

# Kerman Middle School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Kerman Middle School
<b>Street</b>	601 S. First Street
<b>City, State, Zip</b>	Kerman, CA 93630
<b>Phone Number</b>	(559) 843-9600
<b>Principal</b>	Margaret Nichols
<b>Email Address</b>	margaret.nichols@kermanusd.com
<b>School Website</b>	<a href="https://www.kermanusd.com/domain/18">https://www.kermanusd.com/domain/18</a>
<b>County-District-School (CDS) Code</b>	10-73999-6006696

## 2021-22 District Contact Information

<b>District Name</b>	Kerman Unified School District
<b>Phone Number</b>	(559) 843-9000
<b>Superintendent</b>	Robert Frausto
<b>Email Address</b>	robert.frausto@kermanusd.com
<b>District Website Address</b>	www.kermanusd.com

## 2021-22 School Overview

A Message from the Principal:

At Kerman Middle School (KMS), our staff is committed to excellence. 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.

The 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, we are using the last thirty minutes of every block period for intervention. Teachers are working within their departments to look at data to determine the greatest needs of their students, which are then addressed through this intensive intervention time. We are also offering virtual math tutoring two times/week and in-person math and ELA tutoring 2 days/week after school. We offer homework help in the After School Program and provide instructional support through migrant education. 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 department is participating in professional development with the Fresno County Superintendent of Schools.

## 2021-22 School Overview

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. The bell schedule reflects a modified block schedule and a seven period day in order to implement the technology standards and provide additional learning opportunities for students as well as incorporate interventions/enrichment during the school day. 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 an Advisory period every Wednesday, used to teach character education and cover important topics like anti-bullying, drug awareness, and study skills.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	407
Grade 8	402
Total Enrollment	809

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	3.2
Black or African American	0.1
Hispanic or Latino	87.4
Two or More Races	0.5
White	8.2
English Learners	23.4
Foster Youth	0.9
Homeless	1.7
Socioeconomically Disadvantaged	89
Students with Disabilities	11

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.8	80.6	194.2	85.5	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	2.8	6.0	2.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.0	8.4	11.2	5.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.6	4.7	6.7	3.0	12115.8	4.4
<b>Unknown</b>	1.2	3.4	9.0	4.0	18854.3	6.9
<b>Total Teaching Positions</b>	35.7	100.0	227.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.1
<b>Misassignments</b>	2.8
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.0
<b>Local Assignment Options</b>	0.6
<b>Total Out-of-Field Teachers</b>	1.6

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4

## 2021-22 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
<b>Reading/Language Arts</b>	2016: Study Sync: Grade 7 and 8 ELA/ELD	Yes	0%
<b>Mathematics</b>	2014 Copyright: Pearson Digits 7-8	Yes	0%
<b>Science</b>	2020: Houghton Mifflin Harcourt Science Dimensions 7 2020: Houghton Mifflin Harcourt Science Dimensions 8	Yes	0%
<b>History-Social Science</b>	2019: National Geographic World History: Medieval and Early Modern Times	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 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. We have replaced old window coverings that are broken or missing, and we have tinted some of the large windows to provide a way for students and staff to be hidden and protected during a lockdown. 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

September 23, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces	X			One stained ceiling tile and one loose ceiling tile were found. These will be replaced by KMS custodians.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
<b>Electrical</b>	X			No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repairs needed in cement walkways, dry rot/holes in siding of portables. These repairs were referred to the KUSD Maintenance Department on Oct. 28, 2021.

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	814	787	96.68	3.32	44.09
<b>Female</b>	410	394	96.1	3.9	50.76
<b>Male</b>	404	393	97.28	2.72	37.4
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	26	25	96.15	3.85	72
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	713	687	96.35	3.65	41.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	64	64	100	0	57.81
<b>English Learners</b>	184	177	96.2	3.8	10.17
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	38	38	100	0	21.05
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	580	560	96.55	3.45	38.57
<b>Students Receiving Migrant Education Services</b>	24	24	100	0	37.5
<b>Students with Disabilities</b>	89	84	94.38	5.62	20.24

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	814	786	96.56	3.44	18.96
Female	410	394	96.10	3.90	19.80
Male	404	392	97.03	2.97	18.11
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	28.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	713	686	96.21	3.79	17.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	64	100.00	0.00	34.38
English Learners	184	177	96.20	3.80	4.52
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	580	559	96.38	3.62	16.10
Students Receiving Migrant Education Services	24	24	100.00	0.00	12.50
Students with Disabilities	89	84	94.38	5.62	17.86

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	--	N/A	2.50	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	387	7	1.81	98.19	--
<b>Female</b>	195	4	2.05		
<b>Male</b>	192	3	1.56		
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	12	0	0.00	100.00	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	346	7	2.02	97.98	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	0	0.00	100.00	--
<b>English Learners</b>	81	1	1.23	98.77	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	22	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	345	7	2.03	97.97	--
<b>Students Receiving Migrant Education Services</b>	11	1	9.09	90.91	--
<b>Students with Disabilities</b>	29	0	0.00	100.00	--

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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. The KMS PFC pays for our Student of the Quarter breakfasts and provides lunch for the entire staff during Staff Appreciation week in May.

