Kings Lake Education Center
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	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/
Grade Span	10-12
County-District-School (CDS) Code	16638911632140

2024-25 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Andre Pecina
Email Address	andrepecina@corcoranunified.com
District Website	http://www.corcoranunified.com/index.cfm?pID=13437

2024-25 School Description and Mission Statement

Kings Lake Education Center is an alternative education site for high school students who are behind in credits, allowing them 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 to 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 using a program called Edgenuity. Edgenuity is a state-approved, all-encompassing curriculum designed to help students who are behind in credits work at a faster pace. Students are offered a supplemental program (Mypath) to assist in gaining a deeper understanding of

2024-25 School Description and Mission Statement

the state standards. As of the start of the 2024-2025 school year, Kings Lake has added two periods of direct instruction to the schedule. Utilizing the ERWC curriculum for English 12 and Integrated Math 1 for math, continuation teachers now teach Math 1 and English 12 daily. Kings Lake also utilizes "PAPER" to assist students after hours with their work. PAPER is customized, state-aligned, high-impact tutoring with detailed reporting designed for impactful academic results. Students can choose to engage with PAPER or the tutoring that both Kings Lake Continuation teachers offer on Mondays, Tuesdays, and Wednesdays after school from 3:15 to 4:15.

The mission of Kings Lake Continuation High School is to help students who are 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, complete their graduation requirements, and leave our school with a high school diploma and a plan for post-secondary educational and vocational opportunities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	1
Grade 12	23
Total Enrollment	24

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.7
Male	83.3
Black or African American	4.2
Hispanic or Latino	95.8
English Learners	4.2
Socioeconomically Disadvantaged	83.3
Students with Disabilities	4.2

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/Incomplete/NA	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/Incomplete/NA	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

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)	0.00	0.00	130.00	83.62	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.80	6.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	2.00	8.60	5.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	97.00	3.40	2.21	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	3.50	2.26	14303.80	5.15
Total Teaching Positions	1.00	100.00	155.50	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	0.00	0
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	0

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	0
Local Assignment Options	0.00	0.90	0.9
Total Out-of-Field Teachers	0.00	0.90	0.9

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)	100.00	0	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	100.00	0	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

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

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

School Facility Conditions and Planned Improvements

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

Mission Community Day School (MCDS) facilities are in good repair. Over the past year, extensive work has been done at Kings Lake Education Center. New cement was laid, and front fences were removed and replaced with temporary fencing to prepare for a new food preparation building. The old shack, which served as the original food prep area, was removed along with the cement surrounding it, leaving dirt. The timing of the installation of the new building had to be moved back because of a "guy wire," which PG&E owns. The installation of the new building will require the guy wire to be removed, which can only be done by PG&E. PG&E was notified, and we are now subject to their time frame. Consequently, temporary front fencing and open dirt remain where the old food prep shack stood. The campus is not completely secure, as there is an opening from the removal of the fencing behind the shack.

Year and month of the most recent FIT report	October 7, 2024

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			All issues from last year were addressed. All buildings on campus received new ceiling tiles, carpet, and flooring, and the entire campus was painted. The dry rot from the siding was removed, and after the new food preparation building is installed, the parking lot pavement will be repaved.
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.

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)	0	--	31	31	46	47
Mathematics (grades 3-8 and 11)	0	--	17	17	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	--	--	--	--	--
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	0	0	0	0	0

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	--	--	--	--	--
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	0	0	0	0	0

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)	0.00	0.00	21.84	23.39	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	25	23	92.00	8.00	0.00
Female	--	--	--	--	--
Male	19	17	89.47	10.53	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	25	23	92.00	8.00	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	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	20	90.91	9.09	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

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

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	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
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.

2024-25 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 participate 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 regularly in multiple ways with updates on their students' academic progress, attendance, and behavior. 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. Events on campus also provide opportunities for parent involvement at Kings Lake. Kings Lake prides itself on offering cultural events that reflect the student body. These events provide chances for parents to volunteer, speak, or supervise.   Additionally, the School Site Council keeps parents abreast of the Single Plan for Student Achievement (SPSA), goals, priorities, and strategies for improving student outcomes, including instructional methods and support services, provides input on Title I funding, and state/local funding and a host of other school-related items.

