

Corcoran High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Corcoran High School
Street	1100 Letts Avenue
City, State, Zip	Corcoran, CA 93230
Phone Number	(559) 992-8884
Principal	Antonia Stone
E-mail Address	astone@corcoranunified.com
Web Site	http://corcoranhs.corcoranunified.com/
CDS Code	16-32207

District Contact Information	
District Name	Corcoran Unified School District
Phone Number	(559) 992-8880
Superintendent	Rich Merlo
E-mail Address	astone@corcoranunified.com
Web Site	www.corcoranunified.com

School Description and Mission Statement (School Year 2016-17)

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, and leaders who are prepared and productive members of society.

A staff of 44 credentialed teachers offers an array of courses in core curriculum supplemented by Advanced Placement and Career Technical classes.

Corcoran High School currently has in place six Student Learning Outcomes (SLOs), which are as follows: 1) 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 successfully fill the following collaborative roles: Informer, Discoverer, Interpreter, Analyzer, Problem Solver, Regulator, Reflector, Constructor of Arguments, and Creator. 2) 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 construct logical arguments all while self-regulating and reflecting. 3) As a Corcoran High School panther who is an effective COMMUNICATOR, I will engage in academic discourses using formal language in order to appropriately communicate in diverse environments. I will use 21st century tools and know when it is appropriate to listen. I will be confident in sharing thoughts, questions, ideas and solutions. 4) 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 develop, and I will be open to constructive criticism. I will refine my ideas that will innovate high quality products. 5) As a Corcoran High School panther who is an effective LEADER I will promote and abide by the five to thrive: Safety, Acceptance, Recognition, Justice and Fun. 6) As a Corcoran High School panther who is planning for success, I will be able to articulate my COLLEGE AND CAREER GOALS by building my path to college and/or my path to my career interest.

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 88% Hispanic, 6% 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 will be going through the accreditation process again during the 2016-17 school year. 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 860 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 be enrolled 860 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, Language, Calculus, Physics, Biology, 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 are Health Education and Medical Terminology. Other courses that prepare students for vocations are Educating for Careers, Video Gaming, 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 California
- 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 awarded a Gold Level Banner school with the focus being on individual intervention.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	239
Grade 10	232
Grade 11	199
Grade 12	190
Total Enrollment	860

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	0.3
Hispanic or Latino	86.2
Native Hawaiian or Pacific Islander	0.1
White	9
Two or More Races	0
Socioeconomically Disadvantaged	79.7
English Learners	16.6
Students with Disabilities	10.5
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	36	34	145
Without Full Credential	2	8	10	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.4
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.7	1.3
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

In 2015-16, the math department adopted a new curriculum for Math 1, Math 2 and Math 3 for all students from Carnegie Learning, which also included digital licenses for Cognitive Tutor.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart, Winston, 2003	Yes	0
Mathematics	Carnegie, 2016, Math 1 - Math 3, Pre-Calculus - 2001, Business Math - 1998,	Yes	0
Science	Earth -- Pearson Prentice Hall 2006, Life Science- Glencoe 2014, Biology -- McMillan/McGraw-Hill 2004, AP Bio -- Addison Wesley Longman Inc 1999, Chem -- Pearson Prentice Hall 2002, AP Chem -- Houghton Mifflin 2003, Anatomy and Physiology -- Pearson Prentice Hall 2007; Physics -- Pearson Prentice Hall 2006, AP Physics -- Holt, Rinehart & Winston 1999	Yes	0
History-Social Science	Geography - McDougal Littell/Houghton Mifflin 2003; World History -- McDougal Littell; US History -- Holt, Rinehart, Winston 2005; AP US History -- Prentice Hall 2002; Econ -- Pearson Prentice Hall 2007, Government -- Pearson Prentice Hall 2005	Yes	0
Foreign Language	Spanish 1 - AP Spanish: McDougall Littell 2004; Spanish Speakers - McDougall Littell 2002	Yes	0
Health	Pearson Prentice Hall 2001	Yes	0
Visual and Performing Arts	Theatre - Glencoe/McGraw Hill 1999	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and Adequate		0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exhaust system is needed in 19
Interior: Interior Surfaces	X			Ceiling tiles for various rooms need painting or replacing. Rooms need new wallboards or tackboards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			CHS custodial staff follows a daily schedule to ensure the school is ready for the next school day.
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2015				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	36	46	21	29	44	48
Mathematics	11	14	11	14	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	188	184	97.9	46.2
Male	11	94	91	96.8	37.4
Female	11	94	93	98.9	54.8
Black or African American	11	13	11	84.6	36.4
Hispanic or Latino	11	153	151	98.7	45.0
White	11	20	20	100.0	60.0
Socioeconomically Disadvantaged	11	149	147	98.7	39.5
English Learners	11	31	30	96.8	13.3
Students with Disabilities	11	24	22	91.7	4.5

