

Kerman 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Kerman High School
Street	205 South First St.
City, State, Zip	Kerman, CA 93630
Phone Number	(559) 843-9700
Principal	Matthew Toews
Email Address	matthew.toews@kermanusd.com
School Website	https://www.kermanusd.com/domain/19
County-District-School (CDS) Code	10-73999-1033430

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

Kerman High School has a rich tradition of academic excellence. Since the first graduates in 1913 we have been sending our students to the colleges and universities of their choice or preparing them for careers and the workforce. Student athletes compete on 19 different interscholastic athletic teams, including football, golf, volleyball, tennis, cross country, track and field, soccer, basketball, wrestling, softball, baseball, water polo, and swimming. Extracurricular clubs and programs enrich students' lives and help them thrive in high school.

Challenges in the coming year include closing the achievement gap for our English Language Learners, continuing to implement the Next Generation Science Standards, creating systematic data analysis for our core programs, and developing benchmarks that are aligned to the California State Standards.

We are continuing to develop Professional Learning Communities to better serve our students through teacher collaboration on curriculum and student achievement.

We will continue to implement to California State Standards and the Next Generation Science Standards.

Parents are vital to the success of all of our endeavors, and we invite the parents to join KHS for a new year of growth and accomplishment.

- Teachers work collaboratively on curricular alignment and development of standards-based benchmark tests.
- Positive partnership with the Kerman Police Department continues. Parent information nights on school safety, drug awareness, gang awareness, and cyber-bullying/dangers of social media have been planned.
- Students continue to be supported by tutoring programs sponsored by Cal-SOAP in addition to KHS teachers offering after-school tutoring in Math, and Science, our ELP (Extended Learning Program) after school and all teachers hold office hours Monday through Wednesday mornings.

2023-24 School Description and Mission Statement

The focus for Improvement:

- KHS continues to equip all core content area teachers with laptop computers, LCD projectors/TV monitors, Chromebooks for students, and document cameras.
- KHS staff continues to implement Professional Learning Community concepts.
- KHS staff is focusing on ELD, offering additional professional development for the ELD teachers.
- KHS is developing common assessments in core departments, and a method to analyze data to be used to improve instruction.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	408
Grade 10	375
Grade 11	383
Grade 12	374
Total Enrollment	1,540

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7%
Male	50.3%
American Indian or Alaska Native	0.5%
Asian	4.3%
Black or African American	0.5%
Filipino	0.1%
Hispanic or Latino	86.1%
Two or More Races	0.5%
White	7.9%
English Learners	18.2%
Foster Youth	0.3%
Homeless	2.9%
Migrant	2.7%
Socioeconomically Disadvantaged	85.6%
Students with Disabilities	10.6%

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)	53.60	79.48	194.20	85.45	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	1.48	6.00	2.64	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.20	7.79	11.20	4.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.19	6.70	2.98	12115.80	4.41
Unknown	6.70	10.05	9.00	3.96	18854.30	6.86
Total Teaching Positions	67.40	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)	53.90	79.78	192.80	86.92	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.48	4.00	1.80	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.40	9.47	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	6.20	9.27	8.40	3.79	15831.90	5.67
Total Teaching Positions	67.60	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	1.00
Misassignments	5.20	5.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.20	6.40

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	0.80	0.00
Total Out-of-Field Teachers	0.80	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)	7.4	7.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	0.5

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 High School sets a high priority on ensuring that there are sufficient textbooks and materials to support the school's educational program. Textbook selection is done by the district, department, and subject area committees from Kerman High School and Enterprise High School. The process is coordinated by the Assistant Superintendent of Educational Services. All textbooks are selected based on state standards and approved by the governing board. Textbook adoption and purchases follow state adoption cycles that utilize district and site Instructional Materials Funding.

Categorical funding allows Kerman High School to purchase supplemental 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 2023

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 2017: Houghton Mifflin Harcourt: California Collections- 10 2017: Houghton Mifflin Harcourt: California Collections- 11 2017: Houghton Mifflin Harcourt: California Collections- 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 2005: Pearson: Everyday Use	Yes	0%
Mathematics	2016: Pearson: Calculus AP Edition: Graphical, Numerical, Algebraic 5th Edition 2015: Pearson: Statistics:Modeling the World 4th Edition 2014: Pearson: Integrated High School Mathematics I Common Core Volumes 1 and 2	Yes	0%

