

The Single Plan for Student Achievement

School: Corcoran High School
CDS Code: 16-32207
District: Corcoran Unified School District
Principal: Antonia Stone
Revision Date: 11/25/2014

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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The District Governing Board approved this revision of the SPSA on .

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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." 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.

School Profile

2014-2015: Corcoran High School

CEEB Code: 050665

Main Office: (559) 992-8884

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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 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.

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 Site Visit on September 23, 2013. 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 2013-14 a school safety survey was sent out to the CHS staff. The results showed a 49% risk ratio and a 76% protection ratio. This translates to the idea that Corcoran High School staff felt that there was a 49% chance of risk out of the risk questions that were answered. However, of the protection questions that were responded to, CHS is enacting the correct behaviors 77% 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.

In 2014-15 the school safety showed a 40% risk ratio and a 77% protection ration. CHS is in the process of implementing Tier II behavior interventions such student Check-In/Check-Outs, Behavior Support Plans, One on One Conferences, Peer Behavior Mentoring, and Student Leadership Conferences. The expectation is that for 2014-15, 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, 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, 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 school year, 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.

For the 2014-15 school year, 94% of students participated in the SBAC and successfully completed the test; however, the state will not be releasing reports until students take the assessment in the 2015-16 school year.

Corcoran High School reflects on data from CAHSEE, 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. Cycle of Inquiry time 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 eight benchmark assessments throughout the school year. The 2nd, 4th, 6th and 8th 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 Cycle of Inquiry Day at the weekly staff meetings. Each curricular area is required to answer the four questions:

Q1. What did we want our students to learn?

Q2. How did they learn it?

Q3. How did we intervene when they didn't learn it?

Q4. What did we do once they learned it?

Below is a sample of a typical COI response:CAAT Group (English/History)

(English 9/10)

Q1: WHAT DID WE WANT OUR STUDENTS TO LEARN?

CONCEPT: Connections are available all around us, at all times.

CONTENT: Reading Informational texts, Filling out Informational documents, Speaking and listening formally to make connections with others through communication

HABIT OF MIND: Students will practice using the correct speaking and writing register for a given audience and situation

Q2: HOW DID THEY LEARN IT?

PROJECT: Apply for a real job here at Corcoran as a "Student Liaison" and go through the entire application and interview process

CONTENT: Reading job applications, reading articles about college, military, and career paths, Speaking to one another and practicing formal etiquette in speaking, listening and introductions. Writing and critiquing email examples, reading, writing and responding to interview questions

Q3: HOW DID WE INTERVENE WHEN THEY DIDN'T LEARN

We scaffolded the rough drafts, students worked in groups and gave feedback orally and in writing. Students were encouraged to practice using email skills and spoken skills to get the help they needed.

Q4: WHAT DID WE DO ONCE THEY LEARNED IT?

We will continue to expect formal communication habits from our students throughout the remainder of the year. Additionally, each class period was introduced to their new "Student Liaison" who will be employed as a classroom manager for them.

Staffing and Professional Development

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

Corcoran High School currently employs 40 teachers. At the end of the 2013-14 school year, Corcoran High School lost two teachers to retirement and six teachers who relocated to be closer to home. This was the highest turnover since the 2004-05 school year. Corcoran High School started the 2014-15 school year still searching for three teachers. By the 5th week of school, all teachers had been hired. With this said, two teachers are on a Provisional Internship Permit and the remaining 38 teachers have Highly Qualified status.

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 will be trained in the 2015-16 school year. 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. 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.

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 Development 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 Learned 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, the CAAT program expanded to now include half of the school which is approximately 400 students, and it expanded to include 11 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, all students will be cohorted into CAAT/pathways and 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. The remainder of the teaching staff is referred to as PBL. They collaborate with other teachers to develop common lesson and project-based learning, but they are not held to the expectation that the PBLs be cross-curricular. However, some teachers have already begun development for the process of moving into CAAT next school year.

The Professional Learning Community is broken into a cycle of Wednesdays. The 1st Wednesday is a department collaboration, the second Wednesday is a project-based collaboration, the 3rd Wednesday is a Cycle of Inquiry to evaluate data of student performance on benchmarks and the 4th Wednesday is for next steps. The cycle then starts over with the following Wednesday being a department collaboration.

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. 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 for the current school year and for 2015-16..

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, CAHSEE and CELDT with classroom teachers twice during the school year. Results of the California Standards test and the CAHSEE are used to identify individual student 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 Writing Model to be 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 higher levels of Bloom's Taxonomy to the daily curriculum.
5. Development of common grading policies with appropriate homework policies for the same classes within each department. The school has analyzed our general population's test results, our English Language Learner's test results as well as our Special Education and Socio- Economically Disadvantaged led staff to believe more consistency is needed in the instructional program. Teachers have collaborated and produced a common grading policy and an appropriate homework policy.

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 8 benchmarks within the year. Teachers are allowed to give additional benchmarks and quizzes, but the 2nd and 8th benchmarks must be district assessments recorded in Aeries. The 2nd, 4th, 6th and 8th benchmarks must be project-based assessments, and the remaining assessments can be of the teachers' choosing. In addition, 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 3 sections of High School Exit Exam Math intervention and 2 sections of High School Exit Exam English Intervention. 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, 74 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. Content areas such as math have adopted two textbooks as instructional materials because in 2013-14, 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 Edge and Cahsee courses are using California approved resources for teaching CAHSEE.

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.

