

The Single Plan for Student Achievement

School: Corcoran High School
CDS Code: 16-32207
District: Corcoran Unified School District
Principal: Antonia Stone
Revision Date: 11/07/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Table of Contents

School Vision and Mission	3
School Profile.....	5
Comprehensive Needs Assessment Components	7
Data Analysis	7
Surveys	8
Classroom Observations.....	9
Analysis of Current Instructional Program	11
Description of Barriers and Related School Goals	21
School and Student Performance Data	23
CAASPP Results (All Students)	23
CELDT (Annual Assessment) Results.....	27
CELDT (All Assessment) Results.....	28
Title III Accountability (School Data)	29
Title III Accountability (District Data).....	31
Planned Improvements in Student Performance	32
School Goal #1.....	32
School Goal #2.....	38
School Goal #3.....	43
School Goal #4.....	48
School Goal #5.....	49
Centralized Services for Planned Improvements in Student Performance	50
Centralized Service Goal #1.....	50
Centralized Service Goal #2.....	55
Centralized Service Goal #3.....	58
Centralized Service Goal #4.....	60
Centralized Service Goal #5.....	61
Summary of Expenditures in this Plan.....	62
Total Allocations and Expenditures by Funding Source	62
Total Expenditures by Object Type.....	63
Total Expenditures by Object Type and Funding Source.....	64
Total Expenditures by Goal	65
School Site Council Membership.....	66
Recommendations and Assurances.....	67

School Vision and Mission

Corcoran High School's Vision and Mission Statements

Our district's mission is "We are relentless in creating an environment for all to improve mind, body and character." The vision of Corcoran Unified School District is to become a "Destination School District" where "people are drawn to Corcoran due to the quality, reputation and accomplishments of our schools." For our high school to achieve this vision, we have made our mission "to provide rigorous academics with real-world skills in order to ready our students for both college and careers." The vision of Corcoran High School is to partner with our students to own their learning, pursue their ambitions and achieve their dreams. Corcoran High School will provide rigorous literacy and numeracy with quality research-based strategies so students are effective critical thinkers, collaborators, communicators, creators and leaders who are prepared and productive members of society." A staff of 46 credentialed teachers offers an array of courses in core curriculum supplemented by Advanced Placement and Career Technical classes.

The Core Beliefs of CUSD are:

- R -- Respect -- Respect for everyone at all times
- A -- Aspire -- Students are the focus
- I -- Inspire -- Every student will have an advocate
- S -- Serve -- Stakeholders are a key part of the process
- E -- Expect -- Every Corcoran student can and will learn

Corcoran High School currently has in place five School-wide Expected Learning Outcomes. Under the advisement of WASC, for the 2014-15 school year, CHS utilized three Wednesday staff meeting to develop and transition to Student Learning Outcomes (SLOs). Staff members meet on designated Wednesday to determine what students need to be able to do in order to achieve mastery of a skill. Our ESLRs were as follows: 1) The ability to pass the High School Exit Exam and increase student performance on State Assessments, 2) The ability to gather, understand, evaluate and communicate information using a variety of sources including technology, 3) The ability to work together with others to complete a task cooperatively so that the task is of high quality, 4) The ability to establish a practical post secondary career and/or educational goal, 5) Close the achievement gap between the English Language Learner subgroup and Special Education subgroup with the overall student populations.

With the start of the 2015-16, Corcoran High School has adopted the following Student Learning Outcomes:

As a Corcoran High School panther who is an effective COLLABORATOR, I will work with my team as a leader and a listener. I can demonstrate my multiple roles as a cooperative informer, discoverer, interpreter, analyzer, reasoner, problem solver, self-regulator, reflector, constructor of arguments and producer.

My success in the following demonstrates my abilities towards the above:

- Projects
- Group Presentations
- Cross Curricular Assignments/Projects
- Online Discussions
- Participation in Activities
- Thrive

As a Corcoran High School panther who is an effective CREATOR, I will generate new ideas that I will have the courage to explore, and I will be open to constructive criticism. I will refine my ideas that will innovate high quality products.

I will demonstrate my abilities towards the above through:

- Projects
- Google Forms
- Essays/Reports
- Online Research/Investigations
- Presentations
- Project-Based Assessments

- iMovies

As a Corcoran High School panther who is an effective COMMUNICATOR, I will engage in academic discourses using formal language in order to communicate in diverse environments. I will use 21st century tools and know when it is appropriate to listen. I will be confident in delivering oral presentations.

I will demonstrate my abilities towards the above through:

- ePortfolio
- Presentations
- Essays/Report
- Emails/Letters
- Group Projects

As a Corcoran High School panther who is an effective CRITICAL THINKER, I will understand, pose and solve complex problems through depth of understanding, discovery, interpretation and analysis. I will demonstrate the ability to reason and construct logical arguments all while self-regulating and reflecting.

I will demonstrate my abilities towards the above through:

- Proficiency on CAASPP
- Progress and Semester Grades
- College Entrance Exams
- College Placement Exams
- AP Exams
- Early Assessment Program
- My school work including:

Benchmarks

Essays

Reports

ePortfolio

Presentations

Experiments

Online Research/discussions

As a Corcoran High School panther who is an effective LEADER I will promote and abide by the five to thrive.

Safety-I will do my part to make sure CHS is a safe campus, and I will report to my teachers/administration when it is not. I will refrain from confrontations and will seek our resolution in times of conflict. I will promote positivity in my demeanor and actions.

Acceptance-I will be open-minded to the opinions of others, and if I must disagree, I will do so in a way that my peer does not feel undermined or unwelcomed. I both accept and welcome differences in my peers and mentors. While, I am strong in my own beliefs and in my character, I know and appreciate that our campus is filled with diversity.

Recognition-I will recognize my own hard work and recognize and give credit to the hard work of others. I believe in teamwork and want my teammates to feel appreciated.

Justice-I will be fair and consistent. I expect that the rules and expectations apply the same to everyone, and that I will also be held accountable for my actions.

Fun-I believe that hard work must be rewarded with fun. I will look for ways to promote school spirit and to engage our school community in activities that are demonstrate the pride I have in my school, are competitive and entertaining.

I will demonstrate my abilities towards the above by:

- Being on time to class
- Being present each day
- Not being suspended
- Not being sent to the office
- Earning various awards

As a Corcoran High School panther who is planning for success, I will be able to articulate my COLLEGE AND CAREER GOALS I will be able to articulate my path to college and my path to my career interest.

- 4 year plan
- Course Selection
- ERWC
- Community College Course Offerings
- ePortfolio
- Career Pathways Completion
- A-G Completion
- Participation in Career Day
- Intervention Grades

School Profile

2016-2017: Corcoran High School

CEEB Code: 050665

Main Office: (559) 992-8884

www.corcoranunified.com

Principal: Antonia Stone

Assistant Principal: JJ Albert

School Learning Directors: Gabriela Cruz, Hope Lerma, Edwin Larkin

Community

The Corcoran Unified School District has served the residents of this small Kings County community for over 100 years. This predates the incorporation of Corcoran, which took place in August of 1914. The area's rich agricultural condition led to the establishment of the J.G. Boswell Corporation in 1925 and has remained the most prominent business in Corcoran. California State Prisons have opened two large facilities in Corcoran in 1989 and 1997. Corcoran is the epitome of what a "small town" is, with the community, local businesses, and schools often working together on many of the major projects in town. Despite the addition of other businesses in the community, Corcoran is still strongly influenced by its agricultural roots. The schools that are housed in Corcoran are each feeder schools to the next grades. There is one high school and one alternative education school. The population of Corcoran High School is primarily made up of 83% Hispanic, 10% Caucasian, 3% African-American and less than one percent Asian or Indian.

The City of Corcoran partnered with Corcoran Joint Unified School District to open the Technology Learning Center (TLC) on the west side of the CHS campus. The TLC provides classrooms and conference areas for the school district and other entities, while also providing access to community college courses for CHS students and community members. Opening the TLC facility has allowed the community of Corcoran to expand their partnerships with two local community colleges, College of the Sequoias and West Hills Community College in Lemoore. Both community colleges offer courses that CHS students can take concurrently during the school day. Corcoran High School was granted a three year WASC accreditation in 2013-14 and the next WASC visit is planned for March 2017. CHS enjoys a great deal of community support through boosters clubs, advisory committees, and parental involvement. Our community has taken great pride in assisting us in expanding the "pursuit of excellence" through parent involvement in these clubs and committee, as well as, financial support through the Communities and Schools Together organization.

About This School

Corcoran High School, located in the heart of Central California's San Joaquin Valley, has been the focal point for academic, social, and recreational activities for the City of Corcoran for over 100 years. The Class of 2017 will mark the 103rd graduating class of

Corcoran High School (CHS). Because Corcoran is a small rural community, extra curricular activities and clubs provide a large share of the recreation opportunities for students. CHS is a comprehensive high school serving approximately 850 students. Feeder schools include three elementary schools and one middle school. The district also supports a continuation school, an independent study program, a charter school, a community day school and an adult education program, all located on the Kings Lake Education Center.

Corcoran High School is a comprehensive four-year public high school which will have 888 students at the start of the 2016-17 school year in grades 9-12. The school opened in the fall of 1920. Corcoran High School is accredited by the Western Association of Schools and Colleges (WASC).

Curriculum

The academic program is organized by eight periods Monday-Friday. Thirty-five credits per semester makes up an average course load; however, students have the option of taking an additional after school credit-recovery courses for a maximum course load of fifty credits per semester.

AP courses are offered in Literature, Calculus, Spanish and US History. Students are placed into AP courses by teacher recommendation and by having a signed contract on file with the counseling office.

Honors courses are offered for English 9, 10 and 11.

Kings Regional Occupation Program courses allow students to learn on the job in two period blocks. Courses in this area include Health Education. While ROP no longer funds additional curriculum, other courses that prepare students for vocations are Education, Web Design, Digital Design, as well as our agriculture and business classes.

Corcoran High School partners with two local community colleges, College of the Sequoias and West Hills College, to provide students with the opportunity to take college courses while concurrently enrolled in high school. Students can access classes after school, online and in many cases, as one of their seven periods during their regular school day.

Grading and Ranking

A - Excellent = 90-100 4.0
B - Above = 80-89 3.0
C - Average = 70-79 2.0
D - Below Average = 60-69 1.0
F - Failure = 59 or below 0.0

Rankings are located on all student transcripts and show where a student is ranked in comparison to his/her same grade classmates. There is also a 10-12 class rank as well as weighted and non-weighted GPA's provided. The weighted grades include the calculation of the extra point for Honors and Advanced Placement courses. GPA calculations are computed using the above point system. Students are required to earn a minimum of 260 credits in order to graduate.

Colleges Attended by Corcoran High School graduates over the last four years:

- Bakersfield State University
- Berkeley, University of California
- Brandman University
- College of the Sequoias
- Davis, University of California
- Fresno City College
- Fresno Pacific University
- Fresno State University
- Harvard University
- Humboldt State University
- ITT Technical Institute
- Long Beach University
- Los Angeles, University of California
- Merced, University of California
- Monterey Bay University

- Porterville City College
- Reedley City College
- Riverside, University of California
- San Joaquin Valley College
- San Diego State University
- San Diego, University of California
- Santa Cruz, University of
- West Hills College

School Climate:

Corcoran High School has a School Safety Plan and Crisis Intervention Plan on file and available for parents as well as the general public. The school plans are reviewed and updated on an annual basis. The staff has developed the plan with input from parents and community members to work to ensure a safe and non-violent environment. The Safe School Plan also includes information on communication with outside organizations, police, and fire protection. Meetings are held regularly with the Corcoran Police Department, Probation Office and the Sheriff's Office to make sure that the lines of communication are open and all involved know their role.

Additionally, practice drills are held each quarter to make sure that students and staff understand what to do and where to go in the event of different types of emergency situations. Using the bell system, the school has created different tone qualities to alert staff and students of the type of emergency situation that may be underway. Corcoran High School follows the district-adopted Crisis Management Plan for Schools © 2003, which covers the type of emergencies most frequently seen in schools. Teachers receive training about the safety plan at the beginning of each school year, and training updates are conducted as needed throughout the year. Regular fire/emergency drills are conducted to prepare students and teachers to respond to emergency situations.

Suspensions and Expulsions

An important element of the philosophy of education at Corcoran High School is that all students should be provided with every opportunity to experience a positive learning environment. Staff and students share in the creation, maintenance and refinement of this environment. Corcoran High School has adopted elements of the Restorative Justice program and is now implementing Positive Behavior Intervention and Supports (PBIS). The standard procedure for processing all violations will be one of intervention, conflict resolution, restorative justice, consistency, expedient consequences and proactive parent involvement.

The implementation of PBIS has led to a substantial decrease in the number of suspensions beginning in the Spring Semester of 2013. Staff and students are being educated on the elements of PBIS and how to meet the new motto of the school, "It takes five to THRIVE" at CHS. For the 2015-16 school year, Corcoran High School was named a Gold Banner PBIS school.

Staff

Corcoran High School was a recipient of funds from the Quality Education Investment Act (QEIA). The funds from QEIA allowed CHS to expand the teaching staff to lower class size, add counselors to assist students, and add academic coaches to assist teachers with the instruction in their classrooms. The 2012-13 school year marked the last year of receiving QEIA funding, coupled with the financial issues at the state level, Corcoran High School is working through a staff reduction plan to meet financial constraints without negatively affecting classroom instruction.

Materials

The Kings County Office of Education completed the Williams Settlement District Visit in September 2016. There were no insufficiencies found during the visit and all students have the required textbooks and instructional materials.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In 2015-16, the annual school safety survey was sent out to the CHS staff. The results showed a 42% risk ratio and a 78% protection ratio. This translates to the idea that Corcoran High School staff felt that there was a 42% chance of risk, which was determined by the number of the risk questions that were answered. However, of the protection questions that were responded to, CHS is enacting the correct behaviors 78% of the time. If CHS improves the protection behaviors to 100%, the risk ratio will decrease, however it is unlikely for it to go to zero percent because there is no 100% guarantee of safety. In 2013-14, Corcoran High School joined Positive Behavior Intervention and Supports (PBIS) and implemented numerous programs and systems to improve CHS safety. These included positive behavior intervention, rewards programs, mass push-out of information and expectations, conflict resolution, Restorative Justice, increased campus monitoring, installation of additional video cameras, and locking all gates and entry points to the campus.

The expectation is that for future year, the risk ratio will again go down, and the protection ratio will go up.

In 2013-14 parents were sent a school safety survey which included questions about school programs. Parents who responded to the survey stated that for the most part, students are safe on campus and students are getting an appropriate education through the use of technology and the CAAT program.

In 2014-15, students were emailed the link to a Google Form Survey. 50 students voluntarily responded to the survey.

