

Corcoran Academy

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | 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 |
| Website | http://kingslake.corcoranunified.com/ |
| County-District-School (CDS) Code | 16 63891 0110858 |

| Entity | Contact Information |
|----------------|--|
| District Name | Corcoran Joint Unified School District |
| Phone Number | 559-992-8888 |
| Superintendent | Rich Merlo |
| Email Address | rmerlo@corcoranunified.com |
| Website | http://www.corcoranunified.com/ |

School Description and Mission Statement (School Year 2019-20)

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. The 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. The King's Lake Educational Center 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.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 11 | 1 |
| Total Enrollment | 1 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Hispanic or Latino | 100 |
| Socioeconomically Disadvantaged | 100 |
| Homeless | |

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 1 | 1 | 1 | 146 |
| Without Full Credential | 0 | 0 | 0 | 28 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December , 2019

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.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity | Yes | 0 |
| Mathematics | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |
| Science | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |
| History-Social Science | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |
| Foreign Language | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |
| Health | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| Visual and Performing Arts | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | This is a K-12 program with multiple textbooks and publishers/materials/online courses available and used/6-12 generally use Edgenuity. | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Corcoran Unified School District does not receive "Williams" repair funds for Kings Lake Education Center/Corcoran Academy. Therefore, it is not required to have an intensive inspection. The district does monitor the condition the campus, it's schools and facilities and makes or schedules maintenance and repairs as needed. The facility is in "Exemplary" status overall. The facilities are clean, safe and functional and in "Good Repair".

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 33 | 38 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | -- | -- | 19 | 24 | 38 | 39 |

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners | | | | | |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| English Learners | | | | | |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

CTE is not offered at Kings Lake Educational Center.

Career Technical Education Participation (School Year 2018-19)

| 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 | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | | | |

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Kings Lake Education Center communicates with parents in a variety of ways including campus events, written notices, phone calls, emails, parent link 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 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 of their student's academic progress, attendance and behavior on a regular basis. Teachers make regular calls to parents of their students giving them information on their child. Parents are also invited to our back to school night giving students a chance to show their progress and growth.

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2015-16 | School 2016-17 | School 2017-18 | District 2015-16 | District 2016-17 | District 2017-18 | State 2015-16 | State 2016-17 | State 2017-18 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | -- | -- | 7.9 | 3.4 | 2.1 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | | -- | -- | 88.4 | 85.1 | 88.8 | 83.8 | 82.7 | 83 |

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 5.3 | -- | -- | 6.4 | 5.5 | 5.4 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | -- | -- | 0.5 | 0.6 | 0.4 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Kings Lake Education Center uses the district's adopted safety Manual, Crisis Management Plan for Schools. The Crisis Management Plan for Schools addresses the various crises that could possibly occur at schools. The plan outlines the responsibilities of the school and the district. As a campus, the staff meets to discuss the following areas: crisis organization and the duties of the staff, campus crisis intervention, medical procedures, violence and crime procedures, faculty emergencies and all related emergencies that may arise including active shooter.

Safety updates are reviewed and discussed with the staff at staff meetings throughout the school year, the last one being on 11-13-19.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
| | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-22 | # of Classes* Size 23-32 | # of Classes* Size 33+ |
| English | 2 | 2 | | | 1 | 2 | | | 1 | 1 | | |
| Mathematics | 1 | 2 | | | 1 | 2 | | | 1 | 1 | | |
| Science | 1 | 1 | | | 1 | 2 | | | | | | |
| Social Science | 1 | 3 | | | 1 | 1 | | | 1 | 1 | | |

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| 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 | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8010 | \$2106 | \$5994 | \$51,803.34 |
| District | N/A | N/A | \$8955.86 | \$72,191.00 |
| Percent Difference - School Site and District | N/A | N/A | -39.6 | -32.9 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -22.4 | -33.9 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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. The 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. The 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$53,098 | \$46,208 |
| Mid-Range Teacher Salary | \$74,310 | \$72,218 |
| Highest Teacher Salary | \$98,748 | \$92,742 |
| Average Principal Salary (Elementary) | \$114,379 | \$134,864 |
| Average Principal Salary (Middle) | \$119,368 | \$118,220 |
| Average Principal Salary (High) | \$127,918 | \$127,356 |
| Superintendent Salary | \$162,010 | \$186,823 |
| Percent of Budget for Teacher Salaries | 33% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | | N/A |
| All courses | | |

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 9 |

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 Mission Community Day School and our Kings Lake Education Center campus participate in four-day staff development training at the beginning of the school year. Additionally staff development and professional learning communities (PLC) meet on periodically throughout the year. Wednesday's are the days we schedule staff meetings to disseminate new info, law changes or changes in focus of our teaching. Teachers also use this time to collaborate and share best practices. Kings County Office of Education offers coaching and professional development for our staff. Coaching, teacher-principal meetings, student performance data, PLC meetings, our county office of education-Kings County, training's and conferences all are part of our ongoing professional development.