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	188	183	97.3	14.4
Male	11	94	91	96.8	16.7
Female	11	94	92	97.9	12.1
Black or African American	11	13	11	84.6	22.2
Hispanic or Latino	11	153	150	98.0	12.7
White	11	20	20	100.0	20.0
Socioeconomically Disadvantaged	11	149	146	98.0	9.7
English Learners	11	31	30	96.8	
Students with Disabilities	11	24	21	87.5	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	41	31	25	31	36	35	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	237	228	96.2	25.4
Male	112	107	95.5	31.8
Female	125	121	96.8	19.8
Hispanic or Latino	212	203	95.8	24.1
White	17	17	100.0	47.1
Socioeconomically Disadvantaged	195	187	95.9	22.5
English Learners	44	41	93.2	9.8
Students with Disabilities	26	26	100.0	11.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Corcoran High School is home to several Career Technical Education classes including Agricultural Mechanics, Intro to Ag Welding and Ag Welding. CHS also offers Ag Science I and II. There is currently an agriculture pathway for Ag Science and Ag Mechanics. Students who are interested in the field of education can take Peer Mentoring and Careers in Education. Students who wish to explore the medical field can take Medical Terminology, Health Occupations and Sports Medicine. The music department was expanded from Band to include Drumline, Rhythm Section and Choir. Art students can take Art I, Art II or Digital Design and Business Students have the option of Intro to Business and Publications.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	704
% of pupils completing a CTE program and earning a high school diploma	84%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.88
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.7

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.4	29.9	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

- Family resources are often limited due to the high poverty/low education levels in this area.
- School resources for parents include include Student Study Teams, Student Success Plan Meetings, Community Contact, Curriculum Coaches, a district parent liaison, student incentive programs, migrant programs, ELD instruction, school library, computer labs, career center, parent participation in School Site Council/ ELAC, student support programs such as UC Merced Talent Search, the Parent Empowerment Program, 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 RAC, 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.

On September 7, 2016, Corcoran High School held its annual Title I parent night. It was held at 5:30 and parents were made aware of the provisions of Title I and its impact to Title I programs. In addition, the School Site Council met on September 19, to approve the revised Single Plan for Student Achievement. One of the items on the agenda was to discuss proposed expenditures for Title I funding. Included in that was two conferences for Advanced Placement, and English Language Development trainings in various content areas. School Site Council also approved the partial funding for Kagan purchases which is a large wealth of strategies for collaboration. School Site Council is made up of 4 teachers, 1 principal, 3 students, 4 parents and 1 classified employee.

Through the English Language Advisory Committee, parents visit classes in teams to observe programs and give feedback. 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.

For the 2013-14 school year, Corcoran High School contracted with Parent Involvement for Quality Education (PIQE). For the 2014-15 through the 2016-17 school years, Corcoran High School is contracting with the University of California, Merced's Talent Search Program to provide the Parent Empowerment Program (PEP). These classes provide lessons for parents on the high school diploma, A-G, parent teacher conference, reading a transcript, and they also provide trips to college campuses.

Corcoran High School encourages parent involvement. At Back to School Night, the CHS community contact and parent liaison took sign-ups for volunteers. Since then, CHS has enjoyed parent support in volunteering on campus for judging events, creating packets for teachers and volunteering in classes.

Starting with the 2015-16 school year, Corcoran High School began an annual Open House for parents to come and tour the school and meet with all of their student's teachers.