Below are sample questions and responses:

1. How does Corcoran High School compare to other high schools: Excellent Good Fair Poor

12/50 = Excellent

16/50 = Good

10/50 = Fair

5/50 = Poor

7/50 = no response or non-measurable responses

2. Do you believe you are getting an appropriate education at Corcoran High School?

42/50 = Yes

0/50 = No

7/50 = no response or non-measurable responses

3. How does Corcoran High School communicate with parents?

Responses Varied including: emails, phone calls, Teleparent, conferences, sending grade home, notes home, Aeries Grade Book, telegrams, parents are told about "every little thing" and "no communication."

In 2014-15 teachers were also asked to complete a Google Form Survey.

Below are sample responses and questions:

1. What type of professional development does CHS provide for teachers?

Answers varied but included: Kagan Structures, Cycle of Inquiry, Panther Writing Model, Common Core State Standards, English Language Development training through Tulare Office of Education and AALF, Schoology, Aeries, Schoolcity, Catapult, 21st Century Learning, department collaboration, student discipline, focus lesson training, professional development conferences, Edgenuity, Corcoran Academy of Arts and Technology, BTSA, support providers, CTE, technology, Advanced Placement, Explicit Direct Instruction, Rounds, Project Based Learning provided by the Buck Institute for Education, classroom management (Rick Morris), student engagement, peer observations, and close reading strategies.

2. What strategies do you employ in your classroom?

Answers varied but included: coaching, AP style analysis, Kagan, EDI, differentiation, small groups, hands-on, cooperative learning, listening/reading/writing/speaking/strategies, project-based learning, pair-share, I do/We do/You do, graphic organizers, and technology.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

There are three types of classroom observations that occur at Corcoran High School where a single administrator goes into the classroom in order to be able to speak to the kind of instruction occurring in the classroom, evaluate instruction and learning, and provide feedback for teachers: One type of observation is referred to as a walk-through. This is a very brief two to five minute observation. The administrator verifies that there is an objective posted on the board, students are on task and the teacher is engaged with the students and the content. Tallies are taken to report the number of classrooms where 1) Students and Teacher are engaged in content 2) Students are engaged in content/Teacher is not engaged or Students are not engaged in content/Teacher is engaged and 3) Teachers are not engaged and students are not engaged. Data findings provide that 85% of the time teachers and students are actively engaged in content. Feedback is then presented to the staff at staff meetings.

The second type of observation is an informal walkthrough which can last up between ten and fifteen minutes. In this type of walkthrough administrators provide written feedback for the instructor. Criteria on the form includes a breakdown of the content. Item one addresses the environment: Is there a clear objective posted? Are the walls filled with rubrics and/or student work? Is there a word wall posted with relevant academic vocabulary? Item two asks what the students are doing? In order to meet the school goals, students must be actively participating in the content in order to meet the objective a minimum of 45% of the lesson time. Item three asks what the students are saying. Are the students using academic vocabulary? Does what they are saying provide that they understand the task and know the content? And, Item four asks what the teacher is doing. Is the teacher asking appropriate questions? Is the teacher lecturing. In order to meet the school's goals teacher-talk should take no more than 20% of the lesson time. The last type of observation is a formal observation. This observation can last between 20 minutes to an hour and is based off the professional standards for the teaching profession.

Teachers are required to have a formal evaluation every other school year. Non-tenured teacher will receive six formal evaluations in a school year and until they are tenured. Tenured teachers will receive three formal evaluations every other school year. Informal walkthroughs occur with greater frequency.

Corcoran High School also utilizes group observations in two forms: The first type of group observation is referred to as Instructional Rounds. In this format several groups of a selection of five to seven teachers, admin and coaches visit up to five classes to determine how Corcoran High School is addressing its problem of practice. For the 2014-15 through 2016-17 school years, Corcoran High School determined that its Problem of Practice is in utilizing appropriate strategies, tasks and checking for understanding so students are successfully manipulating the content to meet the objective. At the end of the day, up to 25 classrooms have been visited. The visiting groups then provide advice for the school's next steps.

The second type of group visits occur under the mentorship of Catapult Learning. Linda Velie of Literacy First has provided professional development for two cohorts of Corcoran High School teachers. With Catapult, a group of teachers, administrators and coaches visit classrooms to evaluate the academic learning time that happens in each class. Feedback for the instructor is immediate. At the end of the visit, the team pulls the teachers from the classroom and the following interview takes place: 1) How do you know that Academic Learning Time is taking place? 2) What did you do to make it happen? 3) If the task had gone awry, what would you have done differently? In addition, the team provides on the spot advice for the teacher and in some instances, one member of the visiting team becomes a mentor for the teacher.

The district requires one Instructional Rounds process occur once every year. However, the school participates in internal Instructional Rounds two to four times per year. In addition, Catapult team visits occur five times per year.

Corcoran High School Summary of Findings:

- 1) 85% of the time teachers and students are actively engaged in content.
- 2) Teachers employ a variety of instructional strategies including cooperative learning which includes Kagan Structures, project-based learning, Panther Writing, discussions, Explicit Direct Instruction, labs, stations, Gallery Walks, Graphic Organizers, research/investigative learning, questioning, technology-based tasks, student presentations and pair-shares.
- 3) Students are comfortable with teacher expectations and their roles in a group.

- 4) Students are comfortable with listening, speaking, reading and writing in classes. However, the level at which students read, write, speak and listen is not at the higher levels of Bloom's Taxonomy.
- 5) Collaboration is happening between teachers of the same content and between teachers of cross curricular content areas.
- 6) While 90% of the instructional staff consistently posts daily objectives, there is a need to align objectives to an expected student learning outcome.
- 7) Data findings suggest that Student Active Participation does not consistently reach 45% Academic Learning Time.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

For the 2011-12 school year, CAHSEE scores reached an 81% pass rate in math and an 82% pass rate in English. However, in 2012-13, CAHSEE scores fell to approximately 68% for the pass rate in math and 67% for the pass rate in English. And, in 2013-14 the pass rate rose to 76% first time pass rate in math and a 74% first time pass rate in English. In order to address this issue, for the 2014-15 school year, Corcoran High School offered two sections of CAHSEE English and three sections of CAHSEE math. Corcoran High School gave incoming 9th graders a math and English placement test. Students who scored below 60% were placed into math CAHSEE and English CAHSEE classes. Also, for the 2014-15 school year, Corcoran High School implemented a 4th period required intervention course for all students. This course provides mini English and math lessons called Focus Lessons. Teacher investigate why students are failing and create individual goals for students. Students bring missing/incomplete assignments and are given one on one opportunities with their instructors. Test results for the 2014-15 CAHSEE showed a 75% first time pass rate for English and a 69% first time pass rate for math. These numbers dipped from the 2013-14 school year. While CHS had implemented CAHSEE intervention courses, it was only available to freshmen. For 2014-15, CAHSEE was available to any student who had not passed or was at risk of not passing CAHSEE.

In October of 2015, the state suspended the CAHSEE for all tested years. Corcoran High School changed the CAHSEE Intervention classes to English Foundations and Math Foundations. The reasoning for this is that even though the students are not taking CAHSEE, students still need support in these basic skills.

For the 2014-15 school year, 94% of students participated in the SBAC and successfully completed the test. For the spring of 2015 SBAC, 98.99% of students completed the test. SBAC results showed that with regards to math 69% of students did not meet the standard. 19% Nearly met the standard. 10% of students met the standard and 1% exceeded the standard. To address these results, Corcoran High School will have 8 professional development days working with the Kings County Office of Education on project based-learning, Common Core curriculum units and lesson design. In English, 27% did not meet the standard. 38% nearly met the standard. 27% met the standard and 9% exceeded the standard. English teachers also have 8 professional development days to work with KCOE.

For the 2015-16 school year, CAASPP scores showed an increase. 14% of students showed Standards Met or Exceeded in math, and 47% of juniors scored Standards Met or Exceeded in English. As a part of the school's improvement plan, Corcoran High School will continue to work with the county, but in addition, CHS adopted a math curriculum and 8 in-class support PD days from Carnegie Learning. English has since attended CAASPP training, ELA conferences and ERWC trainings.

Corcoran High School reflects on data from CAASPP, CELDT, AP Exams, SAT, PSAT, STAR, ACT, district benchmarks, site benchmarks, EAP, college placement tests, Pre/Post Writing Assessments, Accelerated Reading, and BRI Assessments in order to determine next steps in improving instruction. The Data Wise process is replacing the Cycle of Inquiry. Data Wise takes place during Wednesday staff meetings. In addition, teachers are given common preps in order to evaluate assessments and plan for lessons.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Corcoran High School Students are given seven common benchmark assessments throughout the school year. The 3rd and 7th benchmarks are required to be Project-Based Assessments. Each PBA must have an artifact, a presentation and a writing component. Each benchmark assessment is followed by a two-three Data Wise days at the weekly staff meetings. Each curricular area is required to follow the 10 steps below:

1. Graph the data
2. Give the data a story
3. What are the strengths?
4. What are the concerns?
5. What questions do you have?
6. What are our instructional trends?
7. How do we fix the problem? (Ease-impact graph)
8. How do we involve kids?
9. Gallery Walk (Praise, Suggestion, Question)
10. Action Plan

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Corcoran High School currently employs 46 teachers. All 46 teachers have either a Provisional Internship Permit, Short-Term Staff Permit, Internship Permit, Preliminary Credential or Clear Credential. According to the criteria of Every Student Succeeds Act, all 46 teachers meet the requirement for being Highly Qualified. At the time this document was written, Corcoran High School has one classroom with a long-term sub while the school searches for a full-time teacher.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers who are interns have master teachers who observe their teaching on site and meet with the principal regularly to go over goals and expectations. Teachers who are working towards their clear credentials are assigned an on-staff BTSA mentor. In addition, Corcoran High School houses one ELD Coach, one technology coach and one CTE coach. These coaches work with teachers one on one to assist in teaching strategies and support in lesson planning.

All teachers are trained in the District Rounds Process and take part in Internal Rounds. Teachers are also trained in Literacy First in three different cohorts. Cohort 1 was trained in 2013-14. Cohort 2 consists of 1/3 of the staff and is being trained in 2014-15. The last 1/3 of the staff was expected to be trained in the 2015-16 school year; however, a fourth cohort was added in 2016-17 in order to accommodate the new teachers who joined the staff. Advanced Placement teachers are sent to AP trainings over the summer. Other professional development opportunities include Linked Learning. Currently, seven teachers are attending regular trainings in pathway development and in project based learning. The start of the school year consisted of ELD training and Kagan Structures training which was required for all teachers. Other professional development opportunities include Science Technology Engineering Mathematics (STEM), Computer Using Educators (CUE) and Career Technical Education (CTE). In addition, Kings County Office of Education provides training for all Career Technical Education teachers through the Kings Regional Opportunity Program once each month. Kings County Office of Education also sends two trainers to CHS once a month to provide training on Common Core.

Each department has adopted a textbook; however, multiple departments' core resources are from the internet or are department developed. The textbook is considered a resource as opposed to the main staple of the curriculum.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Every third Wednesday is dedicated to departmental time for our Professional Learning Communities/Data Wise. Teachers collaborate on units of study, lessons and strategies.

- CHS has one ELA academic coach who regularly observes classrooms and provide feedback and assistance to teachers on strategies. The coaches work with students to provide peer-to-peer tutoring, and are working with teachers to implement strategies that incorporate students listening, speaking, reading and writing.

*Fresno County Office of Education provides training to staff on incorporation of ELD standards into all curriculums.

- Through 2014-15, the Anytime Anywhere Learning Foundation worked with Corcoran High School to continually develop the Panther Writing Model so that all teachers are best prepared with teaching students how to write across curriculums. For 2015-16, AALF focused primarily on CAHSEE skills and English Language Development. All English / Language Arts teachers have been trained and participate in a cohort of schools with West Hills Community College and California State University to develop the Expository Reading and Writing Course (ERWC) that is offered to all 12th grade students. In 2016-17, English teachers are receiving ERWC training in order to incorporate ERWC units in all grades.

* At the start of 2014-15 and through 2016-17, Corcoran Unified School District provided two days of all day training on Kagan structures in order to improve the quality of cooperative learning in the class. Kagan structures are observed during the Rounds process and during observations. Kagan structures have become a key strategy for Corcoran High School to meet its instructional goals. Twice a year, a Kagan mentor observes up to 20 teachers who demonstrated Kagan structures with their students. The Kagan mentor provides immediate feedback to the teachers on the components of PIES.

- Corcoran High School is a participant in the California Rural Network of Schools which is based on Instructional Rounds from the work of Dr. Richard Elmore and Dr. Elizabeth City from the Harvard Graduate School of Education. All administrators and teachers have completed training and participate in the Instructional Rounds beginning in 2011. Instructional Rounds look at the instructional core, the interaction of teacher, student and content, to create the basis of learning and improve student achievement. Corcoran High School has been visited by multiple schools in the past three school years, along with visiting other schools in that are participating in the California Rural Network.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Corcoran High School has one English Language Arts Coach, one Career Technical Education Coach and one Academic Technology Coach. These three coaches provide support to all teachers. The ELD coach observes teachers and provides feedback. She models lessons and works with teacher one on one. CHS' Tech Coach provides regular trainings on online resources, programs and strategies. The CTE coach provides support to all Career Tech Ed teachers and teachers who are part of a career pathway. She brings them to Linked Learning professional development and works with them on Perkins and in developing pathways. Part of their work this year includes mapping cross-curricular units.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The master schedule was developed with collaboration at the forefront of the planning. In 2013-14 Corcoran High School implemented the first year of the Corcoran Academy of Arts and Technology (CAAT) Program. 100 students were cohorted together and in groups of 25-30 would travel to the same math, English, science and social science teachers. These four teachers were given common prep periods. Karen Ward of the Anywhere Anytime Learning Foundation mentored these four teachers through creating project-based learning. The teachers developed cross-curricular projects that occurred four times throughout the year. At the start of the development, teachers created cross-curricular themes, but later realized that the core of the project-based tasks was the idea of cross-curricular concepts. For example, in the first quarter all teachers would teach the idea through projects that humans communicate for understanding or that truths are proven through research and evidence. Then, each teacher would address how this concept applies in their respective subjects. Along with the cross-curricular concept, each unit had the student-focused questions of 1. Who am I? 2. Where do I come from? 3. What is my place in this world?

For the 2014-15 school year and on, the CAAT program expanded to now include half of the school which is approximately 400 students, and it expanded to include 13 teachers. The English, social science and ELD teacher share a common prep, and the science and social science teacher also share a common prep. The expansion to 400 students has created some growing pains. The 100 students in the 1st cohort were 9th and 10th graders. This year's students include all grade levels. It was difficult to schedule the same 25-30 students with the same teachers when now some seniors may have an AP class and others may not have a math class. To solve this problem for the 2014-15 school year and on, planning for the master schedule will be mostly completed by the start of the second semester.