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 Education and Health Occupations courses, a series of business and technology courses, internships through the agriculture manufacturing class and the renewable energy class, and the WIA grant which provides for job shadowing. Also available to students is a work experience class which allows students to work at a job during part of the school day and receive elective credit based on the number of hours worked each week.

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. Students are 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 2014-15 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 Writing Model
- 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 Intervention Period
- D. Peer Tutoring
- E. 2013-14 Panther Crew
- F. After-School Program
- G. 2014-15 Intervention Period
- H. Student Success Plans
- I. ELD Program

Tier 3: Intensive Intervention (Intensive Individual Instruction)

- A. IEPs & 504s
- B. Special Education (Guidance Tutor & SDC)
- C. Referral for Services

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)

- A. Conflict Resolution
- B. Check in/Check out
- C. Peer Mediation
- D. TBD (Corcoran High School is currently in Year 2 of PBIS and additional Tier II interventions are in development.)

Tier 3: Intensive Intervention (Intensive Individual Instruction)

- A. Individual Behavior Support Plans

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 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 on 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.

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 October 22nd, 2014. 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 the Shmoop online program which provides test prep for SAT, PSAT, ACT, Plan, and CAHSEE. All teachers received training in the use of Shmoop.

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 2014-15 school year. For the 2014-15 school year 8/40 teachers are in their first year with Corcoran High School and in addition, one teacher who is on long-term medical

leave has had a long-term sub for the duration of the school year. However, 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 855 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 to meeting goals is the lack of state score reports for the 2013-14 and 2014-15 school years. While Corcoran High School had a 94% participation and completion rate on the SBAC, the lack of results from these tests has made it difficult to assess our progress in preparing for the Common Core.

A fourth challenge in meeting goals has been the number of staff in new positions for the 2014-15 school year who are learning their roles and responsibilities: CHS has a new principal, a new vice principal, a new learning director, a new Academic Career Coach, and a new Career Technical Education Coach. In addition, Corcoran High School lost two counseling positions and an English Language Development coach to retirement.

A fifth challenge in meeting goals is the development of the master schedule and the expansion of the CAAT program. With the addition of approximately 300 more students in CAAT and 8 more teachers to CAAT, it has been difficult to plan cross-curricular units when students may have one of two or three CAAT teachers in the program for science as opposed to just one. For example, most ninth graders in 2013-14 took English 9, biology, and math 1. But, juniors may need English 11 or AP Language, Math 1, 2, or 3, earth science, and either biology, physics or chemistry. For the 2014-15 school year, Corcoran High School has created a goal of cohorting every student into a core pathway and scheduling for 2014-15 began in October, 6 months earlier than in previous years.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	660	638		65	68		21	19		1	1	
Growth API	733	696		805	777		718	698				
Base API	716	732		758	801		740	718				
Target	5	5										
Growth	17	-36										
Met Target	Yes	No										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	555	541		237	228		549	563		60	55	
Growth API	722	684		649	614		721	685		420	399	
Base API	709	721		656	648		702	721		417	420	
Target	5	5		7	8		5	5				
Growth	13	-37		-7	-34		19	-36				
Met Target	Yes	No		No	No		Yes	No				

Conclusions based on this data:

- In 2011-12, students performed better than in any previous year in Corcoran High School's history. The API increased 17 points to 733. As a result, for the 2012-13 school year, CHS felt confident in eliminating some of the interventions we had previously offered. Corcoran High School was no longer loyal to focus lessons as part of the teaching requirement. Focus Lessons are based on Standards Plus curriculum and includes daily mini lessons in both math and English in specific preparation for the CAHSEE. CHS also removed CAHSEE intervention as a course in order to expand the course offerings of Algebra Essentials, Algebra, Geometry, Geometry Essentials, Integrated Math, Algebra 2, Pre-Calculus and AP Calculus between the five math teachers. And, HSEE English was also removed. In hindsight, these courses were credited with the growth CHS enjoyed in 2011-12.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	98	98	100	100	100	100	100	100	--		100
Number At or Above Proficient	102	73	87	12	11	10	--		--	--		--
Percent At or Above Proficient	45.3	32.4	40.1	52.2	40.7	47.6	--	--	--	--	--	--
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	97	97	100	97	96	97	97	98	100	100	100
Number At or Above Proficient	82	59	70	19	9	8	79	61	77	1	1	0
Percent At or Above Proficient	43.6	31.2	37.8	25.0	10.5	11.9	42.5	30.0	38.7	8.3	3.3	0.0
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No	Yes	No	No	No	Yes	No	Yes	--	--	--

Conclusions based on this data:

1. Based on the data above, there is a need to close the gap between the sub-groups and the general population at Corcoran High School. The general population (all students category) has met the AYP goal. In addition, the hispanic subgroup and the socioeconomically disadvantaged subgroups met the AYP target of 100. However, the ELL subgroup has not met the mark for three consecutive years.
2. Benchmark and state assessment data indicate limited progress year-to-year with the majority of students not reaching proficiency in reading and language arts. Observational data indicated that the pace of the lessons was often slow and lacked rigor and that the teachers often skimmed through materials rather than fully implementing the adopted curriculum. Teachers still need guidance on creating standards-based lesson plans that are aligned to the CCSS and to support effective first best-instruction.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	97	97	92	100	100	100	100	100	--		100
Number At or Above Proficient	115	94	86	14	16	15	--		--	--		--
Percent At or Above Proficient	50.9	42.0	39.8	60.9	59.3	71.4	--	--	--	--	--	--
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	96	96	100	95	98	97	96	97	100	97	95
Number At or Above Proficient	94	74	64	23	23	8	89	80	74	2	2	1
Percent At or Above Proficient	49.5	39.4	34.8	30.3	27.1	11.8	47.6	39.6	37.4	16.7	6.9	5.9
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No	No	No	No	No	No	No	No	--	--	--

