41	1.59	11.29

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	411	410	99.76	0.24	18.78
Female	196	196	100.00	0.00	14.80
Male	215	214	99.53	0.47	22.43
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	16.67
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	382	381	99.74	0.26	17.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	33.33
English Learners	161	161	100.00	0.00	9.32
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00	0.00	14.81
Military	--	--	--	--	--
Socioeconomically Disadvantaged	379	379	100.00	0.00	17.15
Students Receiving Migrant Education Services	19	19	100.00	0.00	5.26
Students with Disabilities	63	62	98.41	1.59	3.23

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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)	9.30	18.09	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	101	100	99.01	0.99	20.00
Female	48	48	100.00	0.00	22.92
Male	53	52	98.11	1.89	17.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91	1.09	17.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	39	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	90	100.00	0.00	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	17.39

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 5	100	100	100	100	100

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

The community and parents are critical factors that influence the success or failure of any school. Parents are encouraged to be part of their children's and the school's life. Parents are our partners in the education process with their children. The school relies on our parents to be the teachers at home so the learning process can continue beyond the school doors. Parents are needed as volunteers in the classroom, on field trips, in book fairs, as members of the School Site Council, English Learner Advisory Committee, and Parent Teacher Club. Kerman-Floyd maintains an active communication program with the community. Translation is provided at all of the meetings and conferences, and translators are always available on campus for the needs of parents. The school uses Parent Square, which is a phone calling system that informs parents in Spanish and English of events that are happening at the school. We also send home newsletters and calendars to inform parents of meetings and activities at the school site. The principal sends out a weekly message to families informing them of the week's events. This information is also posted on our marquee in front of the school. We always need parent volunteers for our Family Fun Night, Pictures with Santa and the Easter Bunny, Pan Dulce with Parents, Color Run, as well as many other important activities with the students here at Kerman-Floyd Elementary. We have also contracted with Fresno County Superintendent of Schools to provide 8 Parent Training Meetings each year on topics such as Computer Literacy, Literacy in the Home, Motivating Children for Academic Success, etc.

Please contact our school principal, Ms. Shelly Asprec, by calling the school office at (559) 843-9401, or via email at michelle.asprec@kermanusd.com for further details on how to offer your time at Kerman-Floyd Elementary.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	750	740	109	14.7
Female	370	364	51	14.0
Male	380	376	58	15.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	15	15	1	6.7
Black or African American	2	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	703	693	102	14.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	20	20	5	25.0
English Learners	362	353	36	10.2
Foster Youth	7	7	2	28.6
Homeless	52	52	16	30.8
Socioeconomically Disadvantaged	693	686	102	14.9
Students Receiving Migrant Education Services	47	47	5	10.6
Students with Disabilities	113	111	22	19.8

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	0.00	0.82	1.33	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	1.33	0
Female	0.81	0
Male	1.84	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	1.42	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.38	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.44	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.54	0

2023-24 School Safety Plan

Kerman-Floyd provides a safe, secure environment for learning. We have a School Safety Plan on file and available to all parents as well as the general public. The staff develops the plan with input from parents and community members to ensure a safe and nonviolent environment. Specific areas of focus coupled with appropriate strategies are featured in our School Plan. We annually review and update the School Plan during our School Site Council meeting in December. Key elements of the plan include monthly safety drills and crisis intervention plans.

Staff monitors the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground and these expectations are posted on large signage around campus. The principal includes safety behavior issues with the students during morning announcements and discusses choices with the students. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office utilizing our Raptor Visitor Management System. Safety drills occur once a month and are reported to the district office. The school has a safety inspection team that monitors the facilities once each quarter to maintain a safe environment.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	4	
1	17	2	3	
2	26		4	
3	17	2	3	
4	28		3	
5	24	1	3	
6	19	2	4	
Other	8	3		

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	
1	24		4	
2	21		4	
3	25		4	
4	22		4	
5	28		3	
6	29		3	
Other	9	3		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	5	0
1	21	2	2	0
2	24	0	4	0
3	19	5	0	0
4	25	0	4	0
5	29	0	3	0
6	29	0	3	0
Other	12	4	0	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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2.7

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	\$9,194	\$3,582	\$5,612	\$84,741
District	N/A	N/A	\$5,040	\$81,221
Percent Difference - School Site and District	N/A	N/A	10.7	7.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-16.1	2.0

Fiscal Year 2022-23 Types of Services Funded

Kerman-Floyd receives federal Title I funding that provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. These funds are intended to provide services for students who are at risk of failing to meet state and district standards in Reading, Language Arts, and/or Mathematics. Services are to supplement the core curriculum program by providing increased instructional time, more intense instruction (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to help students become successful (achieve grade level) in the core curriculum areas of reading, language arts, and mathematics. The Title I program requires parent participation and supports coordination with other programs that provide funding for specific purposes.

We receive Title III from federal to provide supplementary services for English Learners. The general purpose is to develop fluency in English as effectively and efficiently as possible, to provide equal opportunity for academic achievement, to promote positive self-concepts, and to promote cross-cultural understanding. Funds are allocated based on the number of English Learners in the school.

Kerman-Floyd also receives LCAP (Local Control and Accountability Plan) funds from the state to provide materials and services to assist all students to achieve academic success. The process for using this budget is to assess the needs by data, staff, and parents. We have focused on supplemental materials and programs to support academic achievement in the areas of English Language Arts and Math. We have also allocated funds to incentivize good attendance and behavior through the use of attendance rewards and our PRIDE Store.

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%

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, and collaborate for the purpose of student achievement. The professional learning community provides an opportunity for teachers to learn from one another. As a result, time and resources are allocated for the purpose of helping teachers refine and change 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 and the school site provide professional development days for staff. These days are devoted to curriculum training, discussing achievement data, and grade level collaboration.

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	16	18	33