For more information, parents can contact the CHS parent liaison at (559) 992-8884 ex. (8010) or the CHS community contact at (559) 992-8884 ex 6275

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.80	8.40	21.80	18.70	23.70	33.50	11.40	11.50	10.70
Graduation Rate	87.06	89.39	77.13	76.68	73.06	65.61	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	77	64	86
Black or African American	88	78	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	100	100	93
Hispanic or Latino	77	63	83
Native Hawaiian/Pacific Islander	0	0	85
White	71	65	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	47	41	66
English Learners	29	19	54
Students with Disabilities	64	53	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	6.8	2.7	8.0	7.5	6.4	4.4	3.8	3.7
Expulsions	5.1	0.2	0.1	0.1	0.7	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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/earthquake/lockdown/emergency drills are conducted to prepare students and teachers to respond to emergency situations. The school resource officer and the local fire department are involved in the planning of these drills.

In addition, an updated 2016-17 Site Safety Plan can be found on the CHS website.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	15	22	5	23	21	23	2	24	13	19	0
Mathematics	29	6	16	8	27	8	13	10	25	11	14	5
Science	26	7	15	9	27	8	13	9	27	5	16	2
Social Science	27	8	13	12	28	8	11	11	28	4	16	4

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	286
Counselor (Social/Behavioral or Career Development)	.14	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.14	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8010	2106	5994	\$61,632
District	N/A	N/A	5994	\$65,618
Percent Difference: School Site and District	N/A	N/A	0.0	-6.1
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	5.6	-8.5

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

Types of Services Funded (Fiscal Year 2015-16)

An After School Grant provides the funding necessary to provide tutoring and enrichment classes after school. Students are tutored in the core subjects including English, math, science and social science. CHS has an English Language Arts coach who works with all teachers to provide English Learner strategies in class. Title I funding is used for Professional Development for teachers. Technology such as laptops are purchased with Title I funds. These devices allow students access to the internet, create presentations and use online resources that would not be available to them otherwise.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,439	\$42,063
Mid-Range Teacher Salary	\$66,390	\$64,823
Highest Teacher Salary	\$88,255	\$84,821
Average Principal Salary (Elementary)	\$108,889	\$101,849
Average Principal Salary (Middle)	\$113,520	\$107,678
Average Principal Salary (High)	\$107,072	\$115,589
Superintendent Salary	\$143,575	\$169,152
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	1	N/A
All courses	8	.5

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Corcoran High School's primary focus has been on Kagan Structures, Personalized Learning, use of technology in the classroom, support for English Language Learners and collaboration. These were selected to align with the implementation of the Common Core and to meet the needs of our EL population.

- Kagan professional development is provided at the start of the school year and for the entire district. Days 1 and 2 were provided in 2014-15. Days 3 and 4 were provided in 2015-16 and Day 5 was provided in 2016-17. Teachers new to the district or who missed the training, were sent to to make-up professional development. In addition, a Kagan Coach is provided twice during the year. The coach sees nearly every teacher and gives feedback on Structures with recommendations for the whole school.
- A design team was developed for the launch of Personalized Learning under the mentorship of Ed Elements. The design team receives training and then trains the rest of the staff during Wednesday meetings. Staff implements one of four models: Station Rotation, Lab Rotation, Flex Model and Flipped. Corcoran High School is currently at the beginning stages of implementation, but is contracting with Education Elements for full implementation and professional development.
- Corcoran High School has committed to the Data Wise Improvement Process for data analysis, teaching strategies, and intervention. Training is provided by the California Rural Network and Dr. Elizabeth City. The "Leaders in Action" receive training and then train the rest of the staff during the Wednesday meetings.
- Wednesday morning from 8:00 - 9:30 are dedicated to departmental time for our Professional Learning Communities. Teachers collaborate on units of study, lessons and strategies. They also receive focus lesson training and tech training among other topics included here.
- CHS has one English Language Arts coach, one Career Technical Education Coach and one district level technology coach placed at the high school who regularly observe 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. Teachers are also regularly sent to Tulare County Office of Education specifically for ELD training in the various subject-matters.
- The principal continually provides training to continually develop the Panther Writing and Reading Models so that all teachers are best prepared with teaching students how to read and write across curriculums.
- 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.
- All math teachers receive in class support nine times throughout the year from Carnegie Learning. The in class support includes methods of checking for understanding, lesson design and support with Carnegie-specific curriculum.
- In 2013-14, Corcoran Unified School District provided all CHS teachers with instructional training from WriteSource (writing) and DataWorks (Explicit Direct Instruction) to implement teaching strategies that will increase student achievement. 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.
- 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. Teachers are selected to be observed, participate in and facilitate the Rounds process complete with providing feedback and collaborating on strategies that will be most effective for first time instruction and intervention.