Conclusions based on this data:

1. The rate at which students are failing and repeating math courses is evident in the AYP data above. In 2011-12 and in 2012-13, the math teachers proposed and implemented new math pathways which included Algebra Essentials, Algebra 1, Geometry Essentials, Geometry, Integrated Math, Algebra 2, Pre-Cal, AP Cal and Business Math. This pathway expanded the traditional Algebra 1, Geometry, Algebra 2 and the advanced mathematics courses. However, the data showed that the courses didn't impact the rate at which students were passing classes or in being prepared for state tests. In 2013-14, Corcoran High School implemented the integrated models for mathematics; however; students and teachers are still adjusting to the new curriculum.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	2	17	40	19	45	2	5	3	7	42
10	5	13	12	30	15	38	6	15	2	5	40
11	7	19	12	32	9	24	4	11	5	14	37
12	2	13	7	47	5	33			1	7	15
Total	15	11	48	36	48	36	12	9	11	8	134

Conclusions based on this data:

1. The number of students who are designated as ELL reduces in number with each consecutive grade. The highest number of students are found in the Intermediate and Early Advanced levels. Corcoran High School's focus has been to move the students who stagnate at Intermediate. This is consistent with the state's trends. Corcoran High School has a need to focus on the integration of ELD curriculum in the core classes. Starting with 2014-15, Corcoran High is being provided professional development by Anywhere Anytime Learning Foundation and the Fresno County Office of Education to meet the goals of ELD and move students to proficiency on CELDT.
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 redesignation.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	2	17	39	21	48	2	5	3	7	44
10	5	11	12	27	16	36	8	18	3	7	44
11	7	18	12	30	11	28	5	13	5	13	40
12	2	13	7	44	5	31	0	0	2	13	16
Total	15	10	48	33	53	37	15	10	13	9	144

Conclusions based on this data:

1. Corcoran High School is in need of evaluating its plan for redesignating students. The data shows that rate at which students are performing at Early Advanced and Advanced does not meet the rate at which students should be redesignated. The new redesignation plan will be in place for the 2015-16 school year.
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		
	2011-12	2012-13	2013-14
Number of Annual Testers	143	130	144
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	143	130	144
Number Met	88	68	63
Percent Met	61.5%	52.3%	44
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	14	134	20	117	31	131
Number Met	--	59	--	52	4	56
Percent Met	--	44.0%	--	44.4%	13	43
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	No	*	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No

Conclusions based on this data:

1. CHS has participated with Springboard Schools English Learner Network (currently named Pivot Learning Partners) and has consistently been one of the highest performing schools within our district. There is one English Learner Academic Coach who works with the teaching staff to implement strategies to assist English Learner (EL) students. This has been an effective strategy to assist EL students as noted on their performance on the CELDT test and the reclassification of students throughout the past 5 years. Student Voice, a leadership training program that has created a club at CHS is supervised by the ELD 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. CHS had consistently met Annual Measurable Achievement Objectives (AMAOs) #1 since 2008. However, in 2011-12, and in 2013-14, CHS missed the targets required to meet AMAO #1.

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2. This data reflects the need for incorporating ELD strategies in all classes, as opposed to making this just a focus in ELD classes. For 2014-15 and planned for 2015-16, Corcoran High School is providing its teachers with ELD training from Fresno County Office of Education.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	778	761	779
Percent with Prior Year Data	100.0	99.9	91.8
Number in Cohort	778	760	715
Number Met	495	364	352
Percent Met	63.6	47.9	49.2
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	518	383	547	359	532	385
Number Met	117	178	95	146	87	141
Percent Met	22.6	46.5	17.4	40.7	16.4	36.6
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

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.

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:

LEA Goals:

Identify fundamental teaching and learning needs and the specific academic problems of low-achieving students, including a determination of why the prior LEAS plan failed to bring about increased academic achievement to all student groups.

Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools by the Local Education Agency, including students with disabilities and English Learners, as appropriate.

SCHOOL GOAL #1:

Intervene for struggling students according to the Response to Intervention model to close the gap between low achieving students and academically proficient students.

Data Used to Form this Goal:

CAHSEE pass rates February 2014 administration = 74% pass rate in ELA and 76% pass rate in math

Course Grades

Benchmark Assessments

CELDT scores

STAR (No score reports for 2013-14 or 2014-15)

District Assessments

Pre-post Writing Assessments

School Benchmarks

Project-based Assessments

Student Success Plans

Credit Recovery Grades

Graduation Rates

Student Performance Tracked through the COI

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 for staff to intervene 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.

ESLRs Addressed:

- ESLR #1 - The ability to pass the High School Exit Exam and increase student performance on State Assessments.
- ESLR #2 - The ability to gather, understand, evaluate and communicate information using a variety of sources including technology.
- ESLR #3 - The ability to work together with others to complete a task cooperatively so that the task is of high quality.
- ESLR #5 - Close the achievement gap between the English Language Learner subgroup and Special Education subgroup with the overall student population.

