

Kerman High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Jessica Ness
Email Address	jessica.ness@kermanusd.com
School Website	https://www.kermanusd.com/domain/19
Grade Span	
County-District-School (CDS) Code	10-73999-1033430

2024-25 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

2024-25 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.

English and Social Studies are offered as honors courses, and Calculus, Spanish, US History, Chemistry, and English are offered as AP courses.

Students can take college courses through the District's Dual Enrollment program.

2024-25 School Description and Mission Statement

The ROP/CTE program offers pathways in welding, building construction, culinary arts, photography, auto mechanics, health, education, sports training, business, fire science, floral design, and CSI (Crime Scene Investigation).

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, implementing the Next Generation Science Standards, creating systematic data analysis for our core programs, and developing benchmarks aligned to the California State Standards.

We continue developing professional learning communities to serve our students better through teacher collaboration on curriculum and student achievement.

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

Parents are vital to our endeavors' success, 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.
- The positive partnership with the Kerman Police Department continues. Parent information nights on school safety, drug awareness, gang awareness, and cyberbullying/social media dangers 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.

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 focuses on ELD and offers additional professional development for ELD teachers.
- KHS is developing common assessments in core departments and a method to analyze data to improve instruction.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	419
Grade 10	376
Grade 11	329
Grade 12	356
Total Enrollment	1,480

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.4
Asian	4.3
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	86.4
Two or More Races	0.5
White	8.2
English Learners	18.5
Foster Youth	0.3
Homeless	4.1
Migrant	2.9
Socioeconomically Disadvantaged	86.3
Students with Disabilities	10.5

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	61.70	86.20	203.60	87.26	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.40	5.50	2.38	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.80	6.71	13.60	5.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	1.62	6.90	2.96	11746.90	4.23
Unknown/Incomplete/NA	2.90	4.05	3.60	1.54	14303.80	5.15
Total Teaching Positions	71.60	100.00	233.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.00	2
Misassignments	5.20	5.40	2.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.20	6.40	4.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.1
Local Assignment Options	0.80	0.00	0
Total Out-of-Field Teachers	0.80	0.00	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.40	7.9	3.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.40	0.5	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Kerman High School prioritizes ensuring 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 Assistant Superintendent of Educational Services coordinates the process. 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 students in advanced courses. All materials are approved through the District Instructional Support Committee process.

Year and month in which the data were collected

November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature a Portable Anthology Bedford/St Martin's Copyright 2021 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 2014: Pearson: Integrated High School Mathematics II Common Core Volumes 1 and 2	Yes	0%

	2014: Pearson: Integrated High School Mathematics III Common Core Volumes 1 and 2 2007: Pearson: Precalculus Graphical, Numerical, Algebraic 7th Edition		
Science	2020: Campbell: Biology in Focus AP 2008: Pearson/Benjamin Cummings: AP Biology: Biology 8th Edition Earth and Space Science, Houghton Mifflin Harcourt Publishing. Copyright 2018 Chemistry, HMH Copyright 2020 Experience Physics, Savvas Copyright 2022 Experience Biology the living Earth, Savvas Copyright 2020	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	Yes	0%
Foreign Language	2023: Pearson: Realidades 1,2,3 2023: Carnegie Learning: En Voz Alta 1,2,3		0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Kerman High School, built in 1967, boasts well-maintained facilities across the campus. The site includes 74 classrooms, 19 restrooms, and modern additions such as the 2019 Administration Building and the 2021 Career Technical Education Building. Kerman Unified prioritizes top-tier facilities and ongoing campus beautification across all campuses.

Year and month of the most recent FIT report

May 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems with gas leaks and sewer system. All classrooms have been modernized with HVAC units. A few classrooms had dirty vents.
Interior: Interior Surfaces			X	Visible ceiling water damage. Paint chipping and water stains in several classroom ceiling tiles. Roof repairs are being planned.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems. Contract with local pest control agency.
Electrical		X		Visible electrical cords daisy chained. Access to electrical panels were blocked in a few classrooms. A few light covers and lights will need to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sinks and fountains appear in good repair.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials		X	There were a few classrooms with plug in candle warmers or air fresheners. Some storage cabinets in classrooms were missing earthquake hazard anti-tip
Structural: Structural Damage, Roofs	X		No significant structural and roof damages visible
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		A few trip hazards were identified and a few classroom doors do not close properly