These teachers are also given time to collaborate during Wednesday morning staff meetings also referred to as the Wednesday Warriors for Education (WWE). The majority of Wednesday time is used for Data Wise which requires collaboration on data analysis, intervention, teaching strategies, student reflection, action plan development and follow-up.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Educational Practices:

Through the continuing development of a Professional Learning Community at Corcoran High School, staff regularly collaborates to ensure that all students are actively involved in an educational program that promotes academics, personal growth, responsibility, discovery, and community involvement. As part of the Professional Learning Community culture being developed at Corcoran High, this collaboration time is used to:

- Analyze current textbooks and supplemental materials to determine alignment with grade level standards
- Analyze student work to ensure course work is on grade level
- Provide staff development on Explicit Direct instruction - a teaching methodology that assures maximum time on task and understanding of instructional material being presented
- Provide detailed analysis of standardized testing scores
- Provide staff development on data-proven best instructional practices including the use of technology in the curriculum

The entire teaching staff has completed training with Tulare County Office of Education in Common Core Standards before beginning the Spring 2013 semester. (However, with the high turnover, core teachers are working with county mentors on designing Common Core units and lessons.) Teachers and administration worked during their Professional Learning Community (PLC) time to develop and implement Common Core units of study, assessments and performance tasks. The units of study are to reflect the rigor and relevance needed for students to be successful on the upcoming Common Core assessments. Corcoran Unified School District and Governing Board has instructed CHS staff to implement these Common Core units of study, performance tasks and assessments during the 2013-14 school year. Corcoran Unified School District provided all CHS teachers with instructional training from WriteSource (writing) and DataWorks (Explicit Direct Instruction) in 2013-14 in order to implement teaching strategies that will increase student achievement. In 2014-15, Corcoran High School added trainings for teachers which was provided by Kings County Office of Education, Fresno County Office of Education, Kagan, ELD, and Linked Learning.

The goal of these trainings were to provide strategies to ensure teachers teach the required content and skills for the new Common Core standards. Teachers are observed on a weekly basis and evaluated on how each teacher is progressing using the instructional strategies. Catapult Learning, LLC was hired to assist the Science and Social Science teachers with the implementation of instructional strategies to teach Common Core standards. This training initially consisted of 2 days of professional development with the CHS teachers, followed up with 3 days of classroom visits and coaching to properly implement the strategies from the professional development. Catapult expanded this training model in the 2013-14 school year to work with all core curriculum teachers to use systematic and explicit instruction based on reading, writing and comprehension. The model continued in 2014-15 to include professional development, coaching and curriculum materials that will be provided for all CHS teachers through 2016-17.

Analysis of Instructional Program

1. Standards-based curriculum supported by formative benchmark testing schedule. All curriculum materials are aligned with the California State Curriculum Standards. Textbooks are from the state adopted list and purchased on the adoption anniversaries. Supplementary materials are used as necessary. Instruction is delivered through a variety of methods, using technology, direct instruction, cooperative learning and other innovative methods to engage students. Adding rigor and relevance to all curriculum is a current focus as the school is implementing California Common Core State Standards.
2. All students have access to an iMacAir laptop. Students take the device to all classes and home in the evening, which creates a true One-to-One learning environment at CHS. A district technology coach is available to all staff members to provide support and ensure that current technology is being used to teach 21st Century skills to all students throughout the campus.
3. Students discuss their own progress and goals in achieving state standards, grades, eligibility, and graduation with classroom teachers twice during the school year. Results of the CAASPP are used to identify overall weakness and to find ways of improving overall academic instruction. Results of the CELDT tests are used to place ELD students in appropriate levels of instruction and support. Local benchmarks tests are given and analyzed at regular intervals of 3-4 weeks, allowing teachers to make sure students are progressing towards proficiency in core academic areas.
4. Development of the Panther Reading and Writing Model are used school wide that utilizes a consistent set of vocabulary and strategies for writing. The program was developed by teachers and administrators working with Pivot Learning Partners to increase students' ability in writing while adding rigor to the daily curriculum.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

For the 2014-15 school year, Corcoran High School moved away from pacing guides in order to transition to Units of Study within specific time frames. This is to meet the needs of Common Core. There are 7 benchmarks within the year. Teachers are allowed to give additional benchmarks and quizzes, but these benchmarks must be district assessments recorded in Aeries. There are also three district assessments modeled after the CAASPP and Interim Assessments used to monitor student progress. The English department is responsible for two district required writing assessments: A pre-test given in September and a post-test given in May. The teachers determine writing prompts, are given a full day to discuss anchor essays and norm, and read and record scores in School City. The same prompts are given to the students at the end of the year to measure growth.

The master schedule houses 4 sections of Foundational Math as an intervention and 4 sections of Foundational English. Fourth period is Intervention for all students and all teacher teach an intervention class. This allows the intervention period to be small and manageable. English Language Development is offered seven times during the day and guidance tutor for special education students is offered 4 times throughout the day.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All subject areas have adopted text-books as a resource. All teachers have class sets of the text books they use. Students who request to take text-books home are able to do so. Students are issued Mac Airs as the beginning of the year; however due to debt, approximately 30 students were not issued technology devices. They are provided with hard copies of materials. Most teachers have incorporated online instructional materials such as math.com, mathisfun.com, and IXL. In 2015-16, the math department adopted Carnegie Learning as a Curriculum. Corcoran High school moved to the integrated model for mathematics. Senior English classes have adopted the Expository Reading and Writing Course approved for a-g and by the state university system. Advanced Placement courses have adopted pre-approved materials. The English Language Development program adopted the 2016 digital version of Edge.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Corcoran High School approved new standards-aligned instruction materials for the newly implemented Life Science course for the 2014-15 school year. 70 brand new textbooks were purchased. Math adopted Carnegie Learning and new resources were purchased for every student in Math 1, 2 and 3.

English and math courses are aligned to the Common Core State standards. Social Science courses are currently using both state standards and the Common Core State standards for English. Science is transitioning to the Next Generation Science Standards for 2014-15. Career Technical Education classes follow CTE standards and electives classes are aligned to the art standards. ELD is aligned to ELD standards and all teachers are receiving training for aligning their curriculum to ELD standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Availability of instruction to all student groups

Core courses at CHS are offered at the following levels: Advanced Placement, College Preparatory and Grade Level and every effort is made to properly place students according to their wishes, and teacher, and learning director recommendation. A full range of courses are available to allow students to meet A-G college entrance requirements for both the University Californian and California State University systems.

A variety of opportunities are available to explore different aspects of careers from entry through professional levels including internships, work experience, job shadowing, career presentations and classroom activities. Our teachers build curriculum to promote academic learning workplace skills. Programs that offer students realistic career opportunities include Kings Regional Occupational Program, Careers in Health Occupations courses, a series of business and technology courses, internships through the agriculture manufacturing class and.

The Air Force Junior Reserve Officer Training Program continues to grow since it began in 2005. Along with instruction in aerospace science, students participate in a physical training program, perform color guard ceremonies, compete in air-rifle and other sporting competitions against other school's ROTC programs, all designed to expose interested students to a military career.

Assistance to Struggling Students

Corcoran High School teachers and administration used the student data to determine the other needs that students had, after adding back in the 'D' grade, to assist the struggling students to improve their performance. Many of these students were not completing assignments, missing tests or major projects which did not provide enough data to determine where the problems was. Initially, as a Tier II intervention, students that were not completing all of their assignments were given "Homework Lunch." During the lunch period, students were picked up at the end of their class to ensure that they attended Homework Lunch, and then worked with teachers, aides and administration to complete their assignments. This intervention did help but it also provided data that each of these students needed individual assistance or tutoring. The data collected from Homework Lunch during the 2012-2013 school year showed that two areas could be expanded to assist students. First, we needed to expand the peer tutoring program (Missing Link Tutoring) during the school day. In addition, guidance would be provided by peers through the Panther Crew. Second, in order to make our Tier II intervention more effective, we created a Student Success Plan which specifically outlines what each individual student needs to do to be successful and improve their performance in all of their classes. The Missing Link Tutoring program was started by the EL Student Voice Club. Their initial recommendation was to assist EL students in all of their core classes, especially during the beginning level Algebra and English classes. However, we quickly saw the need to expand the program. Teachers were requesting tutors be placed throughout their classes and to not limit their assistance to only EL students. Classroom observations showed that the student tutors were demonstrating their effectiveness in assisting their peers. All of the tutors are trained at the beginning of the school year by the EL Academic Coaches before the students are sent to the classes. ASB also saw the need to assist freshman in their transition into high school, which led to the formation of the Panther Crew. These are upperclassmen that meet with freshman students in small groups to discuss issues, provide academic assistance and answer questions that the freshman may have about programs at CHS.

The Panther Writing Model was implemented as a school wide writing program prior to the last WASC visit. Initially, the Panther Writing Model was started in the spring semester of 2009 to target increased performance on the Exit Exam. Each year's performance on the Exit Exam has increased by at least 4% over the 2008-09 school with the largest increase being a 19% increase in 2012. With the onset of the CAASPP, students continue to be explicitly taught how to organize and structure a paragraph in the development of a five-paragraph essay. Developing the Panther Writing Model also led to the CHS English teachers joining a cohort of other local high schools at West Hills Community College (WHCC) in Lemoore. The goal of the cohort was to train the English teachers in the Expository Reading and Writing Course (ERWC). This complemented the existing Panther Writing and was adopted during the 2012-13 school year. The combination of the two writing programs has significantly impacted student performance as demonstrated on the West Hills Writing Placement Tests. The data from the placement test show 52 students taking the WHCC placement test in 2011 and this number increased to 95 in 2012 and 82 in 2013. Only 15.4% of the students in 2011 scored at transfer level writing and this number increased to 30.5% in 2012 and 37.8% in 2013. In 2013, 80.5% of the students scored either at transfer level or 1 level below compared to 59.6% in 2011.

14. Research-based educational practices to raise student achievement

In 2016-17 Corcoran High School updated its Response to Intervention. Below are the Tier I, Tier II and Tier III components in the CHS Response to Intervention Model:

Tier 1: Implement Research-Based Instructional Strategies. (Core Program)

- A. Explicit Direct Instruction
- B. Panther Reading and Writing Models
- C. Approval and Implementation of Integrated Mathematics (Math 1, 2, & 3)
- D. Expository Reading and Writing Course
- E. Focus Lessons
- F. Implementation of Common Core (Project-Based Learning)
- G. Catapult Learning Strategies
- H. Rounds
- I. CAAT Program

Tier 2: Structured Instructional Intervention for Small Groups (Early/Supplemental Intervention)

- A. 2012-13 Homework Lunch
- B. 2013-14 Peer Mentoring
- C. 2014-15 and 2015-16 Intervention Period
- D. Peer Tutoring
- E. 2013-14 Panther Crew
- F. After-School Program
- G. Math/English Foundations Intervention Classes
- H. Student Success Plans
- I. ELD Program
- J. Study Skills/Credit Recovery Course

Tier 3: Intensive Intervention (Intensive Individual Instruction)

- A. IEPs & 504s
- B. Special Education (Guidance Tutor & SDC)
- C. Student Study Teams
- D. Referral for Services
- E. Check in-Check out

In addition, Corcoran High School firmly believes that in order for students to achieve academically, there must be positive behavior expectations and interventions school-wide. In 2011-12, the suspension rate was well over 800. CHS realized that this many suspensions meant that students were missing instructional time and a school-wide program was needed. Administrators planned beginning level behavior interventions such as not suspending students who were tardy or who cut and for the 2012-13 school year, the suspensions dropped dramatically to 516. In 2014, CHS joined the Champion Model for Positive Behavior Intervention Supports (PBIS). CHS' motto became "It takes five to THRIVE!" and the five areas of Safety, Acceptance, Recognition, Justice and Fun were taught school-wide and reinforced as focus lessons, at rallies and during lunch and detention. Suspensions again dropped dramatically from 516 to 91 for the 2013-14 school year. The affected attendance which rose 2% for CHS. This also meant that students' instructional time was not being interrupted by behavior disruptions or suspensions.

Below is the Tier I, Tier II and Tier III interventions for behavior at Corcoran High School:

Tier 1: Implement Research-Based Instructional Strategies. (Core Program)

- A. School wide Instruction on "It Takes Five to THRIVE!!!"
- B. Positive Behavior Recognition (Panther Sighting)
- C. Anti-Bullying Expectations Taught School-wide
- D. Sprigeo.com
- E. TIPS Monthly Leadership Meeting
- F. Annual PBIS Parent Night
- G. Focus Lessons/Detention Lessons
- H. Active Supervision (All passing, break, lunch, before/after school)
- I. BoQ 90%/Walkthrough 35
- J. PBIS Handbook (Students/Staff/Parents)

Tier 2: Structured Instructional Intervention for Small Groups (Early/Supplemental Intervention)

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
- Family resources are often limited due to the high poverty/low education levels in this area.
 - School resources include Student Study Teams, Community Contact, Curriculum Coaches, student incentive programs, migrant programs, ELD instruction, school library, computer labs, career center, parent participation in School Site Counsel/ELAC, student support programs such as UC Merced Talent Search, Ivy League/ Upward Bound, Panther University After School Program, guidance counselors, clubs and sports programs, caring teachers and administrators.
 - District resources include curriculum development, school nurse/health services, district SARB process, professional development for teachers, school resource officers, GATE program coordination.
 - Community resources include Corcoran Family Resource Center, Corcoran YMCA, Police Activities League, Mental Health services, Corcoran Emergency Aid, Corcoran Educational Foundation/CAST, J.G Boswell Company, Chamber of Commerce, College of Sequoias, West Hills College, and many community businesses.
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

On September 7, 2016, Corcoran High School held its annual Title I parent night. It was held at 5:00 and parents were made aware of the provisions of Title I and its impact on Title I programs. In addition, the School Site Council met on September 19, 2016. Three additional meetings are scheduled for the year. School Site Council is made up of 4 teachers, 1 principal, 3 students, 3 parents and 1 classified employee.

Through the English Language Advisory Committee, parents visit classes in teams to evaluate programs. They are encouraged to take notes and ask questions about what they see. The ELD coach explains goals and programs and strategies for teaching the students the curriculum.

Corcoran High School also holds a monthly Parents in the Know meeting where parents offer feedback on programs and strategies. Regular surveys are sent to parents, staff and students. Students are selected quarterly to participate in Students in the Know and have taken part in internal rounds.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Corcoran High School held its annual Title I meeting for parents on September 7, 2016. Title I funds have been used to send AP teachers to AP conferences so that they are best informed and prepared with the appropriate strategies for preparing students for the AP curriculum and AP exams. Advanced Placement courses are open enrollment to all CHS students. Title I funds are also used to purchase books, Edgenuity, teacher trainings, and additional resources and texts.

18. Fiscal support (EPC)

Categorical and general funds are used appropriately to support the core programs at Corcoran High School and to support meeting the school's goals as stated in the Single Plan for Student Achievement.

