

Corcoran Academy

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	Corcoran Academy
Street	1128 South Dairy Avenue
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8885
Principal	Brian Brazier
Email Address	brianbrazier@corcoranunified.com
School Website	https://kingslake.corcoranunified.com/
County-District-School (CDS) Code	16 63891 0110858

2023-24 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Guadalupe Solis
Email Address	drsolis@corcoranunified.com
District Website	http://www.corcoranunified.com/

2023-24 School Description and Mission Statement

Corcoran Academy is located on the Kings Lake Education Center campus along with the Kings Lake Continuation High School, Corcoran Adult School, Mission Community Day School, and the district's Independent Study Program. Mr. Brazier supervises all of these programs. Corcoran Academy was approved by the California Board of Education as a K-12 school during the 2005-2006 school year. It has its own unique California County/District/School (CDS) public school number.

Corcoran Academy has multiple purposes. It is intended to be a school of choice for those parents wanting to move their child from a school on Program Improvement. We also provide an alternative setting for those students that excel in their education through an independent study program. Corcoran Academy provides an educational option within the district and the city of Corcoran for students who are expelled for non-mandatory reasons and then granted a suspended expulsion. Corcoran Academy is committed to providing elementary and high school students individualized attention in a safe, supportive, and cooperative learning environment that celebrates each student's diversity and unique educational needs.

Corcoran Academy staff recognizes that each student is unique and special. Our caring staff and program offers help to students to discover their full potential, accomplish their academic goals, become active participants in their community, value lifelong learning, explore their future career, college, and personal goals, and success in whatever path they choose after high school. Learning through independent studies is a combined effort involving students, family, community, and school. Together, we strive to provide students with an alternative learning environment that is safe and supportive, and fosters each student's academic success.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 11	1
Grade 12	1
Total Enrollment	4

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	25%
Male	75%
Hispanic or Latino	100%
Foster Youth	25%
Socioeconomically Disadvantaged	100%
Students with Disabilities	25%

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)			125.10	80.72	228366.10	83.12
Intern Credential Holders Properly Assigned			6.70	4.33	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			3.00	1.94	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			2.50	1.66	12115.80	4.41
Unknown			17.50	11.34	18854.30	6.86
Total Teaching Positions			154.90	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)	0.00	18.00	131.50	83.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.20	6.46	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	1.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	80.00	4.10	2.60	11953.10	4.28
Unknown	0.00	0.00	9.70	6.18	15831.90	5.67
Total Teaching Positions	0.50	100.00	158.20	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
Misassignments		0.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		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.

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
Local Assignment Options		0.40
Total Out-of-Field Teachers		0.40

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.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The K-5 students use the books from the school campuses that they came from, this is also true for middle school students. Edgenuity is generally utilized for 9 -12 grade students but sometimes for high performing middle school students as well.

Year and month in which the data were collected

October 31, 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	Yes	0
Mathematics	Edgenuity	Yes	0
Science	Edgenuity	Yes	0
History-Social Science	Edgenuity	Yes	0
Foreign Language	Edgenuity	Yes	0
Health	Edgenuity	Yes	0
Visual and Performing Arts	Edgenuity	Yes	0

School Facility Conditions and Planned Improvements

Corcoran Unified School District receives funds from the Williams Settlement; therefore district personnel are required to conduct an extensive facilities inspection. The condition of the facilities and grounds are important. In preparation for this report, the Director of Maintenance, Operations, and Transportation and the Chief Business Official provided the necessary information. The chart below shows the general condition of the site. Good repair is defined as maintaining schools that are clean, safe, and functional.

Kings Lake Education Center (Corcoran Academy) facilities are in good repair. There are minor electrical needs and replacement ceiling tiles needed in a few areas. For a detailed report, please refer to the body of the School Accountability Report Card. A complete copy can be found on the CUSD web page, at the district office, or at Kings Lake Education Center.

Year and month of the most recent FIT report

October 4, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Office: Stained Ceiling Tiles, Needs new carpet, East Exterior wall siding dry rot. Room 1: Interior vinyl wall paper needs to be reglue, Bottom Exterior wall siding old and worm out around building, Needs new carpet. Room 3: Replace 1 ceiling tile. Room 4: Bottom Exterior Wall siding old and warm out around building. Room 5: Needs new carpet. Room 6: Needs new capet, Replace 1 ceiling tile. Room 7: need replace Multiple ceiling tiles with smalls holes, Exterior rotten siding on bottom west wall. Room 8: Replace 1 ceiling tile.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	--	--	32	31	47	46
Mathematics (grades 3-8 and 11)	--	--	14	17	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	--	--	15.21	21.84	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	0	0	0	0	0
Grade 9	N/A	N/A	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.

2023-24 Opportunities for Parental Involvement

Corcoran Academy communicates with parents in various ways, including campus events, written notices, phone calls, emails, parent square message system, district and school websites, and newsletters. We have an open-door policy and welcome parents to stop by any time. Due to the nature of instruction at Corcoran Academy, parents are encouraged to get involved in their child's education. We ask parents to ensure that students complete their assignments and arrive at school and classes regularly and on time as scheduled. The teachers are encouraged to contact the parents in multiple ways with updates on their student's academic progress, attendance and behavior regularly. Teachers make regular calls to the parents of their students, giving them information about their children. Parents are also invited to our back-to-school night, allowing students to show their progress and growth.