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	56	40	40	46	47
Mathematics (grades 3-8 and 11)	18	14	24	25	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	327	320	97.86	2.14	55.94
Female	167	164	98.20	1.80	66.46
Male	160	156	97.50	2.50	44.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	296	289	97.64	2.36	53.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	68.75
English Learners	61	59	96.72	3.28	10.17
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	211	209	99.05	0.95	51.67
Students Receiving Migrant Education Services	12	12	100.00	0.00	50.00
Students with Disabilities	42	38	90.48	9.52	13.16

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	328	322	98.17	1.83	13.66
Female	168	166	98.81	1.19	13.86
Male	160	156	97.50	2.50	13.46
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	297	291	97.98	2.02	11.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	16	100.00	0.00	25.00
English Learners	61	59	96.72	3.28	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	211	99.53	0.47	8.53
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Students with Disabilities	42	38	90.48	9.52	2.63

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	24.38	20.15	18.21	18.69	30.29	30.73

2023-24 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	680	673	98.97	1.03	20.65
Female	336	333	99.11	0.89	23.72
Male	344	340	98.84	1.16	17.65
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	43.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	589	582	98.81	1.19	18.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	50	50	100.00	0.00	30.00
English Learners	110	108	98.18	1.82	0.93
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	12.90
Military	--	--	--	--	--
Socioeconomically Disadvantaged	437	435	99.54	0.46	18.16
Students Receiving Migrant Education Services	21	21	100.00	0.00	28.57
Students with Disabilities	70	66	94.29	5.71	9.09

2023-24 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.

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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 requires only participation results 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	96.3	96.3	96.3	96.3	96.3

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.

2024-25 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

2024-25 Opportunities for Parental Involvement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.2	3.3		2.1	4.1		7.8	8.2	
Graduation Rate	96.2	92.6		94.4	90.4		87.0	86.2	

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.45	4.73		3.65	3.22		3.17	3.6	
Expulsions	0	0.12		0	0.04		0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Assistant Principals and our On-Campus Liaisons monitor the grounds for half an hour before classes begin and half an hour after dismissal. Our On-Campus Liaisons monitor the grounds during class time and breaks. The Kerman Police Department is highly visible during and after school hours. The Kerman Police Department assigned two school resource officers to the district who responded and actively participated 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 can have lunch off-campus. We revise our School Safety Plan annually. The School Site Council (SSC) reviewed and updated the Safety Plan in November 2023. 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, lockdown, and earthquake drills four times a year. We have added a secondary location for the fire drill lineup to ensure students evacuate the campus promptly. Administration, Campus Liaisons, teachers, and tutors monitor the campus and students during breaks and lunch. All students who qualify to leave campus for lunch are scanned out using the 5Star Student system. This system assesses their eligibility to go for lunch and time stamps their departure.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 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	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 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	14	47	3
Mathematics	24	22	31	3
Science	27	9	32	0
Social Science	30	1	42	6

2023-24 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				
Mathematics				
Science				
Social Science				

2023-24 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	

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$87,730
Percent Difference - School Site and District	N/A	N/A	22.5	-14.5
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-4.3	-20.1

Fiscal Year 2023-24 Types of Services Funded

LCFF funding has been used for instructional materials to supplement the core curriculum, including the purchase of teacher laptops, document cameras, LCD projectors, one-to-one Chromebooks for students, class Chromebook sets, and classroom monitors. KHS also offers after-school and Saturday school tutoring to support students who are struggling, especially in math and science. With the online credit recovery program Edgenuity, students can remediate classes to catch up on their credits.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,312	\$54,930
Mid-Range Teacher Salary	\$85,975	\$85,386
Highest Teacher Salary	\$108,043	\$111,172
Average Principal Salary (Elementary)	\$123,853	\$136,564
Average Principal Salary (Middle)	\$127,025	\$141,339
Average Principal Salary (High)	\$136,606	\$153,241
Superintendent Salary	\$275,866	\$224,537
Percent of Budget for Teacher Salaries	22%	29%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

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 student achievement. The professional learning community understands that teachers need time to collaborate. As a result, there is much support for providing the time and resources teachers require for enhancing their practice. Teachers can participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards and continue their learning. This year, staff have been offered professional

Professional Development

development days. 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 assist English Learners in Core Content courses better. This year's focus has been predominantly on 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	31	49	