Description of Barriers and Related School Goals

One barrier to meeting Corcoran High School's goals is the large staff turnover rate for the 2016-17 school year. For the 2015-16 school year 11/42 teachers are in their first year with Corcoran High School. This is, however, less than the 15 from the previous year

and two of the new staff are due to expansion. CHS has been proactive in sending new teachers to additional professional development and in pairing them with seasoned veteran teachers.

A second barrier to meeting goals has been developing ways to increase student attendance. Corcoran High School has a population of 860 students. 40 of these students have poor/non-regular attendance. And, approximately 30% of students fall into the categories of Not Good, Bad or Very Bad Attendance. Students can make up their attendance by going to Saturday School; however, it is pertinent that students do not miss instruction during the regular day. Corcoran High School has an attendance requirement that students must have 95% attendance in order to participate in the graduation ceremony.

A third barrier has been in getting the staff and students adjusted to the rigor of the CAASPP assessment.

A fourth challenge has been in using data effectively.

Below are the three school goals to address these barriers:

- 1) Implementation of a rigorous curriculum with a focus on literacy and numeracy.
- 2) Use data effectively to determine appropriate next steps.
- 3) Improve what is communicated to parents and continue to promote a safe campus.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	201	188	196	184	196	184	97.5	97.9
All Grades	201	188	196	184	196	184	97.5	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2551.4	2571.9	9	14	27	33	38	34	27	20
All Grades	N/A	N/A	9	14	27	33	38	34	27	20

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	17	19	57	61	26	21
All Grades	17	19	57	61	26	21

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	17	25	53	49	31	26
All Grades	17	25	53	49	31	26

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	9	11	65	70	26	19
All Grades	9	11	65	70	26	19

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	17	26	58	54	25	20
All Grades	17	26	58	54	25	20

Conclusions based on this data:

1. Students are learning about performance tasks and that some questions require more than one answer. Students were not necessarily motivated to pass the test. In November 2015, a BP/AR policy went to the Board for approval. It now requires students to place in the top two tiers of the SBAC or be required to take and pass a district alternate assessment in order to participate in the graduation ceremony.

In addition, teachers are also being sent to a variety of CAASPP trainings and 2015-16 was be the first year Interim Assessments were utilized at CHS to drive instruction. However, the results did not come back in a timely manner. In addition, teachers are learning about universal supports and accommodations for students when taking the CAASPP and Interims.

2. Corcoran High School has been devoted to the the Panther Writing Model; however, additional strategies need to be focused on specifically reading comprehension. For the 2015-16 school year, Corcoran High School is addressing the need for a reading program. CHS has revamped focus lessons for English to focus primarily on The Panther Reading Model and The Panther Writing Model.
3. Most students are successful with listening strategies.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	201	188	196	183	196	181	97.5	97.3
All Grades	201	188	196	183	196	181	97.5	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2500.3	2518.4	1	2	10	12	19	27	69	59
All Grades	N/A	N/A	1	2	10	12	19	27	69	59

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	4	8	29	33	67	60	
All Grades	4	8	29	33	67	60	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	6	6	43	44	51	50
All Grades	6	6	43	44	51	50

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2	4	47	54	51	42
All Grades	2	4	47	54	51	42

Conclusions based on this data:

1. Students are also learning about performance tasks and that some questions require more than one answer. In addition, students need help in reading math problems and in understanding what the problem is asking and in how to apply it .To address this, teachers are being sent to CAASPP training and 2015-16 will be the first year Interim Assessments are utilized at CHS to drive instruction. In addition, teachers are learning about universal supports and accommodations for students when taking the CAASPP and interims.
2. Students need additional strategies/focus in concepts and procedures. In November 2015, a BP/AR policy was approved by the Board. It requires students to place in the top two quartiles of the SBAC or be required to take and pass a district alternate assessment in order to participate in the graduation ceremony. This will address the issue of student buy-in to the test.
3. The majority of students have the ability to support their mathematical conclusions.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	2	10	3	40	39	53	45	31	30	5	16	10	7	4	3
10	13		7	30	33	44	38	48	37	15	7	9	5	13	2
11	19	15	7	32	30	50	24	39	17	11	9	20	14	6	7
12	13	19	6	47	33	33	33	15	50		15	11	7	19	
Total	11	10	6	36	34	46	36	35	32	9	11	12	8	10	3

Conclusions based on this data:

1. In 2014-15, the number of students who were at Beginning or Early Intermediate dropped off in the upper grades; however, in 2015-16 and 2016-17, in all grades the highest number of students are in Intermediate and Early Advanced. There are still 21% of the EL population in Beginning or Early Intermediate. To address this, CHS has revamped its curriculum in English Language Development. Teachers in Foundations and ELD have the prep period in order to collaborate. English teachers send the ELD teacher the texts students will be reading in English and the ELD classes focus on academic vocabulary and front-loading. The students learn context clues. Resources include THE EDGE as a text. CHS also purchased WORDS THEIR WAY as a means to intervene for struggling readers.
2. This data reflect the need for all Corcoran High School teachers to integrate ELD as a part of their classroom instruction which the professional development from FCOE focuses on. In addition, a new focus must be included in order to move students who are in Early Advanced and Advanced to re-designation.
3. For 2015-16, CHS contracted with AALF for PD. 8 times a year, CHS teachers will meet with the AALF mentor to review students, goals, and successful strategies for ELD. For the 2016-17 school year, ELD Integrated ELD strategies will be a focus during staff meeting time.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	2	10		39	38		48	31		5	15		7	6	
10	11	2		27	31		36	45		18	6		7	16	
11	18	15		30	30		28	39		13	9		13	6	
12	13	19		44	33		31	15		0	15		13	19	
Total	10	10		33	34		37	34		10	11		9	11	

Conclusions based on this data:

1. In 2014-15, the number of students who were at Beginning or Early Intermediate dropped off in the upper grades; however, in 2015-16 and in 2016-17, in all grades the highest number of students are in Intermediate and Early Advanced. There are still 21% of the EL population in Beginning or Early Intermediate. To address this, CHS has revamped its curriculum in English Language Development. Teachers in CAHSEE and ELD have the prep period in order to collaborate. English teachers send the ELD teacher the texts students will be reading in English and the ELD classes focus on academic vocabulary and front-loading. The students learn context clues. Resources include THE EDGE as a text. CHS also purchased WORDS THEIR WAY as a means to intervene for struggling readers.
2. In addition, Corcoran High School is in need of implementing multiple measures that are greater indicators of the students' language. For example, we must utilize more specific feedback from teachers, BRI reading results, and District writing assessments. The students' greatest area of need will be targeted in order to meet the goal of redesignation.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	134	157	121
Percent with Prior Year Data	99.3%	100%	100.0%
Number in Cohort	133	157	121
Number Met	73	72	77
Percent Met	54.9%	45.9%	63.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	16	126	16	144	11	115
Number Met	--	56	2	62	2	54
Percent Met	--	44.4%	12.5%	43.1%	18.2%	47.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	
Mathematics			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	

Conclusions based on this data:

1. Currently, there is one English Language Arts Coach who works with the teaching staff to implement strategies to assist English Learner (EL) students. Student Voice, a leadership training program that has created a club at CHS is supervised by the ELA coach and teachers, has developed a peer-to-peer tutoring program that is utilized during the school day as well as during the after school program.
2. Starting in 2014-15, Corcoran High School is providing its teachers with ELD training from Fresno and Tulare County Offices of Education.

3. In 2014-15, the number of students who were at Beginning or Early Intermediate dropped off in the upper grades; however, in 2015-16, in all grades the highest number of students are in Intermediate and Early Advanced. There are still 21% of the EL population in Beginning or Early Intermediate. To address this, CHS has revamped its curriculum in English Language Development. Teachers in CAHSEE and ELD have the prep period in order to collaborate. English teachers send the ELD teacher the texts students will be reading in English and the ELD classes focus on academic vocabulary and front-loading. The students learn context clues. Resources include THE EDGE as a text. CHS also purchased WORDS THEIR WAY as a means to intervene for struggling readers.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	779	818	651
Percent with Prior Year Data	91.8		100
Number in Cohort	715	818	651
Number Met	352	460	369
Percent Met	49.2	56.2	56.7
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	532	385	546	401	494	271
Number Met	87	141	127	155	123	99
Percent Met	16.4	36.6	23.3	38.7	24.9	36.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Corcoran Unified School District is also not meeting targets. This reflects the data provided for Corcoran High School. This leads to the conclusion that a reevaluation of the EL plan as a district is in need. For the 2014-15 school year, Fresno County Office of Education has provided staff development and site and district administration is restructuring the plan for redesignating EL students. For 2015-16, Corcoran High School has contracted with the Anywhere Anytime Learning Foundation for ELD professional development.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English, Mathematics, ELD, SpEd & All Courses
LEA/LCAP GOAL:
LCAP Goal #1: Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.
SCHOOL GOAL #1:
There is a clear need to identify rigor and implement rigorous curriculum with a focus on literacy and numeracy.
Data Used to Form this Goal:
Course Grades Benchmark Assessments CELDT scores CAASPP District Assessments Pre-post Writing Assessments School Benchmarks Project-based Assessments Student Success Plans Credit Recovery Grades Graduation Rates Student Performance Tracked through the Data Wise Process Suspension/Expulsion Rates

Findings from the Analysis of this Data:

- Self-study reveals that students are failing significantly higher number of courses in freshman and sophomore years at Corcoran High School.
- WASC visiting team in November 2010 recommended that CHS bring back the 'D' grade to assist struggling students and help alleviate the higher failure rate that exist in some courses.
- Self-study data reveals students failure rate within certain courses to be 40-50%.
- Students are in need of systematic intervention before the end of grading period.
- Students need a systematic approach to recover credits for courses that have been failed during previous grading periods, without having to replace classes on their current schedule and be at risk of not meeting other graduation requirements.

SLOs addressed:

ALL

Supporting Data:

- The Corcoran Unified School District instructed Corcoran High School to begin implementation of Common Core Standards during the 2012-13 school year. Development of the new units of study contain more performance-based assessments and student writing.
- Response to Intervention Model (RTI) set by district and site personnel to establish a systematic approach for assisting struggling students before the student fails their class.
- Monitor graduation rate as reported by AYP along with district graduation and dropout rates.
- Student grades reports by courses and teachers to identify students that are in need of developing a Student Success Plan.
- Student grade reports to track the percentage of students who are receiving a grade of a D and the impact on the overall course pass rates.

State Priorities Met by Implementation of the strategies to meet this goal:

Student Achievement

Student Engagement

Implementation of CCSS

How the School will Evaluate the Progress of this Goal:

Benchmark Assessments

Student work and grades used in the Cycle of Inquiry

CAASPP Results

10th grade HSEE proficiency rates

Grade-level writing assessments

Graduation Rate

Number of Students who complete a-g

Number of Students who complete a CTE Pathway

SAT scores

PSAT scores

AP Exam scores

CELDT scores

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gather samples of rubrics to assess SLOS in all classes. Evaluate sample, draft rubrics, revise and implement.	Nov 2016 -June 2017	Site Administration Teachers Coaches	Wednesday Staff Development meetings	None Specified	None Specified	
Include student and business feedback	Oct 2017 and ongoing	Teachers CTE Coach WBL Coach Admin Local Businesses Sudent	Wednesday Staff Development (Basic Program) Visits to Businesses	None Specified		
Continue mapping of units with current standards	August 2016-June 2017 and ongoing with regular annual review	Site Administration Teachers Academic Coaches County	6-8 days per year per department (Math, Science, English)	None Specified	District Funded	
Carnegie Math PD/observations and lesson design	October 2016 with ongoing review each school year	Math Teachers Site Admin Carnegie Reps/Mentors	8 days per year	None Specified	District Funded	
Full transition to NGSS	August 2016 (and testing implementation determined by the state)	Site Admin Science Teachers Academic Coaches	6 days with county mentors	None Specified	District Funded	
Evaluate and implement effective strategies to increase success in literacy and numeracy	August 2016-June 2017 with ongoing annual review	Site Admin Teachers Academic Coaches	Staff Development Wednesdays (Basic Program)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Personalized Learning	Oct 2016-June 2017 with ongoing annual review	Site Admin Coaches Lead Teachers Teachers Ed Elements	8-10 days per year of PD for design and implementation	None Specified	District Funded	
Improve the use of technology on the SAMR model.	August 2016-and evaluated on an annual basis.	Site Admin Coaches Teachers/Teacher goals Apple Mentor	Wednesday Staff Meeting After School Trainings by Tech Coach Apple Tour/Feedback	None Specified	None Specified	
Personalized Learning Plan that focuses on use of technology	September 2017 and evaluated on a yearly basis	District Admin Site Admin Teachers Ed Elements Tech Coaches Design Team	Professional Devel, Conferences, Materials	None Specified	District Funded	
Regular use of Kagan to engage students / teach collaboration and go deeper in the content.	August 2016 and ongoing	District Admin Teachers Site Admin Kagan Coach Students	PD, mentoring through in-class support with coach.	None Specified	District Funded	
Master Kagan Structures (add two Kagan Structures each year)	Jan 2017 and review each year	Same as above	Same as above	None Specified	District Funded	
Implement CFM with an understanding of when to transition from CFU and when to intervene	Jan 2017 with regular annual ongoing review	District Admin Site Admin Coaches Lead Teachers Teachers Students	Wednesday Staff Meeting Rounds Evaluation of Lesson Plans Submission of Questions	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to offer and increase the offerings of college courses on campus	June 2017 with regular ongoing review	Principal AP LDs Counselors College Reps College Teachers Teachers	Conferences with colleges Evaluation of master schedule Student requests Registration	None Specified		
Require lesson plans to be submitted that contain evidence of strategies/standards according to Anatomy of a Lesson.	Four times by June 2017 and regular ongoing review	Site Admin Coaches Department Teachers	Wednesday Staff Meetings Coaching by county mentors PD from CRN and Catapult/Literacy First	None Specified		
Submission of two PBL lessons for approval/revision	September 2017 with ongoing regular review	Site admin Coaches Lead teachers Teachers	Wednesday Staff Meetings BIE Training	None Specified	District Funded	
Specifically teach academic vocabulary in all classes	October 2016 and ongoing	Site admin Coaches Lead teachers Teachers	Wednesday Staff Meetings Observations Submission of academic vocab for departments	None Specified		
Implementation of Focus Lessons during intervention period	August 2016 with regular ongoing review	Site Admin Coaches Presenting math and English teachers Teachers Students	Wednesday Staff Meeting Mini Math and English Focus Lessons to be taught during intervention period	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of student cohorts and pathways	August 2016 with ongoing review	Site Admin Advisories CTE Coach WBL Coordinator Lead Teachers Cohorted teachers	Development of pathways for CTE, electives, cross curricular projects	None Specified		
Regular implementation of CAASPP IABs, ICAs, colored assessments, and CAASPP-like assessments to increase level of rigor.	August 2016 with regular review	District Admin Site Admin Teachers Coaches Students	Benchmark assessments replaced with CAASPP assessments.	None Specified		
Provide resource for both teachers and students in order to assist ELD students in reading and writing.	August 2016 with ongoing regular review	ELD Teachers Teachers Students Site Admin Coaches	Conferences	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2896.37
			Kagan Structures Resources	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3822.61
			Texts	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1054.39
			Online Curriculum for Credit Recovery	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4275.00
			School Supplies & Additional Resources	4000-4999: Books And Supplies	Title III Immigrant Education Program	3765.60
			Additional Resources	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2034.33

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Core Academic Program & All Courses
LEA/LCAP GOAL:
LCAP Goals: Students will receive a broad and rigorously academic educational program that builds toward college and career readiness.
SCHOOL GOAL #2:
There is a clear need to make curricular decisions that are driven by data.
Data Used to Form this Goal:
Graduation Rate A-G Completion rate PSAT Participation rate EAP AP Exams, SAT, ACT CAASPP

Findings from the Analysis of this Data:

* There was not a strong correlation between what was tested on CAASPP, what was tested by teachers and how that was used to drive instruction

- Students were not demonstrating college readiness on the AP exams, EAP or meeting a- g requirements
- Students were not exposed to CAASPP style curriculum or questions outside of the CAASPP assessment.

