

Kerman Middle 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 Middle School
Street	601 S. First Street
City, State, Zip	Kerman, CA 93630
Phone Number	(559) 843-9600
Principal	Todd Nelson
Email Address	todd.nelson@kermanusd.com
School Website	https://www.kermanusd.com/domain/18
County-District-School (CDS) Code	10-73999-6006696

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:

At Kerman Middle School (KMS), our staff is committed to holding ourselves to a higher standard. We provide excellent educational opportunities because we love what we do and who we do it for. We recognize the importance of personal qualities such as self-discipline, self-esteem, integrity, values, and respect for both students and staff. KMS students are challenged to increase skills and reach proficiency to become life-long learners and productive citizens. Another important purpose of the middle school is to begin and maintain a smooth transition from elementary school into the high school environment. The middle grades have always been a critical turning point for students and their education. Continuous improvement is the focus of our school culture as all staff members continually aim to improve themselves and their students.

Focus for Improvement:

In order to assist students who are struggling academically, teachers plan weekly intervention based on assessment data. Teachers work within their departments to look at data to determine the greatest needs of their students, which are then addressed through this intensive intervention time. Certificated staff offer math and ELA tutoring two times/week after school. We offer homework help before school with our Instructional Tutors, and in the After School Program. We have math and ELA Seminar classes, which provide additional academic support. Students are placed in these classes based on multiple measures of assessment. The assessment data is examined at each quarter to determine eligibility to move out of the support class and to move other students in, based on need. We also have a plan to address the needs of our English Language Learners as we teach the ELD standards in the classroom daily and provide paraprofessional support. KMS provides an intensive research-based language and writing program for English Language Learners. Teachers are using research-based, best teaching practices, as well as incorporating the ELD Standards in the classroom, which include checking for understanding throughout the lesson and promoting the development of academic language. We have fully implemented the adopted State Standards and use many essential teaching strategies such as promoting critical thinking, student collaboration and using textual evidence. Our science and math departments are participating in professional development with the Fresno County Superintendent of Schools.

2023-24 School Description and Mission Statement

Teachers will continue working with students by analyzing student data and making instructional decisions based on the data. Our instructional practices include the importance of proper social skills, respect, and behavior of the students on our campus. Kerman Middle School continues to upgrade technology, and we currently have a technology device for every student in the school. Every year, we add to and update our technology.

To keep our students active and use their time constructively, we provide many club offerings on campus as well as extra curricular activities such as athletics. We have integrated the Positivity Project into our weekly instruction. This program highlights positive character traits and gives students concrete ways to exhibit these traits in their lives. Parents receive a weekly newsletter about the character trait and are encouraged to discuss it with their student.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	395
Grade 8	403
Total Enrollment	798

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9%
Male	47.1%
American Indian or Alaska Native	0.6%
Asian	5%
Black or African American	0.6%
Hispanic or Latino	87.3%
Two or More Races	0.1%
White	6.3%
English Learners	27.7%
Foster Youth	0.4%
Homeless	3.9%
Migrant	3.4%
Socioeconomically Disadvantaged	86.5%
Students with Disabilities	9.4%

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)	28.80	80.63	194.20	85.45	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.80	6.00	2.64	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	8.39	11.20	4.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	4.72	6.70	2.98	12115.80	4.41
Unknown	1.20	3.44	9.00	3.96	18854.30	6.86
Total Teaching Positions	35.70	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)	29.20	82.39	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)	2.20	6.34	12.60	5.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.21	3.90	1.78	11953.10	4.28
Unknown	2.10	6.00	8.40	3.79	15831.90	5.67
Total Teaching Positions	35.50	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	0.10	0.00
Misassignments	2.80	2.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.20

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	1.00	1.80
Local Assignment Options	0.60	0.00
Total Out-of-Field Teachers	1.60	1.80

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)	8.6	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4	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 Middle 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, grade level, and subject area committees coordinated by district curriculum and instruction administrator. 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.