Communication with parents is key to a successful partnership. Parents are kept informed of school events, important announcements, and opportunities to be involved through the KMS Facebook page, 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	833	817	45	5.5
Female	420	413	26	6.3
Male	413	404	19	4.7
American Indian or Alaska Native	5	5	0	0.0
Asian	26	26	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	728	714	40	5.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	68	66	4	6.1
English Learners	207	197	14	7.1
Foster Youth	8	7	1	14.3
Homeless	21	21	2	9.5
Socioeconomically Disadvantaged	745	733	42	5.7
Students Receiving Migrant Education Services	27	27	2	7.4
Students with Disabilities	94	90	11	12.2

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.72	0.36	3.12	0.15	3.47	0.20
<b>Expulsions</b>	0.12	0.00	0.13	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.76	2.22	2.45
<b>Expulsions</b>	0.00	0.18	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.36	0.00
<b>Female</b>	0.48	0.00
<b>Male</b>	0.24	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.41	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.48	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 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 Officer 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	17	22	7
Mathematics	22	14	26	
Science	28	5	12	13
Social Science	27	5	26	4

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	11	26	7
Mathematics	23	10	27	1
Science	28	4	8	16
Social Science	28	4	9	15



## 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

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	8293	4627	3666	\$89,535.00
District	N/A	N/A	3697	\$77,780
Percent Difference - School Site and District	N/A	N/A	-0.8	14.1
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-78.9	10.0

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,817	\$51,029
Mid-Range Teacher Salary	\$75,857	\$78,583
Highest Teacher Salary	\$96,046	\$99,506
Average Principal Salary (Elementary)	\$109,862	\$124,576
Average Principal Salary (Middle)	\$112,699	\$131,395
Average Principal Salary (High)	\$121,194	\$144,697
Superintendent Salary	\$231,628	\$240,194
Percent of Budget for Teacher Salaries	31%	34%
Percent of Budget for Administrative Salaries	6%	6%

## 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 1 and a half 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Kerman Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Kerman Unified School District
<b>Phone Number</b>	(559) 843-9000
<b>Superintendent</b>	Robert Frausto
<b>Email Address</b>	robert.frausto@kermanusd.com
<b>District Website Address</b>	www.kermanusd.com

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2793	2717	97.28	2.72	39.90
<b>Female</b>	1392	1353	97.20	2.80	45.01
<b>Male</b>	1401	1364	97.36	2.64	34.82
<b>American Indian or Alaska Native</b>	13	12	92.31	7.69	25.00
<b>Asian</b>	119	117	98.32	1.68	65.81
<b>Black or African American</b>	12	12	100.00	0.00	33.33
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	2437	2371	97.29	2.71	37.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	13	92.86	7.14	61.54
<b>White</b>	198	192	96.97	3.03	54.17
<b>English Learners</b>	859	837	97.44	2.56	13.86
<b>Foster Youth</b>	28	24	85.71	14.29	20.83
<b>Homeless</b>	148	146	98.65	1.35	35.62
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1617	1567	96.91	3.09	32.93
<b>Students Receiving Migrant Education Services</b>	117	116	99.15	0.85	37.07
<b>Students with Disabilities</b>	300	284	94.67	5.33	17.96

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2793	2719	97.35	2.65	20.79
<b>Female</b>	1392	1355	97.34	2.66	20.31
<b>Male</b>	1401	1364	97.36	2.64	21.26
<b>American Indian or Alaska Native</b>	13	12	92.31	7.69	8.33
<b>Asian</b>	119	117	98.32	1.68	40.17
<b>Black or African American</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	2437	2373	97.37	2.63	18.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	13	92.86	7.14	15.38
<b>White</b>	198	192	96.97		34.90
<b>English Learners</b>	859	840	97.79	2.21	8.58
<b>Foster Youth</b>	28	24	85.71	14.29	17.39
<b>Homeless</b>	148	146	98.65	1.35	17.81
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	1617	1568	96.97	3.03	16.53
<b>Students Receiving Migrant Education Services</b>	117	117	100.00	0.00	19.66
<b>Students with Disabilities</b>	300	284	94.67	5.33	13.43

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.