

Kings Lake Education Center

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 | Kings Lake Education Center |
| Street | 1128 S 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 | 16638911632140 |

2023-24 District Contact Information

| | |
|-------------------------|---|
| District Name | Corcoran Joint Unified School District |
| Phone Number | (559) 992-8888 |
| Superintendent | Dr. Guadalupe Solis |
| Email Address | Drsolis@corcoranunified.com |
| District Website | http://www.corcoranunified.com/index.cfm?plD=13437 |

2023-24 School Description and Mission Statement

Kings Lake Education Center is an alternative education site for high school students behind in credits that allows students the opportunity to complete their high school education and graduate with a diploma in an innovative setting. Kings Lake Continuation High School serves students in grades ten through twelve. Kings Lake Continuation High School employs two teachers. The class runs Monday – Friday, 8:00 am - 3:10 pm, and each offers a full-day session. All subjects at Kings Lake Education Center Continuation High School are academic in nature and are administered via computer on a program called Edgenuity. Edgenuity is a state-approved, all-encompassing curriculum designed to help students behind in credit work at a faster pace. Students are offered a supplemental program (Mypath) to assist in getting a deeper understanding of the state standards.

The mission of Kings Lake Continuation High School is to help students deficient in credits and give them an opportunity to succeed academically and earn a high school diploma. We aim to enable students to recapture credits more effectively to complete their graduation requirements, leave our school with a high school diploma, and a plan for post-secondary educational and vocational opportunities.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 11 | 3 |
| Grade 12 | 39 |
| Total Enrollment | 42 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 47.6% |
| Male | 52.4% |
| Black or African American | 2.4% |
| Hispanic or Latino | 92.9% |
| White | 4.8% |
| English Learners | 11.9% |
| Migrant | 2.4% |
| Socioeconomically Disadvantaged | 90.5% |
| Students with Disabilities | 11.9% |

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) | 0.00 | 0.00 | 125.10 | 80.72 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.70 | 4.33 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 100.00 | 3.00 | 1.94 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 2.50 | 1.66 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 17.50 | 11.34 | 18854.30 | 6.86 |
| Total Teaching Positions | 1.00 | 100.00 | 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 | 0.00 | 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) | 0.90 | 100.00 | 4.10 | 2.60 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 9.70 | 6.18 | 15831.90 | 5.67 |
| Total Teaching Positions | 0.90 | 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 | 0.00 |
| Misassignments | 1.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 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 | 0.00 |
| Local Assignment Options | 0.00 | 0.90 |
| Total Out-of-Field Teachers | 0.00 | 0.90 |

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) | 100 | 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) | 100 | 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

| 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 ONLINE COURSES | Yes | 0 |
| Mathematics | EDGENUITY ONLINE COURSES | Yes | 0 |

| | | | |
|-----------------------------------|--------------------------|-----|---|
| Science | EDGENUITY ONLINE COURSES | Yes | 0 |
| History-Social Science | EDGENUITY ONLINE COURSES | Yes | 0 |
| Foreign Language | EDGENUITY ONLINE COURSES | Yes | 0 |
| Health | EDGENUITY ONLINE COURSES | Yes | 0 |
| Visual and Performing Arts | EDGENUITY ONLINE COURSES | 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 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 wallpaper needs to be reglued, Bottom Exterior wall siding is old and worn out around the building and needs new carpet. Room 3: Replace one ceiling tile. Room 4: The Bottom Exterior Wall siding is old and warm out around the building. Room 5: Needs new carpet. Room 6: Needs new carpet. Replace one ceiling tile. Room 7: need to replace Multiple ceiling tiles with small holes and exterior rotten siding on the bottom west wall. Room 8: Replace one ceiling tile. |
| 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) | -- | 0 | 32 | 31 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | -- | 0 | 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 | 21 | 21 | 100.00 | 0.00 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | 16 | 16 | 100.00 | 0.00 | 0.00 |
| 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 | 21 | 21 | 100.00 | 0.00 | 0.00 |
| 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 | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 18 | 100.00 | 0.00 | 0.00 |
| 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 | 21 | 21 | 100.00 | 0.00 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | 16 | 16 | 100.00 | 0.00 | 0.00 |
| 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 | 21 | 21 | 100.00 | 0.00 | 0.00 |
| 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 | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 18 | 18 | 100.00 | 0.00 | 0.00 |
| 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) | 0.00 | 0.00 | 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 | 26 | 26 | 100.00 | 0.00 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | 19 | 19 | 100.00 | 0.00 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 25 | 25 | 100.00 | 0.00 | 0.00 |
| 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 | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 23 | 23 | 100.00 | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