SLOs Addressed:

ALL

Supporting Data:

- Students were not achieving at Standards Met or Standards Exceeded
- Student performance on the EAP was lower than the county and state averages.
- Students scoring a 3 or higher on AP exams was 30% or less.
- Less than one-third of the graduates from Corcoran High School were meeting a-g requirements for entrance in CSU/UC.

- UC Merced Talent Search program offered the opportunity to bring a counselor to CHS and to provide training and workshops for students and parents.
- A partnership began with College of the Sequoias (COS) and West Hills Community College (WHCC) to offer courses that CHS students had priority to enroll in.

The graduation rate at Corcoran High School has increased since the 2009-10 school year to approximately 90%; however, in 2014-15, the graduation rate slipped to 87%.

*In 2015-16 the grad rate could not be reported due to discrepancies in how the data was submitted.

- The a-g completion rate has increased since the 2009-10 school year and are now exceeding 40%.
- College readiness has continually increased during this time as demonstrated on the EAP and college placement tests.
- EAP participation rates continually exceed 95% throughout the last five testing cycles.
- Student participation along with student achievement has increased since 2009-10 on the AP exams, SAT and ACT.
- The number of students taking the PSAT had been increasing every year since 2011, but since 2013, the number has leveled off at about 150 students.

State Priorities Met by Meeting these Goals:

Student Achievement

Implementation of Common Core

Student Engagement

Course Access

School Climate

Other Student Outcomes

How the School will Evaluate the Progress of this Goal:

Student Semester Grades
 Student pass rates of courses
 Graduation Rate
 Student performance on AP exams
 Student performance on EAP and College placements test
 Student performance on SAT and ACT
 4 year plans
 Career/job Survey
 a-g completion rates
 CAASPP results
 CELDT results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition away from COI to the Data Wise Improvement Process	August 2016-June 2017 with ongoing review each school year	District Admin District Principals Site Admin Coaches Lead teachers Teachers Students	8 step process that evaluated data, teaching and round to improve teaching and learning	None Specified		
Develop and revise Data Wise Action Plan	October 2016- with ongoing review each school year	Same as above	Revise the Action Plan and Baby Action Plans that identify PD, resources, steps, strategies, Rounds and planning to impact teaching and learning.	None Specified	None Specified	
Gather data on SLOs in the classroom	Jan 2017- with ongoing review each school year	Distict Admin Site Admin Teachers Students Coaches	Through observations, gather data on how SLO are used and addressed	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Outline/Inventory each assessment and function of each assessment for the school year	September 2016-June 2017 with ongoing annual review	District Admin Site Admin Lead Teachers Teachers	Calendar each assessment and purpose for improving teaching/learning	None Specified		
Require literacy and numeracy assessments from appropriate classes and intervention period	August 2016 with annual review	Site Admin Teachers Coaches	BRI AR Fluency Colored Assessments DWA IABs	None Specified	None Specified	
Continue to utilize intervention class to collect data on SSPs and goals	August 2016-June 2017 with ongoing annual review	Site Admin Coaches Teachers Students	Student Success Plans (Student reflections and goals)	None Specified	None Specified	
Evaluate results of the placement tests (and continue to edit/revise placement tests appropriately)	Sept 2016 - June 2017 with ongoing annual review	JMMS Teachers Site Admin Coaches Teachers	Placement test to determine readiness for a-g English/math and Spanish course	None Specified	None Specified	
Meet with incoming 9th grade teachers to collect data on student status	August 2016-2017 with ongoing annual review	Site Admin Coaches TEachers	One teacher from each department will meet from one rep from JMMS at least twice each year	None Specified	District Funded	
Collect data and revise Action Plan based on feedback from Rounds/internal Rounds/assessment data and Data Wise process	August 2016 and ongoing with regular review	Site Admin Coaches Lead Teachers Teachers Students	Data Wise Process			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Map out effective strategies based on data results	August 2016 and ongoing with regular and annual review	District Admin District Teachers Catapult Carnegie Ed Elements Site Admin Coaches Lead teachers Teachers BIE County Mentors Kagan Coach NTI Apple Reps	Documenting effective strategies for department-wide/school-wide use	None Specified	District Funded	
Collect data from parent events and feedback	January 2016 and ongoing	Site Admin	Parents in the Know Online Surveys			
Determine accommodations on CAASPP for students on an IEP or in ELD based on individual needs and IEP	January 2016 and ongoing with regular review	Site Admin ELD/SpEd Teachers Teachers Students Parents	Teacher access to IEPs and ELD lists in order to provide accommodations/modifications Review of each student's IEP/ELD progress to determine CAASPP accommodations.	None Specified		

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All
LEA/LCAP GOAL:
LCAP Goal: To ensure the continuing safety of all students and staff by providing a clean, safe, healthy and nurturing environment throughout the district. LCAP Goal: Support parents, families and community members with the education of their child/ren and the students in the Corcoran Unified School District.
SCHOOL GOAL #3:
There is a clear need to articulate school goals and the impacts of those goals to parents and to continue to maintain a safe campus.
Data Used to Form this Goal:
Supporting Data: <ul style="list-style-type: none">• Suspension rates from 2012 and prior were higher than the state average• Risk and Safety survey showed that staff felt unsafe• Parent surveys consistently requested increase in communication * The partnership with UC Merced Talent Search program offered the opportunity to bring a counselor to CHS and assist with the training and building relationships with parents. <ul style="list-style-type: none">• The maintenance of the district and school websites were continually not updated and did not contain appropriate information to meet student or parent needs.• Spanish-speaking parents that were attending Title I meetings, ELAC and DELAC meetings were asking for training on how to utilize the technology to access school information and how to become more educated on post-secondary education.• The Parent Literacy section of the 21st Century Grant offered an opportunity to fund PIQE (Parent Institute for Quality Education) which is designed to develop relationships between parents, students and the site educators.• Student Voice Club were presenting information about their club and CHS to public organizations, other school sites and parent organizations to demonstrate the educational services and progress at CHS.

Findings from the Analysis of this Data:

Rationale:

- While the 2014 WASC visiting team acknowledged a significant increase in parent communication, the school identified a need to better not just how communication occurs but what is communicated.
- The rate at which school shooting occur nationwide suggests a consistent evaluation of safety on campus
- Self-study survey shows that parents still request an increase in communication
- Teacher feedback shows that student discipline should still be a focus
- Intervention both behavioral and academic is necessary to ensure students are in class and prepared for curriculum
- Self-study findings indicate a need to improve communications between the parents and the school to increase student achievement.
- Students were not passing the HSEE, falling behind in credits and transferring to continuation school or adult school to just graduate from high school (a trend at CHS from 2004-2009).
- Self-study showed low parent participation rates at parent organizations, Back-to-School Night and various presentations held at the school site, and the parents involved do not represent the demographics of the student population.
- Students and parents were asking for increased information on school data and programs, college information and how to assist their student in meeting the requirements for post-secondary education or careers.

SLOs Addressed:

ALL

State Priorities Met by Meeting this Goal:

Parent Involvement

Climate

Student Achievement

Student Engagement

Other Student Outcomes

Basic Services

Course Access

Pupil Outcomes

How the School will Evaluate the Progress of this Goal:

Surveys/Feedback
 Suspension Rates
 Rate of Parent Involvement
 Student Semester Grades
 Student pass rates of course
 Graduation Rate
 Student performance on AP exams
 Student performance on EAP and College placements test
 Student performance on SAT and ACT
 Benchmark testing data and PLC minutes
 Students progress, quarter and semester grading reports
 Principal Summit Reports to staff and district personnel
 Parent sign-in sheets for joint workshops with UC Merced
 PEP graduation rates
 Parent Participation in parent groups, and site meetings
 Parent Access to Aeries portal
 Connect regarding school site activities and meetings
 Parent participation in trainings held at school site
 Student Attendance rates increased
 Reduction in Suspension Rates
 Parent Link delivery rates to homes
 Increase participation in Aeries Portal rates
 Increase in parent participation rates in activities
 Calendar of Events available through digital media
 Rate of CHS Parent Volunteers on campus

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand the agendas for Parents in the Know	January 2016 with regular ongoing review	Principal	Monthly meetings for parents to learn about curriculum, programs, school events and offer feedback	None Specified		
Increase the updates to the Website to include information about school/student goals	August 2016-June 2017 with ongoing annual review	District Admin Principal School Webmasters (Web Hosts)	Website updates	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand the use of Social Media to include Facebook and Twitter	August 2016-June 2017 with ongoing annual review	Principal Learning Directors	Start and update Facebook and Twitter pages to inform parents/students of important events	None Specified		
Increase the number of documents including web resources that are translated into Spanish	August 2016-June 2017 with ongoing annual review	Site administration Teachers Learning Director Parent Liaison Academic Coaches Spanish Teachers	Increase the number of documents translated into Spanish	None Specified		
Gather parent emails to add to Aeries/Listservs	August 2016-June 2017 with ongoing annual review	Site administration Teachers Support Staff	Registration forms, parents sign-ins used to add emails to Aeries.	None Specified		
Track parent participation data from parent liaison	August 2016-June 2017 with ongoing annual review	Board District Admin Site administration Parent Liaison	Collection of sign-ins from various school events to demonstrate increase/change from year to year	None Specified		
Continue to teach students about the Five to Thrive	August 2016-June 2017 with ongoing annual review	Site administration Teachers Academic Coaches Students Support Staff	Development of focus lessons and detention lessons to teach students about the school's expectations and the roles of the students.	None Specified		
Continue to teach and promote the Tier I and Tier II interventions for PBIS	August 2016-June 2017 with ongoing annual review	Site administration Teachers Academic Coaches Students Support Staff PBIS Team	Provide conflict resolution, Check in-Check out, intervention step	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with teachers to develop additional intervention strategies to add to the "Discipline Survival" folder.	August 2016-June 2017 with ongoing annual review	Site administration Teachers Students	PBIS Meetings Wednesday Staff Meeting	None Specified		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Courses
SCHOOL GOAL #1:
There is a clear need to identify rigor and implement rigorous curriculum with a focus on literacy and numeracy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gather samples of rubrics to assess SLOs in all classes, evaluate sample, draft rubrics, revise and implement.	Nov 2016-June 2017	Site Admin Teachers Coaches	Wed Staff Development meetings	None Specified		
Include student and business feedback	October 2017 and ongoing	Teachers Site Admin WBL Coach CTE Coach Students Local Businesses	Wed Staff Development (Basic Program) Visits to businesses	None Specified		
Continues mapping of units with the current standards	August 2016 - June 2017 and ongoing with regular annual review	Site Admin Teachers Academic Coaches County	6-8 days per year per department (Math, Science, English)	None Specified	District Funded	
Carnegie Math PD/observations and lesson design	October 2016 with ongoing review each school year	Math Teachers Site Admin Carnegie Reps/Mentors	8 days per year	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full transition to NGSS	August 2016 (and testing implementation determined by the state)	Site admin Science Teachers Academic Coach County Mentor	6 days with county mentors	None Specified	District Funded	
Evaluate and implement effective strategies to increase success in literacy and numeracy	August 2016 - June 2017 with ongoing annual review	Site admin Teachers Academic Coaches	Staff Development Wednesdays (Basic Program)	None Specified		
Implementation of Personalized Learning	October 2016-June 2017 and ongoing	Lead Teachers Site Admin Academic Coaches Ed Elements	8-10 days per year of PD for design and implementation	None Specified	District Funded	
Improve the use of technology on the SAMR model	August 2016-and evaluated on an annual basis	Site Admin Coaches teachers/teacher goals Apple Mentor	Wednesday Staff Meeting After School Trainings by Tech Coach Apple Tour/Feedback	None Specified	None Specified	
Personalized Learning Plan that focuses on the use of technology	September 2017-and evaluated on a yearly basis.	District Admin Site Admin Coaches Teachers Ed Elements Design Team	Professional Dev, Conferences, Materials	None Specified	District Funded	
Regular use of Kagan to encourage students/teach collaboration and go deeper in the content	August 2016 and ongoing	District Admin Teachers Site Admin Kagan Coaches Students	PD, mentoring through in-class support with coach	None Specified	District Funded	
Master Kagan Structures (add two Kagan Structure per year)	Jan 2017 and review each year	Same as above	Same as above	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CFM with an understanding of when to transition from CFU and when to intervene	Jan 2017 with regular ongoing review	District Admin Site Admin Coaches Lead Teachers teachers Students	Wednesday Staff Meetings Rounds Evaluation of Lesson Plans Submission of Questions	None Specified		
Continue to offer and increase the offering of college courses on campus	June 2017 with regular ongoing review	Principal AP LDs Counselors College Reps College Teachers Teachers	Conferences with colleges Evaluation of the master schedule Student requests Registration	None Specified		
Require lesson plans to be submitted that contain evidence of strategies/standards according to Anatomy of a Lesson	Four times by June 2017 and regular ongoing review.	Site Admin Coaches Departments Teachers	Wednesday Staff Meeting Coaching by County Mentors PD from CRN and Catapult/Literacy First	None Specified		
Submission of two PBL lessons for approval/revision	September 2017 with regular review	Site Admin Coaches Lead Teachers teachers	Wednesday Staff Meetings BIE Training	None Specified		
Specifically teach academic vocabulary in all classes	October 2016 and ongoing	Site Admin Coaches Teachers Lead Teachers	Wednesday Staff Meetings Observations Submission of academic vocab for departments	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of student cohorts and pathways	August 2016 with ongoing review	Site Admin Advisories CTE Coach WBL Coordinator Lead Teachers Cohorted teachers	Development of pathways for CTE, electives, cross-curricular projects	None Specified		
Implementation of Focus Lessons during intervention period	August 2016 with regular ongoing review	Site Admin Coaches Presenting math and English teachers Teachers Students	Wednesday Staff Meeting Mini Math and English Focus Lessons to be taught during intervention period	None Specified		
Regular implementation of CAASPP IABs, ICAs, colored assessments, and CAASPP - like assessments to increase level of rigor	August 2016 with regular review	District Admin Site Admin Teachers Coaches Students	Benchmark Assessments replaced with CAASPP assessments	None Specified		
Provide resources for both teachers and students in order to assist ELD students in reading and writing.	August 2016 with regular and ongoing review	ELD teachers Teachers Students Site Admin Coaches	Conferences	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2896.37
			Kagan Structures Resources	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	3822.61
			Texts	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	1054.39
			Online Curriculum for Credit Recovery	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4275.00
			School Supplies and Additional Resources	4000-4999: Books And Supplies	Title III Immigrant Education Program	3765.60
			Additional Resources	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2034.33

