

Corcoran Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

School Name	Corcoran Academy
Street	1128 South Dairy Avenue
City, State, Zip	Corcoran, CA 93212
Phone Number	559-992-8885
Principal	Brian Brazier
Email Address	brianbrazier@corcoranunified.com
School Website	https://kingslake.corcoranunified.com/
Grade Span	K-12
County-District-School (CDS) Code	16 63891 0110858

2025-26 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/

2025-26 School Description and Mission Statement

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

2025-26 School Description and Mission Statement

Corcoran Academy serves multiple purposes within the district. It functions as a school of choice for families seeking to transfer from a Program Improvement school and provides an alternative setting for students excelling through independent study. The school also offers an educational option for students who receive a suspended expulsion for non-mandatory reasons. Corcoran Academy is committed to delivering individualized instruction in a safe, supportive, and inclusive learning environment that honors each student’s diverse needs.

The staff is dedicated to helping students reach their full potential, achieve academic goals, and prepare for future college, career, and personal success. Independent study at Corcoran Academy is a collaborative effort among students, families, the community, and the school. Together, we provide a high-quality alternative learning environment that promotes safety, support, and academic achievement.

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

Corcoran Academy's staff recognizes that each student is unique and special. Our caring staff and programs help students 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 achieve success in whatever path they choose after high school. Learning through independent study is a collaborative effort among students, families, the community, and the school. Together, we strive to provide students with a safe, supportive learning environment that fosters each student’s academic success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	2
Total Enrollment	2

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Hispanic or Latino	100
Socioeconomically Disadvantaged	100

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.

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	18	131.5	83.08	234405.2	84
Intern Credential Holders Properly Assigned	0	0	10.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	1.66	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	80	4.1	2.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	9.7	6.18	15831.9	5.67
Total Teaching Positions	0.5	100	158.2	100	279044.8	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.

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	0	130	83.62	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	9.8	6.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.6	5.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	100	3.4	2.21	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	2.26	14303.8	5.15
Total Teaching Positions	0.4	100	155.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	0	125.5	79.45	230039.4	100
Intern Credential Holders Properly Assigned	0	0	11.9	7.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	12.2	7.73	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	100	4.2	2.66	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.1	2.62	13705.8	4.91
Total Teaching Positions	0.4	100	157.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.40	0.4	0.4
Total Out-of-Field Teachers	0.40	0.4	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected October 31, 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity	0
Mathematics	Edgenuity	0
Science	Edgenuity	0
History-Social Science	Edgenuity	0
Foreign Language	Edgenuity	0
Health	Edgenuity	0
Visual and Performing Arts	Edgenuity	0
Science Laboratory Equipment (grades 9-12)	Edgenuity	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 site's general condition. Good repair is defined as maintaining clean, safe, and functional schools.

Mission Community Day School (MCDS) facilities remain in good repair, and incremental progress has been made on the planned site enhancements at Kings Lake Education Center. Over the past year, minimal construction has been completed on a new food-preparation facility. In addition, the former food-preparation structure and its surrounding area are still cleared and ready for the next phase of development.

At this time, however, further progress remains contingent on the removal of a PG&E-owned guy wire within the new building's planned footprint. The removal of this utility component can only be performed by PG&E. Although the district has provided notice and requested action, we remain subject to PG&E's scheduling and operational timelines. Consequently, temporary front

School Facility Conditions and Planned Improvements

fencing remains in place, the former shack area remains open dirt, and the campus is not yet fully secured due to an opening created during the removal of fencing behind the previous structure.

Year and month of the most recent FIT report	July 2025
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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			
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	--	--	31	34	47	48
Mathematics (grades 3-8 and 11)	--	--	17	21	35	37

2024-25 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	0	0	0	0	0
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	--	--	--	--	--
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	--	--	--	--	--

2024-25 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	0	0	0	0	0
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	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	23.39	28.68	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
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	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
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	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>Corcoran Academy communicates with parents through campus events, written notices, phone calls, emails, the 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 Corcoran Academy, 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. Teachers are encouraged to contact parents regularly, using multiple channels, to provide updates on their students' academic progress, attendance, and behavior. Teachers make regular calls to their students' parents to provide updates on their children. Parents are also invited to our back-to-school night, where students can showcase 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 Parental Advisory committee keeps parents abreast of the Single Plan for Student Achievement (SPSA), goals, priorities, and strategies to improve student outcomes, including instructional methods and support services, and provides input on Title I funding, state/local funding, and other school-related items.</p> <p>You may request additional information by calling the school office personnel at (559) 992-8885.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	11	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	11	--	--	--
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

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	6.97	7.17	6.43	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.2	0.21	0.15	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	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.