Categorical funding also allows us to purchase supplementary instructional materials for English Learners in grades seven and eight 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 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

December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2016: Study Sync: Grade 7 and 8 ELA/ELD	Yes	0%
Mathematics	2014 Copyright: Pearson Digits 7-8	Yes	0%
Science	2020: Houghton Mifflin Harcourt Science Dimensions 7 2020: Houghton Mifflin Harcourt Science Dimensions 8	Yes	0%
History-Social Science	2019: National Geographic World History: Medieval and Early Modern Times 2019: National Geographic U.S. History: American Stories, Beginnings to World War I	Yes	0%
Foreign Language	2014 Copyright: Pearson Realidades 1	Yes	0%

School Facility Conditions and Planned Improvements

Kerman Middle School was built in 1963. The campus has grown and changed much since then. Major additions and improvements include the building of a new 400 wing of 6 classrooms, two additional classrooms off the 600 wing, the multi-purpose room, conversion of the cafeteria to a fitness center, addition of a science building - set up for laboratory use in each classroom, and solar panels added to three areas on campus. The outside of all buildings were recently painted and are maintained every summer. During the summer of 2019, the inside of our gymnasium was updated, and our parking lot was totally redone, which has resulted in a safer and more visually appealing front to our campus.

Many of our current updates to the facilities have come as a result of our focus on a safe and secure campus. Noteworthy is our upgraded camera system. We now have 29 security cameras, which capture almost the entire campus. This has helped us monitor the campus and keep students and staff safe. We will continue to work with law enforcement to make changes necessary to keep our campus secure and safe for all.

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			Dirty vents. Work order submitted for these items.
Interior: Interior Surfaces		X		Stained ceiling tiles. Work orders submitted for these items.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			Light panels out. Work order submitted for these items.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			Plug-in air fresheners in use. Removed.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Hole in concrete walkway/trip hazard. Work orders were submitted for these items.

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)	42	38	41	40	47	46
Mathematics (grades 3-8 and 11)	20	23	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	778	771	99.10	0.90	38.44
Female	406	403	99.26	0.74	42.68
Male	372	368	98.92	1.08	33.79
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	63.16
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	679	673	99.12	0.88	35.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	50	98.04	1.96	52.00
English Learners	172	171	99.42	0.58	4.68
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	21.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	675	671	99.41	0.59	37.01
Students Receiving Migrant Education Services	29	29	100.00	0.00	34.48
Students with Disabilities	77	74	96.10	3.90	13.51

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	777	769	98.97	1.03	23.02
Female	406	403	99.26	0.74	20.35
Male	371	366	98.65	1.35	25.96
American Indian or Alaska Native	--	--	--	--	--
Asian	38	38	100.00	0.00	39.47
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	678	671	98.97	1.03	20.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	50	98.04	1.96	36.00
English Learners	172	171	99.42	0.58	2.34
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	9.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	674	669	99.26	0.74	19.88
Students Receiving Migrant Education Services	29	29	100.00	0.00	20.69
Students with Disabilities	77	74	96.10	3.90	6.76

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)	18.08	14.48	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	385	380	98.70	1.30	15.53
Female	207	204	98.55	1.45	13.24
Male	178	176	98.88	1.12	18.18
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	22.22
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	337	333	98.81	1.19	15.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	28	27	96.43	3.57	14.81
English Learners	87	86	98.85	1.15	0.00
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	5.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	335	331	98.81	1.19	14.20
Students Receiving Migrant Education Services	17	17	100.00	0.00	0.00
Students with Disabilities	42	40	95.24	4.76	15.00

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 7	99.7	99.2	99.7	99	99.5

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Kerman Middle School (KMS) has multiple opportunities for parents to be involved in the process of the school. Parents are always welcome to come to ELAC (English Learner Advisory Committee), Parent Information Night, School Site Council Meetings, Parent Faculty Club (PFC) meetings, and to participate in fundraisers to provide KMS with items needed to improve the school.

Communication with parents is key to a successful partnership. Parents are kept informed of school events, important announcements, Positivity Project character traits, and opportunities to be involved through the KMS social media accounts, the school marquee, flyers, and phone calls through Parent Square.