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Courses
SCHOOL GOAL #2:
There is a clear need to make curricular decisions that are driven by data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Transition away from COI to the Data Wise Improvement Process	August 2016 - June 2017 with ongoing review each school year	District Admin District Principals Site Admin Teachers Coaches Lead teachers Students	8 step process that evaluates data teaching process, and Rounds to improve teaching and learning.	None Specified		
Develop and revise Data Wise Action Plan	October 2016- with ongoing review each school year	Same as above	Revise the Action Plan and Baby Action Plans that identify PD, resources, steps, strategies. Rounds, and planning to impact teaching and learning.	None Specified		
Gather data on SLOs in the classroom	Jan 2017 - with ongoing annual evaluation	District Admin Site Admin Coaches Students Teachers	Through observations, gather data on how SLOs are used and addressed	None Specified		
Outline/inventory each assessment and function of each assessment for the school year	Sept 2016 -- June 2017 with ongoing review each school year	District Admin Site Admin Teachers Coaches	Calendar each assessment and purpose for improving teaching / learning	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Require literacy and numeracy assessments from appropriate classes and intervention period	August 2016- with ongoing annual review	Site Admin Teachers Coaches	BRI AR Fluency Colored Assessments DWA IABs	None Specified		
Continue to utilize intervention class to collect data on SSPs and goals	August 2016-June 2017 with ongoing annual review	Site Admin Coaches Teachers Students	Students Success Plans (Student reflections and goals)	None Specified		
Evaluate results of the placement tests (and continue to edit/revise placement tests appropriately)	Sept 2016 - June 2017 with annual review	JMMS Teachers Site Admin Coaches Teachers	Placement test to determine readiness for a-g English/math and Spanish course	None Specified		
Meet with incoming 9th grade teachers to collect data on student status	August 2016 - June 2017 with ongoing evaluation	Site Admin Coaches Teachers	On teacher from each department will meet wit one rep from JMMS at least twice a year	None Specified		
Collect data and revise Action Plan based on feedback from Rounds/Internal Rounds/assessment data and Data Wise process	August 2016-Jan ongoing with regular review	Site Admin Coaches Lead teachers Teachers Students	Data Wise Process			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Map out effective strategies based on data results	August 2016 and ongoing with regular and annual review	District Admin District Teachers Catapult Carnegie Ed Elements Site Admin Coaches Lead teachers teachers BIE County Mentors Kagan Coach NTI Apple Reps	Documenting effective strategies for department-wide/school-wide use	None Specified	District Funded	
Collect data from parent events and feedback	January 2016 and ongoing	Site Admin	Parents in the Know Surveys			
Determine accommodations on CAASPP for students on an IEP or in ELD based on individual needs and IEP	January 2016 and ongoing with regular review	Site Admin ELD/SpEd Teachers Teachers Students Parents	Teacher access to IEPs and ELD lists in order to provide accommodations/modifications Review of each student's IEP/ELD progress to determine CAASPP accommodations.	None Specified		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All
SCHOOL GOAL #3:
There is a clear need to articulate school goals and the impacts of those goals to parents and to continue to maintain a safe campus.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Expand the agendas for Parents in the Know	January 2016- with ongoing annual review	Principal	Monthly meetings for parents to learn about curriculum, programs, school events and offer feedback.	None Specified		
Increase the updates to the Website to include information about student/school goals.	August 2015-2016	Site Admin Teachers Coaches	*Anywhere Anytime Learning Foundation *Kings County Office of Education *Tulare County Office of Education	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Increase the number of documents including web resources that are translated into Spanish	August 2016-June 2017 with ongoing annual review	Site Admin Teachers Learning Director Parent Liaison Academic Coaches Spanish Teachers	Increase the number of documents translated into Spanish	None Specified		
Expand the use of Social Media to include Facebook and Twitter	August 2016-June 2017 with ongoing annual review	Principal Learning Directors	Start and update Facebook and Twitter pages to inform parents/students of important events.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Gather parent emails to add to Aeries/Listservs.	August 2016-June 2017 with regular review	Site Admin Teachers Support Staff	Registration forms, parent sign-ins used to add emails to Aeries	None Specified		
Track parent participation data	August 2016 - June 2017 with ongoing annual review	Board District Admin Site Admin Parent Liaison	Collection of sign-ins from various school events to demonstrate increase/change from year to year	None Specified		
Continue to teach students about the Five to Thrive	August 2016-June 2017 with ongoing annual review	Site Administration Teachers Academic Coaches Student Support Staff	Development of focus lessons and detention lessons to teach students about the school's expectations and the roles of the students.	None Specified		
Continue to teach and promote the Tier I and Tier II interventions for PBIS	August 2016 - June 2017 with ongoing annual review	Site Admin Teachers Academic Coaches Students Support Staff PBIS Team	Provide conflict resolution, Check in/Check out, intervention steps	None Specified		
Collaborate with teachers to develop additional intervention strategies to add to the "Discipline Survival" folder.	August 2016-June 2017 with ongoing annual review	Site Admin Teachers Students	PBIS Meetings Wednesday Staff Meeting	None Specified		1375

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Basic Grants Low-Income	14083.42	0.72
Title III Immigrant Education Program	3765.60	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Basic Grants Low-Income and Neglected	14,082.70
Title III Immigrant Education Program	3,765.60

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	13,573.30
5000-5999: Services And Other Operating Expenditures	4,275.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and	9,807.70
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	4,275.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	3,765.60

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,848.30

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Antonia Stone	X				
Caleb Araujo		X			
Morgan Tigert		X			
Kayla Smith		X			
Vince Camarena			X		
Shannon Nolan				X	
Shonie Holt				X	
Takeera Mack				X	
Maricela Lerma				X	
Vanessa Villagran					X
Alejandra Fernandez					X
Aldo Garcia					X
Jennifer Krahn		X			
Numbers of members of each category:	1	4	1	4	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on November 7, 2016.

Attested:

Antonia Stone

Typed Name of School Principal

Signature of School Principal

Date

Morgan Tigert

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Title I School-Level Parental Involvement

This policy describes the means for carrying out designated Title I parental involvement requirements.

Title I School-Level Parental Involvement Policy-Corcoran High School
Corcoran High School has developed a written Title I parental involvement policy with input from Title I parents. The School Site Council met on September 19, 2016, and reviewed and approved the policy. The policy was distributed to parents of Title I students via email and with report cards. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Corcoran High School, the following practices have been established:

- **The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program:** For the 2016-17 school year, the annual Title I meeting was held on September 7, 2016. Flyers were posted around the school, and in addition, Parent Link was used to call all parents on three separate dates to notify them of the meeting.
- **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.** To meet the hectic schedules of our parents, Corcoran High School held the meeting in the evening and it began at 5:30 pm in the Technology Learning Center.
- **The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy.** At each School Site Council meeting, the title I budget is reviewed and the SSC approves all expenditures for Title I. Flyers are posted around to school to announce the time and dates for SSC meetings.
- **The school provides parents of Title I students with timely information about Title I programs.** Parents are notified of Title I meetings well in advanced. Parent Links begin at least two weeks prior to the meeting. Each category is explicitly explained and discussed at Title I, ELAC and SSC meetings.
- **The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.** At all parent group meetings including Title I, ELAC and SSC, data was given to the parents which covered state and local assessments

such as STAR, CAHSEE, site and district benchmarks, AP exams, and the presentation included the action plan for improvement.

- **If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.** Corcoran High School has previously provided Parent Education for Quality Education, and for the 2016-17 school year, will be offering the Parent Empowerment Program in order to teach parents about A-G and graduation, assessments, parent conferences, discipline and behavior programs, and intervention. Corcoran High School encourages all parents to contact the main office to request a parent conference for their child. This information is in the student handbook and on the school website.

School-Parent Compact

Corcoran High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The compact was developed approximately seven years ago by the Corcoran High School staff and administration and in conjunction with parents of ELAC, SSC and meetings of Title I. The Parent/School Compact is attached to this document.

Building Capacity for Involvement

Corcoran High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- **The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.** Corcoran High School has previously provided Parent Education for Quality Education, and for the 2015-16 school year and on, will be offering the Parent Empowerment Program in order to teach parents about A-G and

- graduation, assessments, parent conferences, discipline and behavior programs, and intervention. Corcoran High School encourages all parents to contact the main office to request a parent conference for their child. This information is in the student handbook and on the school website.
- **The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.** As stated earlier, Corcoran High School has previously provided Parent Education for Quality Education, and for the 2015-16 school year and on, will be offering the Parent Empowerment Program in order to teach parents about A-G and graduation, assessments, parent conferences, discipline and behavior programs, and intervention. Corcoran High School encourages all parents to contact the main office to request a parent conference for their child. This information is in the student handbook and on the school website.
 - **With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.** One of the main goals for Corcoran Unified School District was to improve the use of parent volunteers and their input within the school. With this said, Corcoran High School has a community contact and a parent liaison who reach out to parents to involve them in discussions about their students and the school as well as helping out within the schools.
 - **The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.** Parent groups have conducted classroom observations in order to get a feel for the climate of the school, teaching styles, school focus, to comment of the learning environment and offer feedback.
 - **The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.** Corcoran High School utilizes the district translator in order to put documents in the native-language of the parent. In addition, Corcoran High School contracts with translating services so the SPSA, SARC, guidance handbook and other documents are in more than one language.
 - **The school provides support for parental involvement activities requested by Title I parents.** Parents take part in classroom observations, volunteer for the school, are encouraged to attend parent-teacher conferences, and are encouraged to be a part of the Parent empowerment Program.

Accessibility

- **Corcoran High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency,**

parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.Corcoran High School utilizes the district translator in order to put documents in the native-language of the parent. In addition, Corcoran High School contracts with translating services so the SPSA, SARC, guidance handbook and other documents are in more than one language. Flyers are posted to encourage parents to attend, and in addition, Parent Link is used to call and notify all parents. Staff is available to assist parents with disabilities.

Last Reviewed: September 19, 2016

Título I - Nivel-Escolar de Participación de Padres

Esta política describe los medios para llevar a cabo los requisitos designados de Título 1 para la participación de los padres.

Título I - Política de Nivel-Escolar de la Participación de los Padres - Escuela Secundaria de Corcoran

La Secundaria de Corcoran ha desarrollado, con la participación de padres de estudiantes de Título 1 una política, por escrito, con sugerencias de los padres del Título 1. El Concilio Escolar se reunió el 15 de enero de 2016 y revisará la política el 19 de septiembre de 2016, en la junta del Concilio Escolar para discutir y determinar los elementos de la Política de Participación de los Padres. Se ha distribuido la política a los padres de estudiantes del Título I por correo electrónico y con la tarjeta de calificaciones. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118 (a) - (f) inclusive].

La participación de los Padres en el Programa de Título I

Para involucrar a los padres en el programa Título I en la Secundaria de Corcoran, se han establecido las siguientes prácticas:

- **La escuela convoca una junta anual para informar a los padres de los estudiantes del Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I:** Para el año escolar 2016-17, la junta anual de Título I se llevó a cabo el 7 de septiembre de 2016. Volantes fueron publicados alrededor de la escuela, y, además, se utilizó el sistema Parent Link para llamar a todos los padres en tres fechas distintas para notificarles de la junta.
- **La escuela ofrece juntas durante horas flexibles para los padres de Título I, tales como juntas en la mañana o por la tarde.** Para cumplir con los horarios agitados de nuestros padres, la Secundaria de Corcoran llevó a cabo la junta en la tarde y comenzó a las 5:30 en el Centro de Aprendizaje Tecnológico .
- **La escuela involucra a los padres de estudiantes del Título I de una manera organizada, continua y oportuna en la planificación, revisión* y mejoramiento de las programas de Título I de la escuela y la política de participación de los padres del Título I.** En cada junta del Concilio Escolar, el presupuesto del Título I se revisa y el Concilio (SSC) aprueba todos los gastos para el Título I. Volantes son publicados alrededor de la escuela para anunciar la hora y fecha de las juntas del Concilio (SSC).
- **La escuela provee a los padres de estudiantes del Título I información oportuna sobre las programas de Título I.** Los padres son notificados

de las juntas de Título I con suficiente anticipación. Llamadas telefónicas a través del sistema Parent Link comienzan por lo menos de dos semanas antes de la junta. Cada categoría es explícitamente explicado y discutido en las juntas de Título I, ELAC y SSC.

- **La escuela provee a los padres de estudiantes del Título I con una explicación del currículo utilizado en la escuela, las evaluaciones para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes cumplan.** En todas las juntas de grupos de padres incluyendo el Título I, ELAC y SSC, se les dio a los padres datos que cubrían las evaluaciones estatales y locales, tales como STAR, CAHSEE, evaluaciones de la escuela y del distrito, exámenes de AP, y la presentación incluyó el plan de acción para el mejoramiento.
- **Si es solicitado por los padres de los estudiantes del Título I, la escuela ofrece oportunidades para convocar juntas periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos.** La Secundaria de Corcoran ha proporcionado previamente Educación para Padres para una Educación de Calidad, y para el año escolar 2016-17, se ofrecerá el Programa de Fortalecimiento para Padres con el fin de enseñar a los padres acerca de A-G y graduación, evaluaciones, conferencias entre padres/maestros, programas de disciplina y comportamiento, e intervención. La Secundaria de Corcoran anima a todos los padres ponerse en contacto con la oficina principal para solicitar una conferencia de padre para sus hijos. Esta información está disponible en el manual del estudiante y en el sitio web de la escuela.

Escuela y padres (Acuerdo/Contrato)

La Secundaria de Corcoran distribuye a los padres de estudiantes del Título I un Acuerdo entre la escuela y los Padres. El Acuerdo, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. En él se describen las maneras específicas en que la escuela y las familias se asociará para ayudar a los niños lograr los altos estándares académicos del estado. Se dirige los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de los estudiantes del Título I.