You may request additional information by calling the school office personnel at (559) 992-8885.

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		--	--	2.7	7.8	10.4	9.4	7.8	8.2
Graduation Rate		--	--	80.2	87.8	89.6	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	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	11	9	7	77.8
Female	4	3	3	100.0
Male	7	6	4	66.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	9	8	6	75.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	0	0	0	0.0
English Learners	1	1	1	100.0
Foster Youth	2	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	10	8	6	75.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	2	2	1	50.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions		0.00	0.00	2.55	5.78	6.97	0.20	3.17	3.60
Expulsions		0.00	0.00	0.17	0.21	0.20	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Corcoran Academy. The Comprehensive School Site Safety Plan was developed for Corcoran Academy in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan and a school map. In conjunction with local law enforcement, the fire department, and city officials, safe school routes have been determined and included in the Comprehensive Schools Safety Plan. Due to various schedules, staff members review the School Safety Plan at different points of the school year.

Students and staff participate in (monthly) drills, and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Corcoran Academy participate annually in Digital Citizenship Safety Training. A perimeter fence surrounds our school, and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip. Parents and volunteers also have their IDs scanned through the RAPTOR security system upon entry into the campus and interacting with students.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty: on August 15, 2023.

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				
Mathematics				
Science				
Social Science				

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	1	5		
Mathematics	1	4		
Science	1	2		
Social Science	2	2		

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	1	3	0	0
Mathematics	1	1	0	0
Science	1	1	0	0
Social Science	1	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,752	\$1,023	\$7,729	\$51,803.34
District	N/A	N/A	\$11,909	\$82,148
Percent Difference - School Site and District	N/A	N/A	-42.6	-42.8
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	15.8	-41.8

Fiscal Year 2022-23 Types of Services Funded

Corcoran Academy utilizes various textbooks in line with the grade and school from whence the students came. This means in terms of textbooks we utilize multiple publishers but all appropriate for the student and the level of learning they need. Edgenuity is an online software we utilize to expand our selection of A-G courses. Corcoran Academy is committed to providing elementary and high school students individualized attention in a safe, supportive, and cooperative learning environment that celebrates each student's diversity and unique educational needs. Corcoran Academy staff recognizes that each student is unique and special. Our caring staff and program offers help to students to discover their full potential, accomplish their academic goals, become active participants in their community, value lifelong learning, explore their future career, college, and personal goals, and success in whatever path they choose after high school. Counselors for career goals, social emotional needs and special ed are also offered to our Corcoran Academy students Learning through independent studies is a combined effort involving students, family, community, and school. Together, we strive to provide students with an alternative learning environment that is safe and supportive, and fosters each student's academic success.

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	\$59,321	\$50,875
Mid-Range Teacher Salary	\$83,019	\$79,761
Highest Teacher Salary	\$110,361	\$103,045
Average Principal Salary (Elementary)	\$127,783	\$128,154
Average Principal Salary (Middle)	\$133,355	\$131,774
Average Principal Salary (High)	\$142,907	\$142,676
Superintendent Salary	\$195,000	\$211,462
Percent of Budget for Teacher Salaries	28.91%	30.11%
Percent of Budget for Administrative Salaries	4.75%	5.49%

Professional Development

Professional development is ongoing to ensure that all of our staff stays current with new learning strategies, innovative teaching techniques, and applied technology in the educational field and the classroom.

The teachers at Kings Lake Education Center campus participate in a four-day staff development training at the beginning of the school year. Designated days throughout the year allow the PLCs to meet and discuss planning. Due to the various schedules, that the staff has at the site a specific day is not scheduled throughout the week. Professional development for the staff includes sexual harassment training, mandated reporter, safety protocols, and procedures.

The administration was also trained on positive school climate and restorative justice practices to further benefit the student population. Attendance accounting was discussed as well as Covid-19 protocols and sanitation. Tulare County Office of Education offers training for our teachers and on-going professional development during the academic school year. Coaching, teacher-principal meetings, student performance data, PLC meetings, our county office of education-Kings County, trainings and conferences all are part of our ongoing professional development. Furthermore, teachers are involved in internship programs that constantly check in and monitor the teachers in creating and performing certain targeted lessons. NTI mentor meetings for my probationary teachers takes place on a monthly basis to keep the teachers compliant with the county and to help support them with professional teaching standards to clear their credentials. Staff meets several times yearly to go over curriculum changes and introduce new strategies and focal points. The meetings are used to discuss what's working safety and what needs to be improved upon.

The district also provided training for the Community Contacts on attendance accounting and Family information gathering, parent engagement, data entry in SIS and student information data entry. Paraprofessionals also went to training on how to deal and work with social and emotional issues that students may face. Paraprofessionals also had training on working with small groups of students, EL programs, such as iLit training and working with difficult students. Additionally, the staff was training on the new curriculums that were purchased for the students. The community contact also received training by CASAS for the purpose of reporting data in Topspro.

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	17	40	55