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 should 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
 HSEE Test results -- including subgroup performance on Writing Applications
 10th grade HSEE proficiency rates
 Grade-level writing assessments
 Graduation Rate
 Number of Students who complete a-g
 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
Implement strategies for teaching academic vocabulary within the core curriculum.	August 2014-June 2015	Site Administration Teachers Coaches	Wednesday Staff Development meetings, Catapult Learning	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Design and implement focus lessons in Math and English in order to raise the pass rate and proficiency rate on both sections of the CAHSEE	August 2014-June 2015 with ongoing review each school year	Teachers Site Administration English Language Development Coach	Wednesday Staff Development (Basic Program)	None Specified		
Determine AR levels for all students and implement strategies to raise reading levels by one by the end of the school year	August 2014-June 2015 with ongoing review each school year	Site Administration Teachers Academic Coaches Library Tech	AR Online Testing Program	4000-4999: Books And Supplies	District Funded	
Review data for pre-post writing assessment in order to develop a writing goal for each student grades 9-12. Student will go up one quartile in writing.	August 2014-June 2015 with ongoing review each school year	English Teachers Site Admin Academic Coaches	School City Assessments	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain an effective RTI model to assist struggling students.	August 2014-June 2015 with ongoing annual review	Site Admin Teachers Academic Coaches	RTI Model Developed by Staff during Staff Development Wednesday (Basic Program)	None Specified		
Evaluate data through the Cycle of Inquiry on next steps for Intervention.	August 2014-June 2015 with ongoing annual review	Site Admin Teachers Academic Coaches	Staff Development Wednesdays (Basic Program)	None Specified		

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:
LEA Goals: Specify actions to implement identified strategies with the greatest likelihood of improving student achievement. LCAP Goals: Increase the number of students on track towards proficiency for college and career readiness.
SCHOOL GOAL #2:
Provide students with a more rigorous and relevant curriculum in all classes. Implement the Common Core curriculum while establishing student assessments, writing and projects that incorporate high levels of Bloom's Taxonomy. Prepare all students with a post-secondary goal, while creating a college-going culture at Corcoran High School.
Data Used to Form this Goal:
Graduation Rate A-G Completion rate PSAT Participation rate EAP AP Exams, SAT, ACT

Findings from the Analysis of this Data:

- 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).
- Students were not demonstrating college readiness on the AP exams, EAP or meeting a- g requirements
- Students did not have a systematic plan to enroll in courses at CHS nor to graduate from high school.
- Students who were reported as CTE completer were not meeting the academic performance levels required by the Perkins grant.

ESLRs Addressed:

- ESLR #1 - The ability to pass the High School Exit Exam and increase student performance on State Assessments.
- ESLR #2 - The ability to gather, understand, evaluate and communicate information using a variety of sources including technology.
- ESLR #4 - The ability to establish a practical post secondary career and/or educational goal.
- ESLR #5 - Close the achievement gap between the English Language Learner subgroup and Special Education subgroup with the overall student population.

Supporting Data:

- Traditionally, English Learner students were not graduating from CHS prepared for a post-secondary education.
- Traditionally, special needs students were not graduating from CHS prepared for a post- secondary education.
- 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%.

- 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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Project-Based Learning aligned to CCSS	August 2014-June 2015 with ongoing review each school year	Site Admin Teachers	Project-Based Assessments required for 2nd, 4th, 6th, and 8th benchmarks and to be recorded in Schoolcity (Basic Program)	None Specified		
Develop and implement rigorous units of study by course and grade level.	August 2014-June 2015 with ongoing review each school year	Site Admin Teachers Coaches	Hire substitutes to allow teachers time to plan. Wednesday staff meetings Professional Development through the Kings County Office of Education. 16 PD days to work with ELA, math, science and social science.	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	General Fund District Funded	10,000
Articulation/collaboration with local community college representation and local state colleges and UCs.	August 2014-June 2015 with ongoing review each school year	Site Admin Teachers Coaches	COS/West Hills/Fresno State/ UC Merced (Basic Program)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pathway Development	August 2014-June 2015 with ongoing annual review	Site Admin Learning Directors Teachers	Linked Learning Pathways Grant (Grant)	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:
LEA Goals: Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.
SCHOOL GOAL #3:
Identify and implement school wide research-based instructional strategies to increase student engagement and increase student achievement.
Data Used to Form this Goal:
Supporting Data: <ul style="list-style-type: none">• The graduation rate at Corcoran High School has increased since the 2009-10 school year to approximately 90%.• 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 in continuing to increase since the last site visit.

Findings from the Analysis of this Data:

Rationale:

- The 2010 visiting team conclusions stated that the high failure rate at the school is due specifically to classroom instruction issues.
- Self-study and visiting team found that instructional strategies to support marginally successful students needed to be improved throughout the site.
- Student achievement on the STAR tests reveal that students are not obtaining proficiency levels indicated by county and state averages in freshman and sophomore classes.
- Self-study reveals that students are failing significantly higher number of course in freshman and sophomore years at Corcoran High School.
- Self-study data reveals students failure rate within certain courses to be 40-50%.

ESLRs Addressed:

- ESLR #1 - The ability to pass the High School Exit Exam and increase student performance on State Assessments.
- ESLR #2 - The ability to gather, understand, evaluate and communicate information using a variety of sources including technology.
- ESLR #3 - The ability to work together with others to complete a task cooperatively so that the task is of high quality.
- ESLR #5 - Close the achievement gap between the English Language Learner subgroup and Special Education subgroup with the overall student population.

