

Corcoran Academy

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Grade 5	1
Grade 8	1
Total Enrollment	2

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	50
Hispanic or Latino	50
Socioeconomically Disadvantaged	100
Students with Disabilities	50
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	1	1	1	153
Without Full Credential	0	0	0	16
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

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
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

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

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

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 09, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Touch up several ceiling tiles in office and four ceiling tiles in Room 7.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	One light to be changed in Room 5 and replace entry light in Girls RR.
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	24	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	17	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

CTE is not offered at Corcoran Academy due to the alternative education school nature of the school.

Career Technical Education (CTE) Participation (School Year 2019-2020)

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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	
2018-19 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 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
Dropout Rate	--	--		3.4	2.1	6.5	9.1	9.6	9
Graduation Rate	--	--		85.1	88.8	87.4	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	--	--	5.5	5.4	3.5	3.5
Expulsions	--	--	0.6	0.4	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	12.5	3.3	-
Expulsions	0	0.06	-

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	1	2			1	1						
Mathematics	1	2			1	1			1	1		
Science	1	2										
Social Science	1	1			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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6272.64	\$1201.41	\$5071.23	\$51,803.34
District	N/A	N/A	\$11909.77	\$75,061
Percent Difference - School Site and District	N/A	N/A	-80.5	-36.7
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-41.8	-37.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,090	\$47,145
Mid-Range Teacher Salary	\$77,097	\$74,952
Highest Teacher Salary	\$102,489	\$96,092
Average Principal Salary (Elementary)	\$118,668	\$116,716
Average Principal Salary (Middle)	\$123,844	\$120,813
Average Principal Salary (High)	\$132,714	\$131,905
Superintendent Salary	\$162,010	\$192,565
Percent of Budget for Teacher Salaries	32.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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 2019-2020)

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		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	9	12

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 the Corcoran Academy campus participate in a four-day staff development training at the beginning of the school year. Designated days throughout the year afford for the PLC's to meet and discuss planning. Due to the various schedules, that the staff has at the site a specific day is not scheduled throughout the week. Professional development for the staff includes sexual harassment training, mandated reporter, safety protocols, and procedures. 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, training's and conferences all are part of our ongoing professional development. Furthermore, my teachers are involved in internship programs that constantly check-in and monitor the teachers in creating and performing certain targeted lessons. We also meet as a staff several times a year to go over curriculum changes and introduce new strategies and focal points. We meet to discuss what's working and what needs to be improved upon. The district also provided training for the Community Contacts on attendance accounting and Covid-19 protocols specific to their positions. Paraprofessionals also went to training on how to deal and work with social and emotional issues that students may face. 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 Topspiro.