	2014: Pearson: Integrated High School Mathematics II Common Core Volumes 1 and 2 2014: Pearson: Integrated High School Mathematics III Common Core Volumes 1 and 2 2007: Pearson: Precalculus Graphical, Numerical, Algebraic 7th Edition		
Science	2023: Houghton Mifflin Harcourt: Earth Science and Chemistry 2023: Savvas: Biology and Physics 2020: Campbell: Biology in Focus AP 2008: Pearson/Benjamin Cummings: AP Biology: Biology 8th Edition 2005: Glencoe McGraw-Hill: Biology: The Dynamics of Life 2003: Glencoe McGraw-Hill: AP Chemistry: The Molecular Nature of Matter and Change 3rd Edition 2002: Glencoe McGraw-Hill: Chemistry: Matter and Change 2002: Glencoe McGraw-Hill: Geology: The Environment and the Universe	Yes	0%
History-Social Science	2019: Pearson Learning: World History: The Modern World ISBN: 9780328986903 2019: Pearson Learning: United States History: The Twentieth Century ISBN: 9780328986910 2019: Pearson Learning: Economics: Principles in Action ISBN: 9780328987023 2019: Pearson Learning: American Government: Magruder's ISBN: 9780328987115 2016: McGraw Hill: Geography: The Human and Physical World 2015: Cengage Learning: The American Pageant: A History of the American People 2010: Pearson: Drive Right 11th Edition 2008: McDougal Littlell: United States Government: Democracy in Action 2006: McDougal Littlell: Modern World History: Patterns of Interaction 2005: McDougal Littlell: Economics Today and Tomorrow 2003: McDougal Littlell: The Americans: Reconstruction to the 21st Century	Yes	0%
Foreign Language	2023: Pearson: Realidades 1,2,3 2023: Carnegie Learning: En Voz Alta 1,2,3		0%

School Facility Conditions and Planned Improvements

Kerman High School was built in 1967. The buildings on this campus are all in good shape. Currently there are 15 portable classrooms on this site. The main administration/classroom building was completed in 2019 and is being used by students. Our career technical building has been completed and is being used by students. Campus beautification and maintenance is a major emphasis on all campuses.

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
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		No apparent problems with gas leaks and sewer system. All classrooms have been modernized with HVAC units. A couple dirty vents (replaced)
Interior: Interior Surfaces	X		Minor superficial damage to a few classroom walls and ceilings. Paint chipping and water stains in some classrooms. (ceiling tiles replaced and paint touched up)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		No apparent problems. Contract with local pest control agency.
Electrical		X	Light diffusers were loose and light panel out. Some daisy chains were being used. (light panels and diffusers were replaced)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Sinks and fountains appear in good repair.
Safety: Fire Safety, Hazardous Materials	X		Minor trip hazards and no skid paint chipped on a ramp (cement was replaced in a couple of the hazard areas)
Structural: Structural Damage, Roofs	X		Some minor structural, paint chipping, dry rot (repaired and repainted)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Some trip hazards

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)	50	64	41	40	47	46
Mathematics (grades 3-8 and 11)	16	18	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	344	343	99.71	0.29	64.14
Female	165	164	99.39	0.61	71.34
Male	179	179	100.00	0.00	57.54
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	285	284	99.65	0.35	63.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	58.82
English Learners	55	54	98.18	1.82	18.52
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	41.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	288	99.65	0.35	61.81
Students Receiving Migrant Education Services	11	11	100.00	0.00	36.36
Students with Disabilities	31	30	96.77	3.23	16.67

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	344	343	99.71	0.29	18.37
Female	165	164	99.39	0.61	20.12
Male	179	179	100.00	0.00	16.76
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	42.86
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	285	284	99.65	0.35	16.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	20.59
English Learners	55	54	98.18	1.82	3.70
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	289	288	99.65	0.35	15.63
Students Receiving Migrant Education Services	11	11	100.00	0.00	0.00
Students with Disabilities	31	30	96.77	3.23	3.33

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)	21.51	24.38	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	659	654	99.24	0.76	24.62
Female	318	314	98.74	1.26	28.03
Male	341	340	99.71	0.29	21.47
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	44.44
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	555	550	99.10	0.90	21.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	55	100.00	0.00	40.00
English Learners	91	88	96.70	3.30	3.41
Foster Youth	--	--	--	--	--
Homeless	26	25	96.15	3.85	24.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	484	480	99.17	0.83	21.67
Students Receiving Migrant Education Services	17	16	94.12	5.88	25.00
Students with Disabilities	64	62	96.88	3.12	6.45

2022-23 Career Technical Education Programs

There are many opportunities to prepare students for careers and work. All students have the opportunity to take career technical education courses. Sophomores and their parents participate in sophomore counseling conferences, which focus on career and post-secondary options. Juniors and Seniors can enroll in ROP courses. Students can also participate in a Career Exploration course, a Workability course (for specific students), as well as a wide variety of internship opportunities based on student career interest. There are additional courses designed to promote skills in specific areas. CTE courses meet a variety of graduation requirements including, but not limited to, vocational education, computer applications, math, and the elective requirement. Many courses are articulated with post-secondary institutions, which means that the student has the opportunity to earn credit at the high school as well as the post-secondary institution with which the course is articulated. Students in CTE courses can receive a certificate of competency upon successful completion of the course. The Senior Performance Interview is a requirement for graduation; it must be completed successfully to receive a diploma. This digital senior portfolio and senior interview process assist students in preparing them for college and career.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1088
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

