

**Corcoran High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

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

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

## School Description and Mission Statement (Most Recent Year)

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." A staff of 40 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 five School-wide Expected Learning Outcomes. Under the advisement of WASC, for the 2014-15 school year, CHS is utilizing three Wednesday staff meetings to develop and transition to Student Learning Outcomes (SLOs). Staff members meet on designated Wednesdays to determine what students need to be able to do in order to achieve mastery of a skill. Our ESLRs are 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.

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 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 2015 will mark the 101st 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 be enrolled 855 students at the start of the 2014-15 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 are Careers in Education and Health Education. Other courses that prepare students for vocations are 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 2014-15 school year, Corcoran High School is working towards becoming a Bronze Level school with the focus being on small group and individual intervention.

#### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	211
Grade 10	235
Grade 11	227
Grade 12	197
Ungraded Secondary	
<b>Total Enrollment</b>	<b>870</b>

#### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.5
Hispanic or Latino	83.9
Native Hawaiian or Pacific Islander	0.1
White	10.2
Two or More Races	0.0
Socioeconomically Disadvantaged	89.0
English Learners	17.6
Students with Disabilities	10.3

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	45	40	38	140
Without Full Credential	1	0	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.18	1.82
All Schools in District	97.41	2.59
High-Poverty Schools in District	97.41	2.59
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: December 2014

Core Curriculum Area	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	No	0
Mathematics	Glencoe/McGraw Hill, 2014, Math 1 - Math 3, Pre-Calculus - 2001, Business Math - 1998,	No	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	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	No	0
<b>History-Social Science</b>	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	No	0
<b>Foreign Language</b>	Spanish 1 - AP Spanish: McDougall Littell 2004; Spanish Speakers - McDougall Littell 2002	No	0
<b>Health</b>	Pearson Prentice Hall 2001	No	0
<b>Visual and Performing Arts</b>	Theatre - Glencoe/McGraw Hill 1999	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Current and Adequate		0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/13/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]			Exhaust system is needed in 19
<b>Interior:</b> Interior Surfaces		[X]		Ceiling tiles for various rooms need painting or replacing. Rooms need new wallboards or tackboards
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]			CHS custodial staff follows a daily schedule to ensure the school is ready for the next school day.
<b>Electrical:</b> Electrical	[X]			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]		N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]			N/A
<b>Structural:</b> Structural Damage, Roofs	[X]			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			N/A

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[X]		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	51	40	42	48	36	32	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	32
<b>All Student at the School</b>	42
<b>Male</b>	40
<b>Female</b>	43
<b>Black or African American</b>	
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	38
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	62
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	40
<b>English Learners</b>	6
<b>Students with Disabilities</b>	15
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	38	40	39	38	40	36	54	56	55
Mathematics	17	17	17	38	35	31	49	50	50
History-Social Science	43	40	34	37	36	31	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	3
Similar Schools	4	6	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	6	17	-36
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	4	13	-37
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	0	19	-36
English Learners	-19	-7	-34
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	533
% of pupils completing a CTE program and earning a high school diploma	88%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0



**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	60.13
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	4.70

**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 English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	44	31	40	42	30	40	56	57	56
Mathematics	49	40	40	46	39	40	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	60	22	18	60	28	12
All Students at the School	60	21	18	60	28	13
Male	70	15	14	63	21	15
Female	51	27	22	56	34	10
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	63	21	17	65	25	11
Native Hawaiian or Pacific Islander						
White	52	14	33	24	52	24
Two or More Races						
Socioeconomically Disadvantaged	61	22	17	62	26	12
English Learners	100			95	5	
Students with Disabilities	100			95	5	
Students Receiving Migrant Education Services						

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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.2	22.7	27.3

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 (Most Recent Year)

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- 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, 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.

On October 22nd, 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 o Title I programs. In addition, the School Site Council met on October 15th and 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. School Site Council also approved the funding for Shmoop. Shmoop is an online program for test prep. It covers licenses for the entire school and prepares students for CAHSEE, SAT, ACT, PSAT and the Plan. 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.

For the 2013-14 school year, Corcoran High School contracted with Parent Involvement for Quality Education (PIQE). For the 2014-15 school year, 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.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	3.3	5.8	8.8	9.8	8.5	18.7	14.7	13.1	11.4
Graduation Rate	95.33	92.31	87.06	88.96	87.27	76.68	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	74.50	62.35	84.56
Black or African American	85.71	70.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	100.00	100.00	92.20
Hispanic or Latino	75.15	62.19	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	68.18	64.29	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	72.12	59.90	82.58
English Learners	59.09	46.43	53.68
Students with Disabilities	35.00	30.43	60.31

## 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.3	9.9	5.1	11.0	10.0	8.0	5.7	5.1	4.4
Expulsions	0.6	0.4	0.3	0.2	0.2	0.1	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

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.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met Graduation Rate (if applicable)	Yes	N/A

### Federal Intervention Program (School Year 2014-15)

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 2
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	71.4

Note: Cells with "----" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	21.8	26	30	0	24	22	15	11	25	15	22	5
Mathematics	24	15	24	3	25	17	10	11	29	6	16	8
Science	22.4	18	17	0	25	14	16	5	26	7	15	9
Social Science	24.8	12	27	2	30	9	10	16	27	8	13	12

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	283
Counselor (Social/Behavioral or Career Development)	.14	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.14	---
Social Worker	0	---
Nurse	.5	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "----" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	---	---		\$62,750
Percent Difference: School Site and District	---	---		
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---		

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 Learner coach who works with all teachers to provide English Learner strategies in class. Title I funding is used for Professional Development for teachers. A part time math coach is paid using these funds. The math coach is responsible for working with math teachers to develop instructional strategies and lead weekly professional development meetings at the site. Technology such as iPads and 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 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,180	\$38,920
Mid-Range Teacher Salary	\$61,829	\$59,803
Highest Teacher Salary	\$82,192	\$78,096
Average Principal Salary (Elementary)	\$102,184	\$95,836
Average Principal Salary (Middle)	\$108,115	\$99,849
Average Principal Salary (High)	\$113,326	\$107,599
Superintendent Salary	\$144,000	\$151,912
Percent of Budget for Teacher Salaries	38	37
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 Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science		---
Social Science	1	---
All courses	5	0.7

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

### Professional Development

Corcoran High School's primary focus has been on Project-Based 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.

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

- CHS has one ELD 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.
- Anytime Anywhere Learning Foundation works 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. 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 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.

\* At the start of 2014-15, 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.

- 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.
- During the 2012-2013 school year, Dr. Patrick Faverty, while teaching at UC Santa Barbara began working with a cohort of core curriculum teachers to implement a full project-based curriculum. These four teachers went through professional development with Dr. Faverty to develop this program, which was named by the students, Corcoran Academy for Arts and Technology (CAAT). Although Dr. Faverty left UC Santa Barbara during the summer months, the cohort of teachers continued the CAAT program and approximately 120 freshman and sophomore students are enrolled in this program. An informational meeting with parents and

teachers was held on August 28, 2013 to communicate with parents of the students involved and to provide information to any other parents and students that are interested in the program.

\*For 2014-15, the Anytime Anywhere Learning Foundation continued the work started by Dr. Patrick Faverty. AALF works with the 11 teachers in the CAAT program to develop and implement project-based learning and the Common Core.