CTE is not offered at Kings Lake Educational Center due to the alternative education school nature of the school.

2022-23 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 |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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

Kings Lake Education Center 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 at any time. Due to the nature of instruction at Kings Lake Education Center, parents are encouraged to get involved in their child's education. We ask parents to ensure that students have their assignments completed and that they 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 | 8.1 | 25 | 47.1 | 2.7 | 7.8 | 10.4 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 13.5 | 52.8 | 52.9 | 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 | 34 | 18 | 52.9 |
| Female | 17 | 9 | 52.9 |
| Male | 17 | 9 | 52.9 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 32 | 17 | 53.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | 0.0 | 0.0 | 0.0 |
| Socioeconomically Disadvantaged | 33 | 18 | 54.5 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 71 | 67 | 51 | 76.1 |
| Female | 27 | 26 | 23 | 88.5 |
| Male | 44 | 41 | 28 | 68.3 |
| 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 | 1 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 68 | 64 | 50 | 78.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 2 | 2 | 1 | 50.0 |
| English Learners | 9 | 8 | 6 | 75.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 65 | 61 | 47 | 77.0 |
| Students Receiving Migrant Education Services | 1 | 1 | 1 | 100.0 |
| Students with Disabilities | 5 | 5 | 3 | 60.0 |

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 | 1.59 | 1.43 | 5.63 | 2.55 | 5.78 | 6.97 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 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 | 5.63 | 0 |
| Female | 0 | 0 |
| Male | 9.09 | 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 | 5.88 | 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 | 6.15 | 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 Kings Lake Education Center School. The Comprehensive School Site Safety Plan was developed for Kings Lake Education Center School. 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. All staff members review the School Safety Plan at the beginning of the school year during Kings Lake Education Center School staff meetings.

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 Kings Lake Education Center School 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 | 3 | 18 | | |
| Mathematics | 3 | 13 | | |
| Science | 3 | 17 | | |
| Social Science | 2 | 27 | | |

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 | 3 | 15 | | |
| Mathematics | 3 | 13 | | |
| Science | 3 | 10 | | |
| Social Science | 3 | 11 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3 | 17 | 0 | 0 |
| Mathematics | 3 | 14 | 0 | 0 |
| Science | 4 | 10 | 0 | 0 |
| Social Science | 2 | 18 | 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 | 0.4 |

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 | \$15,222 | \$1,740 | \$13,482 | \$74,089.07 |
| District | N/A | N/A | \$11,909 | \$82,148 |
| Percent Difference - School Site and District | N/A | N/A | 12.4 | -7.7 |
| State | N/A | N/A | \$7,607 | \$81,984 |
| Percent Difference - School Site and State | N/A | N/A | 68.6 | -6.6 |

Fiscal Year 2022-23 Types of Services Funded

Kings Lake Education Center utilizes online curriculum, Edgenuity, aligned with the grade the student is enrolled. Edgenuity is an online software we utilize to expand our selection of A-G courses. Kings Lake Education Center 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. Kings Lake Education Center staff recognizes that each student is unique and special. Our caring staff and program offer 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 Kings Lake Education Center students. 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% |

2022-23 Advanced Placement (AP) Courses

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

| | |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

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

Professional Development

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 | 25 | 40 | 55 |