- La responsabilidad de la escuela de ofrecer un currículo de alta calidad e instrucción
- Las maneras en cual los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre los padres y maestros a través de, al mínimo, las conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres participen y sean voluntarios en la clase de sus hijos; y la oportunidad de observar las actividades de

clase

El Acuerdo se desarrolló hace aproximadamente siete años por el personal de la Secundaria de Corcoran y el administración en conjunto con los padres de ELAC, SSC y Título I. El Acuerdo entre Padre/Escuela está adjunta a este documento.

La Construcción de Capacidad para la Participación

La Secundaria de Corcoran involucra a los padres de estudiantes del Título I en las interacciones significativas con la escuela. La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- **La escuela proporciona a los padres de estudiantes del Título I con ayuda en el entendimiento de los estándares contenidos académicos Estatales, las evaluaciones, y cómo supervisar y mejorar el rendimiento de sus hijos.** La Secundaria de Corcoran ha proporcionado previamente Educación de Padres para una Educación de Calidad, y para el año escolar 2016-17, se ofrecerá el Programa de Fortalecimiento para Padres con el fin de enseñar a los padres acerca de A-G y graduación, evaluaciones, conferencias entre padres/maestros, programas de disciplina y comportamiento y la intervención. La Secundaria de Corcoran anima a todos los padres ponerse en contacto con la oficina principal para solicitar una conferencia de padres para sus hijos. Esta información se encuentra en el manual del estudiante y en el sitio web de la escuela.
- **La escuela provee a los padres de estudiantes del Título I con materiales y capacitaciones para ayudarles a trabajar con sus hijos para mejorar el rendimiento de sus hijos.** Como se dijo anteriormente, la Secundaria de Corcoran ha proporcionado previamente Educación de Padres para una Educación de Calidad, y para el año escolar 2014-15, se ofrecerá el Programa de Fortalecimiento para Padres con el fin de enseñar a los padres acerca de A-G y graduación, evaluaciones, conferencias entre padres/maestros, programas de disciplina y comportamiento, y la intervención. La Secundaria de Corcoran anima a todos los padres ponerse en contacto con la oficina principal para solicitar una Conferencia entre padres/maestros para sus hijos. Esta información se encuentra en el manual del estudiante y en el sitio web de la escuela.
- **Con la ayuda de los padres de estudiantes de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales.** Uno de los objetivos principales para el Distrito Escolar Unificado de Corcoran fue mejorar la utilización de padres voluntarios y sus sugerencias dentro de la escuela. Con esto, dicho, la Secundaria de Corcoran tiene una Trabajadora de Padres/Comunidad y una Coordinadora de Padres que se comunican con los padres para que participen en las discusiones acerca de sus estudiantes y la escuela, así

como ayudar en las escuelas.

- **La escuela coordina e integra el programa de la participación de los padres de estudiantes de Título I con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos.** Los grupos de padres han conducido observaciones en los salones escolares con el fin de conseguir una sensación del clima de la escuela, estilos de enseñanza, enfoque escolar, para poder comentar sobre el ambiente de aprendizaje y ofrecer sus opiniones.
- **La escuela distribuye información relacionada a la escuela, programas para padres, juntas y otras actividades a los padres de estudiantes de Título I en un formato y lenguaje que los padres puedan entender.** La Secundaria de Corcoran utiliza el traductor del distrito con el fin de poner los documentos en el idioma materno de los padres. Además, la Secundaria de Corcoran contrata servicios de traducción para que el SPSA, SARC, manual de orientación y otros documentos estén en más de un idioma.
- **La escuela proporciona apoyo a las actividades de participación que los padres han solicitado para los padres de estudiantes de Título I.** Los padres toman parte en observaciones de clases, son voluntarios para la escuela, se les anima asistir a las conferencias de padres y maestros, y de ser parte del Programa de Fortalecimiento de padres.

Accesibilidad

- **La Secundaria de Corcoran ofrece oportunidades para la participación de todos los padres de estudiantes del Título I, incluyendo a los padres con dominio limitado del Inglés, padres con discapacidades, y padres de estudiantes migratorios. Información e informes escolares se proporcionan en un formato y lenguaje que los padres entienden.** La Secundaria de Corcoran utiliza el traductor del distrito con el fin de poner los documentos en el idioma materno de los padres. Además, la Secundaria de Corcoran contrata servicios de traducción para que el SPSA, SARC, manual de orientación y otros documentos estén en más de un idioma. Folletos se publican para animar a los padres asistir, en adición, el sistema de Parent Link se utiliza para llamar y notificar a todos los padres. El personal está disponible para ayudar a los padres con discapacidades.

Última vez que fue revisada: el 19 de septiembre del año 2016



CORCORAN HIGH SCHOOL

HOME/SCHOOL INVOLVEMENT COMPACT



Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Regularly talk to my parents and my teachers about my progress in school.

Student signature

I.D. Number

Date

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.

Parent Signature

Date

As school staff we will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.

Corcoran High Staff



CORCORAN HIGH SCHOOL

ACUERDO DE LA IMPLICACIÓN DE CASA/ESCUELA



Nuestra filosofía de la escuela es que las familias, los estudiantes, y el personal de la escuela deben trabajar en sociedad para ayudar a cada estudiante a alcanzar su potencial. Como socios que convenimos el siguiente:

Como estudiante yo:

- Creo que puedo aprender y aprenderé.
- Leo por lo menos 30 minutos, cinco días a la semana.
- Llego a clase a tiempo, listo para aprender y con tareas completadas.
- Tengo un tiempo fijo cada día para terminar las tareas.
- Conocer y seguir las reglas de la escuela y de la clase.
- Hablo regularmente con mis padres y mis profesores acerca de mi progreso en la escuela.

Firma de estudiante

I.D. Numero

Fecha

Como padre/guarda yo:

- Hablo con mi niño periodicamente sobre el valor de la educación.
- Me comunico con la escuela cuando tengo una preocupación.
- Superviso la visión de la TV y me cerció de que mi niño lea cada día.
- Me cerció de que mi niño atienda a la escuela cada día, a tiempo, y con la tarea completada.
- Apoyo el código de la disciplina de la escuela.
- Superviso el progreso de mi hijo en escuela.
- Haga cada esfuerzo de atender eventos de la escuela, tales como conferencias del padre-profesor, a la casa abierta/Open House
- Asegúrese de que mi niño consiga sueño adecuado, la atención médica regular, y la nutrición apropiada.
- Participe en escuela, a casa, y actividades comunidad-patrocinadas para reconocer mi responsabilidad acordada de 40 horas al año.

Parent Signature

Date

As school staff we will:

- Proporcionaremos el plan de estudios y la instrucción de alta calidad.
- Comunicaremos las altas expectativas para cada estudiante.
- Esfuerzemos para motivar a mis estudiantes para aprender.
- Enseñaremos y involucraremos a estudiantes en las clases que son interesantes y desafiantes.
- Participaremos en las oportunidades profesionales del desarrollo que mejore el aprendizaje y la enseñanza.
- Haremos cumplir las reglas equitativo y involucrar a estudiantes en crear un ambiente que aprende caliente y que cuida en la clase
- Comunicaremos regularmente con las familias acerca del progreso de su niño en escuela.
- Proveeremos ayuda a las familias en lo que él puede hacer para apoyar el aprendizaje de su niño.

Corcoran High Staff

Chapter II: Progress Report

2011 Action Plan for CHS

The stakeholders listed the following as the areas of critical need in the 2011 Self Study:

Critical Area #1 Students participating in a rigorous and relevant curriculum.

Critical Area #2 Preparing students for post high-school goals, while creating a college going culture at Corcoran High School.

Critical Area #3 There is a need for the school to provide support to struggling students through systematic intervention strategies.

For each of the three Critical Academic Needs (CANs), measurable "follow-up indicators" were listed so that progress in the resolution of the needs could be assessed. The following table lists all the CANs and indicators; the right hand column will show the status of each indicator. Those items showing with "*" in the right hand column are elaborated on at the end of the tables.

Critical Area#1: Students participating in a rigorous and relevant curriculum

Component of growth-Develop a schoolwide writing program to program to improve students' writing in each curricular area and on the CAHSEE and CSTs.

Task	Timeline	Follow-up Indicator	Accomplished
1.1 Develop a teacher leadership team to develop a writing model & attend EL Network workshops	Oct 2009-April 2014	Resources developed from network and leadership meeting	Yes*
1.2 Attend EL Network workshops through Pivot Learning Partners to develop plan to identify and incorporate subject-specific Academic Vocabulary	Oct 2009-April 2014	Panther Writing Model, network resources, and development of Academic Vocabulary	Yes
1.3 Conduct teacher inservice training to	Started May 2010-May 2016	Student writing samples from	Yes, and ongoing*

Corcoran High School ACS WASC/CDE Self-Study Report

provide strategies when implementing the model		classroom	
1.4 Establish instructional strategies, benchmark testing, and rubric for teaching the writing model to all students	Started June 2010-May 2016	Feedback from inservice days from staff	Yes, and ongoing*
1.5 Align the writing model to essential writing strategies standards	August 2010-May 2016	Student writing samples on benchmarks CAHSEE and CST writing scores	Yes, and ongoing*

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

1.1 The Panther Writing Model was developed. Springboard became Pivot. CHS now works with the Anywhere Anytime Learning Foundation and Fresno County Office of Education for EL strategies.

1.2 See 1.1 above. In addition, teachers created a list of content specific Academic Vocabulary and work with Catapult Learning/Literacy First on strategies for teaching Academic Vocabulary. Teachers post Word Walls with lesson-specific Academic Vocabulary

1.3 Trainings are still provided through Wednesday staff meeting during Focus Lesson time. English teachers are sent to a variety of trainings for additional trainings to help struggling readers and writers and English teachers continue to build on the Panther Writing Model such as incorporating text-base evidence and linking the text to contemporary implications.

1.4 and 1.5 See 1.3 above

Component of growth-Develop interventions for students that are not performing at a proficient level on school benchmark assessments.

2.1 Align benchmark exams with essential standards with each PLC.	September 2019-May 2017	Benchmark assessments	Yes, and ongoing*
2.2 Set measurable and explicit goals for student achievement and teacher practices	Sept 2010-May 2017	Edusoft data from each benchmark assessment	Yes, and ongoing

Corcoran High School ACS WASC/CDE Self-Study Report

within each PLC			
2.3 Provide after school tutoring in all core subjects to struggling students	Sept 2010-May 2017	Teach/After school sign-in sheets	Yes, and ongoing
2.4 Establish intervention class periods (Saturday School/After School) to reteach essential standards to students that have failed classroom benchmark assessments	Sept 2010-May 2017 w/annual review	Saturday School teacher roll sheets. Grades in benchmark tests.	Yes*
2.5 Explore the option of designing alternative assessments for struggling students within these intervention class periods	Sept 2010-May 2011	Saturday Assessment data	No*

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

2.1 Yes; however, with the transition to the California State Standards/Common Core, teacher are now collaborating to align common assessments to the new standards in math and English. Science is moving to the Next Generation Science Standards and social science is incorporating the new social science standards and aligning with ELA.

2.4 Yes; however, Saturday School interventions are no longer in place.

2.5 No; however, intervention periods have been put in place.

Critical Area #2: Preparing students for post-high school goals, while creating a college going culture at Corcoran High School.

Component of Growth-Develop 4-6 year educational plan for all students at Corcoran High School.

Task	Timeline	Follow-up Indicator	Accomplished
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Corcoran High School ACS WASC/CDE Self-Study Report

1.1 Counselors at the high school with initiate the development of a 4-6 year plan with all students and learning directors	August 2010-May 2017	Student 4-6 year plan completes plans that are utilized by students and parent	Yes, ongoing
1.2 Establish a program to increase the number of students participating in the UC Merced Talent Search Program and meeting with the UC Merced counselor	Aug 2010-June 2016 (or life of the grant)	UC Merced Counselor student data	Yes, ongoing*
1.3 Establish a program to educate parents and community members on application and enrollment process for post-secondary education	Sept 2010-May 2011 Annually reviewed for effectiveness	Sign-in sheets from presentations	Yes, ongoing*
1.4 Develop grading policies, intervention strategies, and instructional strategies are consistent among members within a PLC that lead to more alignment to the A-G requirement for students	Aug 2010-May 2011	Meeting agendas, course syllabus, focus lesson calendars, and benchmark intervention class roll sheets.	Yes*

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

1.2 Yes, currently UC Merced serves over 240 Corcoran High School student.

1.3 Yes. Corcoran High School learning directors hold evening workshops for parents. In addition, UC Merced’s Talent Search Program offers a separate parent education program through the Parent Empowerment Program (PEP) which has been offered in both Spanish and English for

CHS parents.

1.4 Yes. Corcoran High School now uses a Response to Intervention model. In addition, Corcoran High School participates in Instructional Rounds which focuses on a Problem of Practice and research-based quality instructional strategies.

Component of Growth-Expand the cultural activities on campus to expose all students to postsecondary and career opportunities.

Task	Timeline	Follow-up Indicator	Accomplished
2.1 Expand the activities and types of guest speakers offered during Career Day.	Sept 2010-April 2011 With ongoing annual review	Career Day speaker list	Yes
2.2 Explore ways to effectively utilize programs such as Junior Ethics Day and Character Counts that reflect in positive behavior.	Sept 2010-May 2011 With ongoing annual review	Character Counts skits performed at lunch by students. Junior Ethics program presentation	Yes*
2.3 Explore within each PLC the opportunities for project-based instruction and career units that can be developed in each curricular area.	Oct 2010-April 2011 Planning and development Implementation in Fall 2011 with ongoing annual review	PLC worksheets and agendas	Yes/No*

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

2.2 Yes; however, Corcoran High School no longer uses Character Counts. Corcoran High School has since adopted Positive Intervention Behavior Supports (PBIS) which included Restorative Justice, Conflict Resolution and intervention.

2.3 Yes/No. Corcoran High School is in its third year of the Corcoran Academy of Arts and Technology, which is cross-curricular cohorting. 2015-16 also marks the first year of two ag pathways. However, there has not been on large focus on career units.

Critical Area #3: There is a need for the school to provide support to struggling students through systematic intervention strategies.

Corcoran High School ACS WASC/CDE Self-Study Report

Component of Growth-PLC’s data analyses have revealed that approximately one-third of the freshmen and sophomore students are failing core classes.

Task	Timeline	Follow-up Indicator	Accomplished
1. Establish credit recovery courses and remediation courses in the after school program.	Sept 2010-June 2013	Student sign-in sheets for the after school program and student grades	Yes
2. Establish Saturday Intervention class for core subjects for students that are failing benchmark exams	Sept 2010-May 2011 Annual review of program effectiveness	Saturday School teacher roll sheets. Grades on benchmark tests.	Yes*
3. Examine first time instruction within all core classes as part of the Cycle of Inquiry and PLC work on Late Start Wednesdays.	Aug 2010-June 2017	PLC Agendas and COI data. Walkthrough observation data. Panther Writing Model samples	Yes, and ongoing*
4. Further develop the utilization of technology within core classes to increase student engagement. PLCs will commit to setting a minimum of one Wednesday per month to utilizing technology in the classroom	Aug 2010-June 2011	PLC agendas and COI data. Walkthrough observation data. Formal evaluation data. Panther Writing Model samples.	Yes*

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

2. Yes; however, Saturday Intervention courses are no longer utilized. Corcoran High School now uses a 4th period required intervention class required for all students.