State Priorities Met by Meeting this Goal:

Student Achievement

Student Engagement

Other Student Outcomes

Basic Services

Common Core

Course Access

How the School will Evaluate the Progress of this Goal:

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

Reports from Local Colleges on Corcoran High School graduates performance in post secondary setting

AP summary reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop and implement tasks that connect learning to real-life experiences.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	PD time provided during regular Wednesday Staff Meetings (Basic Program)	None Specified		
Develop lessons and strategies for collaborative work amongst students.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	PD time provided during regular Wednesday Staff Meetings (Basic Program)	None Specified		
Develop lessons and strategies that promote critical thinking.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	PD time provided during regular Wednesday Staff Meetings (Basic Program)	None Specified		
Develop lessons and strategies that are designed specifically to increase student communication.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	PD time provided during regular Wednesday Staff Meetings (Basic Program)	None Specified		
Develops lessons and units that specifically enhance 21st century learning skills in students.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	PD time provided during regular Wednesday Staff Meetings (Basic Program)	None Specified		
Develop lessons that are specifically designed to promote critical thinking skills and problem solving.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	PD time provided during regular Wednesday Staff Meetings (Basic Program)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain grad rates of 90% and above for current graduating class	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	Sia Appts Saturday School Parent Conferences Student Conferences Presentations	4000-4999: Books And Supplies	District Funded	
95% of 11th grade students take the EAP with 16% or higher demonstrating college readiness in ELA and 11% or higher demonstrating college readiness in mathematics, while examining the data from college placement tests.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	Practice essays during class time Concurrent College Classes	4000-4999: Books And Supplies	General Fund	5,000
Graduating class will have percentage meeting a-g requirements at 46% or higher.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	Class Presentations Workshops One on one student conferences (Basic Program)	None Specified		
Increase the number of students passing the AP exams to equal 47% or higher.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	Planning AP Conferences	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1300
Increase the number of students taking the SAT/ACT by 5% and the overall performance will increase by 3 - 5%.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	Workshops Presentations PSAT/Plan (Basic Program)	None Specified		
Decrease the failure rate of students in courses displays a 5% reduction in failure rates from 2013 - 14 levels.	August 2014-June 2015 with ongoing annual review	Site administration Teachers Academic Coaches	Student Conferences Goal Sheets Intervention Period (Basic Program)			

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: Parent Involvement
LEA/LCAP GOAL:
LEA Goals: Implement strategies to promote effective parental involvement. LCAP Goals: Increase parent, family and community members to be more engaged with CUSD student education.
SCHOOL GOAL #4:
Improve communication with parents and within the academic environment in order to increase student achievement.
Data Used to Form this Goal:
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:

- 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.

ESLRs Addressed:

- ESLR #1 - The ability to pass the High School Exit Exam and increase student performance on State Assessments.
- ESLR #4 - The ability to establish a practical post secondary career and/or educational goal.
- ESLR #5 - Close the achievement gap between the English Language Learner subgroup and Special Education subgroup with the overall student population.

State Priorities Met by Meeting this Goal:

Parent Involvement
Climate
Student Achievement

How the School will Evaluate the Progress of this Goal:

Parent sign-in sheets for joint workshops with UC Merced
PIQE 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
Parent Volunteers	August 2014-June 2015 with ongoing review each school year	Site Administration Parent Liaison Community Contact District Administration Teachers	Recruitment of parents to assist with supervision and or teachers	None Specified		
Maintain and update systems of information for parent notifications.	August 2014 - June 2015	District Admin Site Admin Technology Department	Parent Link School Website Aeries Parent Portal Phone Dialer Email Phone Calls	5000-5999: Services And Other Operating Expenditures	District Funded	
Provide workshops for parents on school systems and train parents on school involvement	August 2014-June 2015	Site Admin UC Merced	Parent Empowerment Program (Free for 2014-15 as an incentive to purchase for 2015-16)	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	10,000
Increase the rate at which parents attend and participate in conferences	August 2014- June 2015	Site Admin Teachers Academic Coaches Community Contact	Phone Calls Letters home Parent Link Home Visits (basic Program)	None Specified		

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: Safety, Positive Discipline, Clean/Safe Campus
LEA/LCAP GOAL:
LEA Goals: Provide activities before and after school and during the summer, and/or during an extension of the school year. LCAP Goals: Provide students with a positive, safe, clean and nurturing environment.
SCHOOL GOAL #5:
Provide students with a positive, safe, clean and nurturing environment.
Data Used to Form this Goal:
Number of students in the After school program Number of students in Credit Recovery Number of students who attend Summer School Number of student who participate in clubs/activities Number of students who participate in athletics Safety/Culture Survey completed by parents, students and staff
Findings from the Analysis of this Data:
Students were being suspended at a high rate. In 2011-12, there were approximately 900 suspensions. Students are in need of activities that are an extension of the school day as a means to improving behavior, interest and school safety.

How the School will Evaluate the Progress of this Goal:

Evaluation of the number of students who are enrolled in the After School Program
 Evaluation of the number of student who successfully complete an After School class
 Evaluation of the number of students who enroll in summer school
 Evaluation of the number of student who successfully complete a summer school course
 Evaluation of the number of students who are suspended in 2014 -15
 Evaluation of the number of disciplinary incidents that occur throughout the school day.

*ESLR #2 - The ability to gather, understand, evaluate and communicate information using a variety of sources including technology.

- ESLR #3 - The ability to work together with others to complete a task cooperatively so that the task is of high quality.