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	1396
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	192

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	98.2	96.7	97.7	95.6	97.9

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

Kerman High School offers many opportunities for parents to participate in the life of our school, and KHS depends on their support. Parents can join the School Site Council, English Learner Advisory Committee, Boosters Clubs for Band and Choir, other athletic support groups. Kerman High School asks all parents to attend Back-to-School Night in the fall. There is always a need for new volunteers and input for program improvement. Please contact the principal to find out how you can volunteer.

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	1.2	1.2	3.3	2.8	2.1	4.1	9.4	7.8	8.2
Graduation Rate	94.2	96.2	92.6	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	363	336	92.6
Female	180	172	95.6
Male	183	164	89.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	19	18	94.7
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	311	285	91.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	24	24	100.0
English Learners	69	49	71.0
Foster Youth	--	--	--
Homeless	17	16	94.1
Socioeconomically Disadvantaged	349	325	93.1
Students Receiving Migrant Education Services	16	14	87.5
Students with Disabilities	39	23	59.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1649	1596	354	22.2
Female	816	788	201	25.5
Male	833	808	153	18.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	7	2	28.6
Asian	66	66	8	12.1
Black or African American	9	9	2	22.2
Filipino	1	1	0	0.0
Hispanic or Latino	1426	1379	302	21.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	5	62.5
White	130	125	35	28.0
English Learners	312	298	58	19.5
Foster Youth	5	4	0	0.0
Homeless	60	58	14	24.1
Socioeconomically Disadvantaged	1435	1385	317	22.9
Students Receiving Migrant Education Services	56	54	10	18.5
Students with Disabilities	180	174	45	25.9

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	0.12	4.45	4.73	0.15	3.65	3.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.12	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	4.73	0.12
Female	2.45	0
Male	6.96	0.24
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.03	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.42	0.07
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.23	0.77
English Learners	6.73	0.32
Foster Youth	0	0
Homeless	10	1.67
Socioeconomically Disadvantaged	4.81	0.14
Students Receiving Migrant Education Services	10.71	0
Students with Disabilities	4.44	0.56

2023-24 School Safety Plan

The Assistant Principals and our On-Campus Liaisons monitor the grounds for half an hour before classes begin and for half an hour after dismissal. Our On-Campus Liaisons monitor the grounds during class time and during breaks. The Kerman Police Department is highly visible on the grounds during and after school hours. The Kerman Police Department assigned two School Resource Officers to the district who respond and actively participate on all campuses. Visitors must sign in at the office using the Raptor system. We do not have a closed campus; 10-12 grade students in good academic and behavioral standing are allowed to have lunch off-campus. We revise our School Safety Plan annually. The School Site Council (SSC) reviewed and updated the Safety Plan in November of 2022. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available to our parents in the office. We share the plan with all staff during a school-wide staff meeting. We practice fire, lock down, and earthquake drills four times a year. We have added a secondary location for the fire drill line-up to ensure that students evacuate the campus in a timely manner. During breaks and lunch, Administration, Campus Liaisons, teachers, and tutors monitor the campus and students. All student who qualify to leave campus for lunch are scanned out using the 5Star Student system. This system assesses their eligibility to leave for lunch and time stamps their departure.

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	26	12	43	13
Mathematics	24	15	41	2
Science	26	10	33	5
Social Science	27	8	31	18

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	26	16	45	2
Mathematics	25	18	34	
Science	27	8	32	
Social Science	29	4	33	11

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	14	47	3
Mathematics	24	22	31	3
Science	27	9	32	0
Social Science	30	1	42	6

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	513.33

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

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	\$8,655	\$2,336	\$6,319	\$67,919
District	N/A	N/A	\$5,040	\$81,221
Percent Difference - School Site and District	N/A	N/A	22.5	-14.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-4.3	-20.1

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 teacher laptops, document cameras, LCD projectors, one to one Chromebooks for students, class Chromebook sets and classroom monitors. KHS also offers after school tutoring and Saturday school tutoring to support the students struggling, especially in math and science. With the use of Endogeneity, students are able to remediate classes to catch up on their credits.

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	9.1
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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	4
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

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 enhancing 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. This year, professional development days have been offered to staff. In addition, the Fresno County Superintendent of Schools provided professional development for all departments to aid in the transition to the California State Standards and to better assist English Learners in Core Content courses. The focus this year has been predominantly towards English Language Learners, teaching strategies and state testing preparation.

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	31	49