3. Yes; however, Corcoran High School is transitioning from a Cycle of Inquiry to Datawise Improvement Process

4. Yes; however, teachers and students are now required to be using technology for a significant part of the instruction and learning. Corcoran High School is using Bloom’s Taxonomy and the SAMR (Substitution, Augmentation, Modification, Redefinition) Model to evaluate the effectiveness of the use of technology in the classroom.

2014 Action Plan for CHS

The stakeholders listed the following as the areas of critical need in the 2011 Self Study:

Critical Area #1. Students participating in a rigorous and relevant curriculum.

Critical Area #2. Prepare all students for a post-secondary goal, while creating a college-going culture at CHS.

Critical Area #3. CHS has a need to provide support to struggling students through systematic intervention strategies (RTI Model).

Critical Area #4. Improve communications with parents and students to increase student achievement and involvement in school activities.

Critical Area #5. CHS needs to review, analyze and implement teaching strategies that will have a positive impact on student achievement.

For each of the three Critical Academic Needs (CANs), measurable “follow-up indicators” were listed so that progress in the resolution of the needs could be assessed. The following table lists all the Critical Areas and indicators; the right hand column will show the status of each indicator.

Those items showing with “*” in the right hand column are elaborated on at the end of the tables.

Action Plan Goal #1 Provide students with a more rigorous and relevant curriculum in all classes.

Objective 1: Improve students writing skills by focusing on basic skills, digital writing and explicit direct instruction.

Task	Timeline	Follow-Up Indicator	Accomplished
1.1) Train, observe and evaluate staff on implementation of EDI to be essential component of lessons within each unit	August 2013	Instructional Rounds Walk-through Observations Lesson Planning/PLC Data, Student Grades	Yes, but ongoing*
1.2) Restructure the implementation of the Panther Writing	August 2013 and ongoing	Development of writing requirement in all units of student,	Yes, but ongoing*

Model to incorporate more digital writing.		student writing examples and assessments, student digital portfolios, student grades, teacher-created rubrics, classroom observations	
1.3) Incorporate the Standards Plus curriculum into Focus Lessons in all classes	August 2013-2014	Student assessments on benchmarks, student grades, HSEE student pass rate. PSAT, EAP and placement test results	Yes*
1.4) Incorporate the Expository Reading and Writing Course and utilizing the course outline as the benchmark for student writing levels throughout each grade level.	August 2012-June 2014 and ongoing	Calibrate school-level writing expectations /performance with college level writing examples, graduation rates, student application numbers to post-secondary education, student writing samples.	Yes*

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

1.1) In 2012-13, Corcoran High School began working with Catapult Learning and Literacy First to implement effective teaching strategies which included EDI. However, as CHS began to incorporate Project Based Learning and Cooperative Learning, the “pendulum” swung away from EDI. Corcoran High School has since brought back an emphasis of balance on EDI and Cooperative Learning.

1.2) The writing requirement is generally basic, a few sentences to a paragraph. Corcoran High School is expanding the writing requirement to longer texts.

1.3) Corcoran High School exhausted the use of Standards Plus and starting with the 2015-16 school year, teachers and admin have been writing the focus lessons.

1.4) ERWC is fully implemented as the 12th grade English curriculum. In addition, the 9-11th are at the early stages of implementing ERWC-style units into their curriculum.

Objective #2: Implement the common core curriculum while establishing student assessments, writing and projects that incorporate high levels of Bloom’s Taxonomy.

Corcoran High School ACS WASC/CDE Self-Study Report

Task	Timeline	Follow-up Indicator	Accomplished
2.1) Develop units of study, assessments and projects that are aligned with Common Core standards (which may include common teacher preps and PLC time)	Completed training in Jan 2013 Developed units and assessments Feb -May 2013	Class pacing guides and unit projects outline. Administrative walkthroughs to indicate pacing guide is being followed. Integrated mathematics approval with A-G and student results on assessments.	Yes, ongoing*
2.2) Develop and implement a referral system to assist students that are struggling to complete their assignments	Assessed current system May 2013 (Adjust to meet needs of students) August 2013-2014	Student participation in the After School tutoring and credit recovery program. Student participation rate with Panther Crew	Yes and no*
2.3) Develop and implement student projects and writing in each common core unit which meet criteria set by district and site staff	Completed training in Jan 2013 Developed units and writing assessments Feb-May 2013 Implement August 2013 through June 2014 & ongoing	Student writing (both handwritten and digital) will be assessed throughout the school year. Writing samples for all students will be examined in PLCs. Student presentations of projects both verbally and through e-portfolio	Yes

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

2.1) Cohorted teachers currently have common prep time. Pacing guides are on file. The next step in progress is the development of common lesson plans.

2.2) Panther Crew was stopped after the first year of implementation due to confidentiality concerns brought up by parents. An intervention period is also currently in place so students can work on missing assignments.

Action Plan Goal #2 Prepare all students with a post-secondary goal, while creating a college-going culture and Corcoran High School.

Objective #1 All students will have completed a 4-year academic plan that will include a post secondary and / or career goal.

Task	Timeline	Follow-up Indicator	Accomplished
1.1) Students develop a viable 4 year plan with counselors	Aug 2013-June 2014 Ongoing each school year with review and adjustments	Student performance on HSEE, EAP, AP tests and a-g completion rates as well as student participation rates on the PSAT, SAT and ACT. Maintain graduation rate at 90%. Data submitted for Perkins Grant to CDE	Yes
1.2) Provide credit recovery plans and tutoring for all students	August 2013-June 2014 Ongoing each school year with review and adjustments	Student performance on HSEE, EAP, AP tests, and a-g completion rates. Maintain graduation rate at 90%. Data submitted for Perkins Grant to CDE	Yes*
1.3) Provide students with workshops that promote post-secondary education	Aug 2013-June 2014 Ongoing each school year with review and adjustments	Student participation rates in workshops and number of student applications to colleges.	Yes
1.4) Provide students with appropriate CTE pathways and coursework to pursue career interests	Data reported to CDE on Oct 15 and March 15 of each school year. Ongoing each school year with Action Plan	Data reported to CDE for Perkins Grant which monitors CTE completers, along with student performance data	Yes

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

1.2) Students have a credit recovery plan and have fall, spring and summer to make up classes. In addition, teachers are required to call parents to let them know when students stop showing up.

1.4) Corcoran High School offers a Summer Bridge Program available to incoming 7th and 8th grade students. Corcoran High School is a part of the Linked Learning Consortium and has two agriculture pathways which are cohorted for 9th and 10th grade students.

Objective #2: Develop and implement activities and workshops for parents and students to increase awareness of careers, financial opportunities, secondary education and post-secondary education.

Task	Timeline	Follow-up Indicators	Accomplished
2.1) Provide a minimum of one workshop in the Fall and one in the Spring to parents and students	August 2013-June 2014 Ongoing each school year with review and adjustments	PIQE graduation rates, agendas, sign-in sheets and parent / student participation rates in workshops	Yes
2.2) Increase communication with parents throughout the school year regarding various programs at the school site and the district	Aug 2013-June 2014 Ongoing each school year with review and adjustments	Parent and student participation rates in meeting and workshops	Yes

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

2.1) In 2015-16, CHS switched from PIQE to the Parent Empowerment Program through UC Merced.

Action Plan Goal #3: Corcoran High School has a need to provide support to struggling students through systematic intervention strategies (RTI Model).

Objective: Develop and implement an effective RTI model to increase student achievement in all courses.

1.1) Each course will incorporate 21st Century Learning into the curriculum	Aug 2013-June 2014 Ongoing each school year with adjustments	Student performance on benchmark exams, class grades and student pass rates.	Yes*
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Corcoran High School ACS WASC/CDE Self-Study Report

through technology training, working with the Academic Coaches and the Tech Boot Camp	and review	Student performance in CTE pathways. Maintain grad rate at 90%	
1.2) Instructional Rounds will be utilized to collaboratively improve classroom instruction	Aug 2012-June 2014 and ongoing	Instructional Rounds summaries, teacher observations, and evaluations. Utilization of coaching model provided by the district academic coaches. Student grades, pass rates and graduation rates.	Yes
1.3) Peer mentoring programs established during the school day to provide support to SpEd and EL students	Aug 2012-June 2014 Ongoing each school year with review and adjustments	Training and observation by Academic Coaches, along with teacher feedback and evaluations. Student grades and pass rates.	Yes
1.4) Students identified by classroom teachers will develop a Student Success Plan	Aug 2013-June 2014	Student success plans developed with parents and student performance as a result of the implementation plan	Yes and no*
1.5) After School tutoring will incorporate online credit recovery courses	Aug 2012-June 2014 Ongoing each school year with review and adjustments	Student participation and pass rates in credit recovery program. Student data pertaining to HSEE, a-g, and maintaining graduation rates at 90% or above	Yes
1.6) Training in Restorative Justice and Positive Behavior	Restorative Justice training in 2012-13. PBIS training in	Reduction in suspension rates. Reduction in	Yes*

<p>Intervention Supports (PBIS). Implementation of the PBIS program over a three year period.</p>	<p>2013-14. Implementation of PBIS in August 2013 through June 2014. Ongoing each year with review and adjustments</p>	<p>expulsions at CHS. Site audits, evaluations and awards based on disciplinary data. Student performance and class grades each semester. Monitor weekly discipline through SWIS system for PBIS</p>	
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Elaboration of those items in the “Accomplished” marked with an asterisk (*)

- 1.1) Data shows CHS is currently at Substitution and Augmentation of the SAMR Model.
- 1.4) Tier II students develop SSP with intervention teacher. Tier III students develop the plan with teacher, parent and admin.
- 1.6) CHS is a Gold Banner Champion Model School

Action Plan Goal #4: Improve communications with parents and students to increase student achievement and involvement in school activities.

Objective: improve communication with parents and within the academic environment in order to increase student achievement.

Task	Timeline	Follow-up Indicator	Accomplished
<p>1.1) Develop timely and meaningful parent communication</p>	<p>Aug 2013-June 2014 with ongoing evaluation and review for adjustments</p>	<p>Increased attendance, reduced suspension rates, and increase in parent awareness and participation sheets.</p>	<p>Yes</p>
<p>1.2) Provide parents with educational opportunities on the systems of the high school</p>	<p>Aug 2012-June 2014 with ongoing evaluation and review for adjustments</p>	<p>Parent participation rates in courses and workshops through sign in sheets. Calendar of available events for parent involvement.</p>	<p>Yes</p>
<p>1.3) Provide positive communication to community and</p>	<p>Aug 2012-June 2014 with ongoing evaluation and review</p>	<p>Calendar of available events for parents to participate, including</p>	<p>Yes*</p>

parents regarding workshops, school events and post secondary opportunities	for adjustments	gang awareness, Science Night and trainings held by COS, West Hills and UC Merced. Workshops sign in sheets and completion rates	
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Elaboration of those items in the “Accomplished” marked with an asterisk (*)

1.1) With the dramatic decrease in suspensions, CHS has seen a significant improvement in attendance.

1.3) Science Night was replaced with Casino Night with the math dept.

Action Plan Goal #5: Corcoran High School needs to review, analyze and implement teaching strategies that will have a positive impact on student achievement.

Objective: Identify and implement school-wide research-based instructional strategies to increase student engagement and increase student achievement.

Task	Timeline	Follow-up Indicator	Accomplished
1.1) Provide professional development and support for instructional strategies that promote student engagement and achievement.	Training throughout 2012 and 2013. Ongoing through 2013 with supplemental training as needed	Student grades at quarters and semester. Student passing rates in classes, school graduation rate, performance on AP exams, EAP and college placement tests. Student performance on SAT and ACTs	Yes*
1.2) Provide professional development and support for instruction based on Common Core Standards	Begin training in summer of 2012. Follow-up training in January 2013 Ongoing development and adjustments as needed	Student grades at quarters and semester. Student passing rates in classes, school graduation rate, performance on AP exams, EAP and college placement tests. Student performance on SAT	Yes*

Corcoran High School ACS WASC/CDE Self-Study Report

		and ACTs.	
1.3) Provide in class peer tutoring to assist struggling students	August 2012 through June 2014. Ongoing each school year with adjustments and review	Training and observation y Academic Coaches, along with teacher feedback and evaluations. Student grades and pass rates	Yes*
1.4) Provide a system of teachers observing and collaborating with other teachers	August 2012-June 2014 and ongoing	Instructional Rounds summaries, teacher observations, and evaluations. Student performance in classes, pass rates and semester grades	Yes
1.5) Further develop the current writing program to develop more expository writing from students, while incorporating more reading, listening and speaking into each class	Initial training in expository writing in Fall 2011. Continued professional development through 2012 and 2013 school year. Implementation of ERWC in 2012 and ongoing.	Development of (minimum of 1) expository units in all ELA classes. Students' performance on district writing assessments. Student performance on EAP, college placement tests and SAT/ACTs	Yes

Elaboration of those items in the “Accomplished” marked with an asterisk (*)

1.2) All core teachers have attended CCSSS training through Tulare County Office of Education.

1.3) The peer tutoring class has increased dramatically with demand annually increasing.

Critical Areas for Follow Up left by the 2011 Visiting Committee (that are not in the 2011 Action Plan).

The 2011 Visiting Committee left Corcoran High School with five impediments to improvement for Follow Up. They are as follows:

1. Instructional issues which include high expectations for students but disconnect in that the failure rate is very high at the high school.
2. The no “D” policy which lets students fall behind and it is difficult to catch up and pass

classes.

3. A cultural issue surfaced while we were there. There are some staff members who do not believe that all Hispanic students can achieve at a high level.
4. Low scores on SATs and a low pass rate on AP examinations, which brings up issues of teacher qualifications and the willingness of teachers to do what is necessary to provide educational support which will enhance student success.
5. Some students show little interest in academic success.
6. Not enough meaningful communication with school parents.

The 2014 Visiting Committee articulated the following areas for follow-up:

1. Describe your process of putting our report together. Start a calendar and include it in your next report so the visiting team can both answer and include in the report what your process was.
2. Articulate with both the junior high and the college so there is both communication and collaboration. This will allow more students to get to higher level math.
3. Develop Student Learning Outcomes: What should students be able to do as a result of being a Corcoran High School student for four years?
4. Develop post-secondary career exploration.
5. Work to improve student attendance.
6. Find out where tech it important and where it isn't.
7. Balance projects with Explicit Direct Instruction.