State priorities met by meeting this goal:

Student Engagement
 School Climate
 Basic Services

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teach schoolwide behavior expectations.	August 2014-June 2015 with annual review	Site Admin Teachers Coaches Activities Director	Positive Behavior Intervention and Supports (Champion Model) (Grant)	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Promote school activities/athletics and events	August 2014-June 2015 with annual review	Site Admin ASB director Athletic director Teachers (Athletic) Coaches	Clubs Athletics Activities (Basic Program)	None Specified		
Promote and provide an after school program and summer school.	August 2014- June 2015	Site Admin Teachers Coaches	After School Program Summer School	1000-1999: Certificated Personnel Salaries	General Fund	20,000

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 English, math, ELD, SpEd, all courses
SCHOOL GOAL #1:
Intervene for struggling students according to the Response to Intervention model to close the gap between low achieving students and academically proficient students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Period Implemented (30 minutes each day for every student)	August 2014-June 2015	Site Admin Teachers Coaches	All students have 30 minutes of intervention 5 days a week to close the gap and increase student achievement. (Basic Program)	None Specified		
Peer Mentoring Program during the school day to provide support to SpEd and ELL students	August 2014-June 2015	Teachers Site Admin ELL Coach	High performing students are trained and assigned as peer mentors to work in classrooms with struggling students under the supervision of the ELD coach and the teacher. (Basic Program)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Rounds utilized to collaboratively improve classroom instruction	August 2014 - June 2015	Site Admin Teachers Academic Coaches Teachers & Academic Coaches from other school districts District Administration	Provides feedback on next steps for the site's problem of practice. (Basic Program)	None Specified		
After school tutoring will incorporate credit recovery courses	August 2014 - June 2015 with review each school year	Teachers Site Admin Academic Coaches	Students who are failing courses can recover credits through Edgenuity and the mentoring of an assigned teacher. (ASSETS-After School Grant)	1000-1999: Certificated Personnel Salaries	General Fund	230000
Professional Development in focus lessons for teachers.	August 2014 - June 2015	Site admin Teachers Coaches	All teachers teach lessons in math and English geared to passing the CAHSEE during the intervention period. Math and English teachers provide professional development during Wednesday staff meetings. (Basic Program)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Academic Technology Coach Provides Professional Development for teachers the 1st Wednesday of every month.</p> <p>Academic Technology coach will work with a cohort of teachers to provide PD in 21st Century learning skills in the classroom.</p>	August 2014 - June 2015 with ongoing annual review	Academic Tech Coaches	Mentor teachers on incorporating research based effective strategies for implementing technology in the classroom.	1000-1999: Certificated Personnel Salaries	District Funded	
Students who continue to struggle will have a Student Success Plan developed.	August 2014-June 2015 and ongoing	Teachers Site Admin Learning Directors/Counselors Academic Coaches	Parents, student, teachers, site admin develop a plan for individual student achievement. (Basic Program)	None Specified		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Core Classes, AP, Honors, Electives, A-G courses, Grad Req Classes, All Classes,
SCHOOL GOAL #2:
Provide students with a more rigorous and relevant curriculum in all classes. Implement the Common Core curriculum while establishing student assessments, writing and projects that incorporate high levels of Bloom's Taxonomy. Prepare all students with a post-secondary goal, while creating a college-going culture at Corcoran High School.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Shmoop	August 2014 - June 2015	Site Admin Teachers Coaches	Test Prep for: CAHSEE SAT PSAT Plan ACT AP Tests Site license for all students/teachers	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CAHSEE Intervention Courses	August 2014- June 2015 with ongoing review each school year	Teachers Coaches Site Admin	<p>3 sections of CAHSEE math</p> <p>2 sections of CAHSEE English</p> <p>Students take a incoming placement test. Students who test at below 60% are placed in CAHSEE math and/or English. Equips students with skills prior to taking the CAHSEE as opposed to waiting for them to fail.</p> <p>Replaces 9th grade math/English (Basic Program)</p>	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the number of Community College course offerings in the regular day, and expand the course offerings in Career Technical Education	August 2014 - June 2015 with ongoing annual evaluation	Site Admin College Reps CTE Coach CTE teachers Learning Directors/Counselors	<p>Hired a Career Technical Education Coach with the intention of hiring a 3rd ag teacher for 2015-16.</p> <p>Develop ag pathways through the ag incentive grant.</p> <p>House a COS counselor at Corcoran High School two days a week.</p> <p>Meet with community colleges for articulation and strategic planning for placement testing, course offerings, and preparing students for transferable level college courses</p> <p>House a UC Merced Talent Search counselor at CHS four days a week to provide 1:1 counseling on a-g, college applications, financial aid, and scheduling and planning. (Trio Grant)</p>	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase the number of speakers at Career Day to be at least 50% college/post secondary focused.	November 2014 with annual review	Academic Career Coach Site Admin College Reps	Provide students with workshops that promote post-secondary education and careers. (Basic Program)	None Specified		
Provide students with college counseling conferences/workshops.	August 2014- June 2015 with ongoing annual review	Site Admin Learning Directors/Counselors College Reps	College Financial Aid workshops Upward Bound WHC Eagle Days COS Reg to Go College Tours Application Workshops (Basic Program)	None Specified		
Credit Recovery plans and tutoring for all students	August 2014-June 2015 with ongoing annual review	Site Admin Teachers Learning Directors/Counselors	Tutoring Program Edgenuity After School Classes Student Success Plans (see Planned Services for Funding)	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	
Linked Learning Pathways Grant	August 2014 - June 2015 with annual review	CTE Coach Pathway Teachers Learning Directors/Counselor Admin District Admin	PD provided by Linked Learning Grant, Linked Learning Coach and CTE Coach (Linked Learning Grant)	None Specified		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Instructional Strategies
SCHOOL GOAL #3:
Identify and implement school wide research-based instructional strategies to increase student engagement and increase student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation and revision of the Panther Writing Model	August 2014-June 2015 with ongoing annual review	Site Admin Teachers Coaches	*Literacy First *Anywhere Anytime Learning Foundation *ERWC	5800: Professional/Consulting Services And Operating Expenditures	General Fund Title I Part A: Basic Grants Low-Income and Neglected	20000 1,000
Implementation of the Corcoran Academy of Arts and Technology Cohorts	August 2014-2015	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	
Development of Ag Pathways	August 2014-June 2015	CTE Coach Teachers Site Admin District Admin	*Linked Learning Pathways Grant *Linked Learning Coach Develop clear pathways for career development with a focus on a-g/diploma and college/careers (Linked Learning Grant)	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mentoring by Anywhere Anytime Learning Foundation for the development of Project-Based Learning	Expanded Professional Development in August 2014-June 2015	Teachers Site Admin Coaches	Professional Development to align Project-Based Learning to CCSS, implement cross-curricular projects, align ELD standards and implement into regular day education program, strategies for 21st century learning: Funded by Title 1 and General Fund (See AALF Funding Above)	5800: Professional/Consulting Services And Operating Expenditures	Title I	General Fund
Implementation of Literacy First Strategies. Training provided by Catapult.	August 2014-June 2016	Literacy First PD Teachers Coaches Site Admin District Admin	Professional Development on maximizing Academic Learning Time in the classroom	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Implementation of Kagan Structures. Professional Development provided by Kagan.	August 2014-June 2016	Site Admin District Admin Teachers Coaches	Kagan structures provide structured collaborative work focused on maximizing student participation and engagement.	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PD and support for Instruction based on CCSS	August 2014-June 2015	Director of Ed. Services Site Admin	PD provided by Kings County Office of Education PD provided by Tulare County Office Education PD provided Anywhere Anytime Learning Foundation PD provided by Catapult Learning (See AALF and Catapult Funding above)	5800: Professional/Consulting Services And Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	District Funded Title I Part A: Basic Grants Low-Income and Neglected General Fund	
Provide a system of teachers observing and collaborating with other teachers.	August 2014 - June 2015	Site Admin Teachers Academic Coaches Teachers and Admin from other school sites	Instructional Rounds Teacher observations Student Performance in classes (Basic Program)	None Specified		