Kerman Middle School parents also play a vital part in our financial decision making, including input on LCFF funds, through their participation on the School Site Council and English Learners Advisory Committee. Parents play a major role in the success of their child, and Kerman Middle School is always looking for ways to get more parents involved. Please contact our principal to find out how you can volunteer.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	834	824	149	18.1
Female	440	434	86	19.8
Male	394	390	63	16.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	1	20.0
Asian	40	40	2	5.0
Black or African American	6	6	2	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	729	719	132	18.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	53	53	11	20.8
English Learners	231	229	39	17.0
Foster Youth	5	5	3	60.0
Homeless	36	36	10	27.8
Socioeconomically Disadvantaged	729	720	133	18.5
Students Receiving Migrant Education Services	39	39	6	15.4
Students with Disabilities	84	81	16	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	0.36	8.31	7.31	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	7.31	0
Female	6.36	0
Male	8.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.5	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.93	0
Foster Youth	0	0
Homeless	11.11	0
Socioeconomically Disadvantaged	7.96	0
Students Receiving Migrant Education Services	5.13	0
Students with Disabilities	11.9	0

2023-24 School Safety Plan

Kerman Middle School teachers and instructional tutors, along with administration, supervise the students before and after school and during morning break and lunch. The custodial staff locks all of the school gates leading to the campus once the first bell rings. All visitors must come through the office door and sign in using the Raptor system. We have two Campus Liaisons who daily check all gates and entrances to campus, to be sure we have a secure, safe campus. They also regularly patrol the campus and surrounding areas during the school day. Before and after school, they make sure our students safely use the crosswalk in front of the school.

The Kerman Middle School Safety Plan is reviewed by the School Site Council (SSC) and by the KMS staff annually. The plan includes the location of classrooms, emergency exits, and fire extinguisher locations. Kerman Middle School works closely with Kerman Police Department (KPD) to provide a safe and secure campus. A safety committee will be formed in partnership with KPD to evaluate emergency procedures and provide training in emergency scenarios. We practice emergency drills monthly and include drills for fire, earthquake, and lock down, and law enforcement is invited and encouraged to critique the effectiveness of each drill. Administration works closely with our School Resource Officers to continually improve our procedures to provide a safe and secure campus. We are using the Catapult Emergency System to account for students and staff, communicate with staff, and give updates on the emergency status during lockdowns. Kerman Middle School staff receives training in procedures such as evacuation paths, securing doors, and taking attendance during emergencies.

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	24	11	32	3
Mathematics	22	16	24	
Science	30	2	12	12
Social Science	29	3	14	10

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	27	2	37	1
Mathematics	22	11	26	
Science	31		18	6
Social Science	31		19	5

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	26	5	35	1
Mathematics	22	15	24	0
Science	30	2	13	11
Social Science	30	2	14	10

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

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	\$8,637	\$2,773	\$5,864	\$80,568
District	N/A	N/A	\$5,040	\$81,221
Percent Difference - School Site and District	N/A	N/A	15.1	2.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-11.7	-3.1

Fiscal Year 2022-23 Types of Services Funded

The Kerman Middle School School Site Council, composed of parents, staff, and students, meets on a quarterly basis to discuss student achievement and determine how federal and state funding should be used to support student learning. Several personnel and programs are supported by these funds. Trained bilingual tutors support English Learners in the classroom and work with students in small groups and one on one to improve reading skills. The English Learner resource teacher provides curriculum development, support to teachers, and verified English Learner placement.

We have two Assistant Principals who provide guidance to students in the area of academics and behavior. In 2019, we added a full-time counselor to support our students with social-emotional needs, academic counseling, and social skills groups. State and federal funds also support learning with additional programs and materials to supplement core materials.

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, 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 a total of 2 professional development days prior to the beginning of the school year. Teachers meet as departments, as well as in grade levels, to best meet the needs of all students. The administration has provided opportunities for every core content teacher to attend State Standards and ELD Standards incorporation training. Trainings are selected based on student needs, as evidenced by multiple measures, such as state testing, school-based assessments, and teacher input. All content area teachers as well as special education teachers are participating in these trainings. In addition, all science teachers are receiving NGSS training with Fresno County Superintendent of Schools (FCSS).

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	10	15	33.5