2025-26 School Safety Plan

Corcoran Academy prioritizes maintaining a safe and secure learning environment. To fulfill the requirements of Senate Bill 187, the school developed the Comprehensive School Site Safety Plan in collaboration with local agencies and the district office.

Our plan is updated annually and includes emergency procedures, 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 included in the Comprehensive School Safety Plan in conjunction with local law enforcement, the fire department, and city officials. Due to various schedules, staff members review the School Safety Plan at different points during the school year. Students and staff participate in monthly drills, and the staff is debriefed following each drill to improve our safety procedures. Students at Corcoran Academy participate annually in Digital Citizenship Safety Training. A perimeter fence surrounds our school, and all visitors must check 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 to the campus and when 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, 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	3	0	0
Mathematics	1	1	0	0
Science	1	1	0	0
Social Science	1	2	0	0

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	1	1		
Mathematics	1	1		
Science				
Social Science	1	1		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	2		
Mathematics	1	2		
Science				
Social Science	1	2		

2024-25 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

2024-25 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	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$108,256	\$6,267	\$101,989	\$140,689
District	N/A	N/A	\$14,644	\$94,944
Percent Difference - School Site and District	N/A	N/A	149.8	38.8
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	160.6	41.1

Fiscal Year 2024-25 Types of Services Funded

Corcoran Academy utilizes a variety of textbooks aligned with the grade levels and home schools of its students. As a result, multiple publishers are used to ensure materials are appropriate and meet each student’s academic needs. The school also uses Edgenuity to expand access to A–G approved courses.

Corcoran Academy is committed to providing individualized instruction in a safe, supportive, and collaborative learning environment that honors each student’s unique strengths and needs. Staff members work to help students realize their full potential, achieve academic goals, and prepare for future college, career, and personal pathways. Students also have access to counseling services that support career planning, social-emotional needs, and special education.

Independent study at Corcoran Academy is a cooperative effort involving students, families, the community, and the school. Together, we ensure students receive a high-quality alternative education that supports academic success. To further assist students, the school provides access to PAPER, a state-aligned, high-impact tutoring program available after school hours, along with additional tutoring that can be scheduled directly with Corcoran Academy teachers.

Title I, Part A — Targeted Assistance:
Funds support academic services for students identified as failing or at risk of failing to meet state standards. These funds are used to purchase instructional materials and services that address the needs of struggling learners.

Title II:
Funds support New Teacher Induction, providing each new teacher with a mentor who offers guidance, instructional strategies, and feedback to strengthen classroom practice and improve student outcomes.

LCFF Funds:
These funds are used to support the school’s Positive Behavioral Interventions and Supports (PBIS) efforts throughout the year.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$70,318	\$57,978
Mid-Range Teacher Salary	\$98,409	\$89,612
Highest Teacher Salary	\$130,819	\$117,194
Average Principal Salary (Elementary)	\$152,430	\$143,632
Average Principal Salary (Middle)	\$159,079	\$149,447
Average Principal Salary (High)	\$170,473	\$162,334
Superintendent Salary	\$222,000	\$234,076
Percent of Budget for Teacher Salaries	29.31%	27.81%
Percent of Budget for Administrative Salaries	5.02%	5.47%

Professional Development

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

At the beginning of the school year, the Corcoran Academy campus teachers 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 scheduled to meet on Wednesdays to discuss planning, data, and next steps for the classroom and curriculum. Professional development for staff also includes sexual harassment training, mandated reporter training, and safety protocols and procedures.

The administration was also trained in positive school climate, restorative justice practices, and Multi-Tier Systems of Support (MTSS) to benefit the student population further. Trips to other campuses within and outside the district also occur to expand learning and share best practices. The Corcoran Academy administrator also participated in the application reading and selection process for Model Continuation Schools. Two site visits were also part of the process. Attendance accounting through Parsec, laws, and safety protocols are other areas the district trains staff and administration on. The Tulare County Office of Education offers training for our teachers and ongoing professional development during the academic school 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 participate in internship programs that regularly monitor and evaluate their creation and delivery of targeted lessons. NTI mentor meetings for my probationary teachers are held monthly to ensure compliance with county requirements and support them in meeting professional teaching standards to clear their credentials. New interns are also paired with an on-site mentor teacher.

The district also provided training for the Community Contacts on attendance accounting, family information gathering, parent engagement, customer service, home visits, SIS data entry, 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 in working with small groups of students in EL programs, including iLit training and managing challenging students. Additionally, the staff received training on the new curriculum purchased for the students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	55	58	62