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Parent Involvement
SCHOOL GOAL #4:
Improve communication with parents and within the academic environment in order to increase student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Empowerment Program through University of Merced Talent Search Program	January 2015-June 2015	Site Admin Teachers Coaches UC Merced Learning Directors/Counselors	Train parents on how questions to ask in a parent conference, a-g, graduation requirements, university tours (Free for 2014-15) \$10,000 for 2015-16	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	10,000
Financial Aid Workshops	January 2015-March 2015	Site admin Learning Directors/Counselors	Walk parents through the step by step process of completing a FAFSA, explain the difference between grants, loans, scholarships and how to apply. (Basic Program)	None Specified		
Parentlink Notifications		District Admin Site admin Teachers Coaches	System of broadcasting messages to parents via phone, email, text messages	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Aeries Portal	District Admin Site Admin Coaches Teachers	District Admin Site Admin Teachers Coaches	Database where parents have access to grade, schedules, attendance records, transcripts, assignments and gradebooks	5000-5999: Services And Other Operating Expenditures	District Funded	
Website	Implemented August 2014-June 2015 with annual review	Site Principal	Provides school info, SARC, SPSA, Principal's Blog, school calendar,	5000-5999: Services And Other Operating Expenditures	District Funded	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Safety, Behavior, Access to Extended School Day
SCHOOL GOAL #5:
Provide students with a positive, safe, clean and nurturing environment. Extend the school day via the After School Program and Summer School

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reduce the number of Suspensions for 2014-15	August 2014-June 2015	Site Admin Teachers Students Parents Coaches	Promote and teach the school-wide behavior expectations (Basic Program)	None Specified		
Reduce the number of classroom behavior discipline for 2014 - 15	August 2014-June 2015	Site Admin Teachers	Provided small group and 1:1 intervention (Basic Program)	None Specified		
Provide an after school program with academic and enrichment courses	August 2014-June 2015 with annual review	Site Admin Academic Career Coach Kings County Office of Education Teachers Academic Coaches	Daily after school classes provided in both curriculum tutoring, credit recovery and enrichment (See After School Funding Above)	1000-1999: Certificated Personnel Salaries	General Fund	
Provide a Summer School Program	June 2015-July 2015	Site Admin Teachers District Admin	Morning and afternoon sessions of courses for both credit recovery and enrichment (See After School Funding Above)	None Specified		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Lottery: Instructional Materials	4229.25	4,229.25
After School and Education Safety	258,422.67	258,422.67
Special Education	50838.	50,838.00
Title III	1587.20	1,587.20
Agriculture Vocational Incentive	17972	17,972.00
Title I Part A: Basic Grants Low-Income	133900.72	132,600.72
Special Education	262332.54	262,332.54
LCFF - Base	20638.42	20,638.42

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	35,000.00
Title I Part A: Basic Grants Low-Income and Neglected	1,300.00
Title I Part A: Parent Involvement	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	30,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	1,300.00
5800: Professional/Consulting Services And Operating	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	30,000.00
4000-4999: Books And Supplies	General Fund	5,000.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income and	1,300.00
5800: Professional/Consulting Services And	Title I Part A: Parent Involvement	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	10,000.00
Goal 3	6,300.00
Goal 4	10,000.00
Goal 5	20,000.00

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Caselli	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morgan Tigert	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Silvia Camrena	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Flores	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shannon Nolan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kurt Rowe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Laura Haney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Esmeralda Loera	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jesus Acevedo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Samantha Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ricardo Ybarra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nancy Gusman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	4	2	3	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

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 .