2024-25 Opportunities for Parental Involvement

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 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	25.0	47.1	34.5	7.8	10.4	9.0	7.8	8.2	8.9
Graduation Rate	52.8	52.9	48.3	87.8	89.6	88.1	87.0	86.2	86.4

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	29	14	48.3
Female	--	--	--
Male	23	13	56.5
Non-Binary	0.0	0.0	0.0
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	28	13	46.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	29	14	48.3
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	28	27	23	85.2
Female	--	--	--	--
Male	23	22	18	81.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	26	22	84.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	26	25	21	84.0
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

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	1.43	5.63	46.43	5.78	6.97	7.17	3.17	3.6	3.28
Expulsions	0	0	0	0.21	0.2	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	46.43	0.00
Female	0.00	0.00
Male	52.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	48.15	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	46.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

Maintaining a safe and secure learning environment is a top priority for Kings Lake Education Center. The Comprehensive School Site Safety Plan was developed for Kings Lake Education Center 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. Safe school routes have been determined and

2024-25 School Safety Plan

included in the Comprehensive School Safety Plan in conjunction with local law enforcement, the fire department, and city officials. All staff members review the School Safety Plan during Kings Lake Education Center staff meetings at the beginning of the school year.

Students and staff participate in monthly drills, and the staff is debriefed following the drill to improve our safety procedures. Kings Lake Continuation students participate annually in Digital Citizenship Safety Training. A perimeter fence surrounds our school, and all visitors must check in at the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before volunteering or chaperoning 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 while 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 September 18, 2024.

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		
Mathematics	3	14		
Science	4	10		
Social Science	2	18		

2023-24 Secondary 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 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	14		
Mathematics	3	13		
Science	2	16		
Social Science	3	16		

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	0

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	0.4

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	$17,938	$5,356	$12,582	$74,089
District	N/A	N/A	$10,141	$89,341
Percent Difference - School Site and District	N/A	N/A	21.5	-18.7
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	15.5	-16.8

Fiscal Year 2023-24 Types of Services Funded

Kings Lake Education Center utilizes an online curriculum, Edgenuity, aligned with the grade the student is enrolled in. 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 succeed 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. As of the start of the 2024-2025 school year, Kings Lake added two periods of direct instruction to the schedule. Utilizing the ERWC curriculum for English 12 and Integrated Math 1 for math, continuation teachers now teach Math 1 and English 12 daily. Kings Lake also Utilizes "PAPER" to assist the students after hours with their work. PAPER is customized, state-aligned, high-impact tutoring with detailed reporting designed for impactful academic results. Students can choose to engage with PAPER or from tutoring that both Kings Lake Continuation teachers offer on Monday, Tuesday, and Wednesday after school from 3:15 to 4:15.

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	$64,660	$54,930
Mid-Range Teacher Salary	$90,491	$85,386
Highest Teacher Salary	$120,294	$111,172
Average Principal Salary (Elementary)	$139,281	$136,564
Average Principal Salary (Middle)	$145,356	$141,339
Average Principal Salary (High)	$155,797	$153,241
Superintendent Salary	$195,000	$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	5%	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	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 our staff stays current with new learning strategies, innovative teaching techniques, and applied technology in education and the classroom fields.

At the beginning of the school year, the teachers at Kings Lake Education Center campus participate in a four-day staff development training. Training with the Guiding Coalition helps support the push for PLCs throughout the district. The PLCs are designated to meet on Wednesdays to discuss planning, data, and the next steps in the classroom and the curriculum.

Professional Development

Professional development for the staff further includes sexual harassment training, mandated reporter training, safety protocols, and procedures.

The administration also received training on positive school climate and restorative justice practices, as well as Multi-Tiered Systems of Support (MTSS), to further benefit the student population. Trips to other campuses within and outside of the district also occur to expand learning and share best practices. The Kings Lake administrator also participated in the application reading and selection process for Model Continuation Schools. Two site visits were part of the process as well. Attendance accounting through Parsec, laws, and safety protocols are other topics on which the district trains staff and administration. The Tulare County Office of Education offers training for our teachers and ongoing professional development during the academic year. Coaching, teacher-principal meetings, student performance data, PLC meetings, our county office of education-Kings County, training, and conferences are all part of our ongoing professional development. Furthermore, teachers are involved in internship programs that constantly check in on and monitor the teachers in creating and delivering certain targeted lessons. NTI mentor meetings for my probationary teachers occur every month to keep the teachers compliant with the county and support them with professional teaching standards to clear their credentials. New interns are also partnered with a mentor teacher onsite.

The district also provided training for the Community Contacts on attendance accounting, family information gathering, parent engagement, customer service, home visits, data entry in SIS, and student information data entry. Paraprofessionals also attended training on addressing social and emotional issues that students may face. Paraprofessionals and teachers also received training on working with small groups of students, EL programs, such as iLit training, and managing difficult students. Additionally, the staff received training on the new curriculums purchased for the students. The community contact also received training from CASAS on reporting data in Topspro.

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	40	55	58