Attested:

Antonia Stone

Typed Name of School Principal

Signature of School Principal

Date

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 January 15, 2015, to discuss and determine elements for the Title I Parent Involvement Policy. It has distributed the policy 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 2014-15 school year, the annual Title I meeting was held on October 22, 2014. 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 2014-15 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 2014-15 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.
- **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 2014-15 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.
 - **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: December 10, 2014



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

Corcoran High School

Annual Evaluation of Single Plan for Student Achievement (SPSA) – January 2015 Plan Written – Fall 2013

Performance Goal #1 – Attaining High Academic Standards

Goal #1:	Desired Outcome:	Result:
<p>Objective #1 Provide students with a more rigorous and relevant curriculum in all classes.</p> <p><i>Objective #2: Implement the common core curriculum while establishing student assessments, writing and projects that incorporate high levels of Bloom's Taxonomy.</i></p>	<p><i>Year 2014-2015</i></p> <p>*CAHSEE pass rate in Mathematics and English / Language Arts to exceed the Kings County average pass rate (81% or higher).</p> <p>*CAHSEE student subgroup (Special Ed, English Learner & Socioeconomically Disadvantaged) pass rates meet or exceed the 2011-12 school year performance.</p> <p>o ELA=SpEd-10%orhigher, EL-47%or higher,SocDis-82% or higher o Math=SpEd-19% or higher, EL-40% or higher,SocDis-81% or higher</p> <p>*Multiple measurements used to track student performance while API is suspended and Common Core testing is implemented.</p> <p>Percentage of students scoring 3 or higher on AP exams = 47% or higher</p> <p>95% of 11th grade students take the EAP with 16 % or higher demonstrating college readiness in ELA and 11% or higher demonstrating college readiness in mathematics</p> <p>Percentage of graduates meeting a-g</p>	<p>CAHSEE:</p> <p>*Students scored at 74 and 76% on CAHSEEs</p> <p>*EL Students at 5% proficient</p> <p>*SpEd at 5% proficient</p> <p>2014 = Met at 50%</p> <p>2013 EAP participation = 99% participation met (12% conditional)</p> <p>12% college ready for English/7% college ready for math (54% conditional)</p>

	<p>requirements=46%orhigher</p> <ul style="list-style-type: none"> • Determine baseline student performance on SBAC Interim Assessments <p><i>Year 2015-2016</i></p> <ul style="list-style-type: none"> • CAHSEE pass rate in Mathematics and English / Language Arts to meet the California average pass rate (84% or higher). • CAHSEE student subgroup (Special Ed, English Learner & Socioeconomically Disadvantaged) pass rates meet or exceed the 2011-12 school year performance. <ul style="list-style-type: none"> o ELA=SpEd-12%orhigher,EL-50%orhigher,SocDis-84%orhigher o Math=SpEd-20%orhigher,EL-43%orhigher,SocDis-84%orhigher • Multiple measurements used to track student performance while API is suspended and Common Core testing is implemented. <p>o Percentage of students scoring 3 or higher on AP exams = 49% or higher</p> <p>o 95%of 11th grade students take the EAP with 18% or higher demonstrating college readiness in ELA and 13% or higher demonstrating college readiness in mathematics</p> <p>o Percentage of graduates meeting a-g</p>	<p>Currently, 60% enrolled in a-g courses</p> <p>2015+ N/A</p>
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requirements=48%orhigher

- Determine baseline student performance on SBAC Interim Assessments

Year 2016-2019

- . CAHSEE pass rate in Mathematics and English / Language Arts to meet or exceed the California average pass rate (85% or higher).
- . CAHSEE student subgroup (Special Ed, English Learner & Socioeconomically Disadvantaged) pass rates meet or exceed the 2011-12 school year performance.

o ELA=SpEd-14% or higher, EL-maintain at least 50%, SocDis-maintain at least 85%

o Math=SpEd-maintain at least 20%, EL-45%orhigher, SocDis-maintain at least 85%

- Multiple measurements used to track student performance while API is suspended and Common Core testing is implemented.

o Percentage of students scoring 3 or higher on AP exams = maintain at least 50% or higher

o 95% of 11th grade students take the EAP while maintaining 20% or higher demonstrating college readiness in ELA and 16% or higher demonstrating college readiness in mathematics

o Percentage of graduates meeting a-g

		requirements = maintaining at least 50% • Meet state requirements for student performance on SBAC Formative Tools and Interim Assessments		
Program Expenditure (BASIC PROGRAM)	Evaluation Tool	Successes	Challenges	Modifications (Keep/Eliminate)
1.1) Train, observe and evaluate staff on implementation of EDI to be essential component of lessons within each unit	Instructional Rounds, Walkthrough Observations, Lesson Planning / PLC data, students' grades	*Rounds have led to more effective instruction. Goals in instruction have continued to get more focused.	EDI led to the belief that lecture should be used extensively.	Include Catapult training, AALF, CAAT Eliminate idea of solely using EDI. Focus on narrowing of instruction; Whole class, small groups, pair, individual
1.2) Restructure the implementation of the Panther Writing Model to incorporate more digital writing	Development of writing requirement in all units of study, student writing examples and assessments, student digital portfolios, student grades, teacher-created rubrics, classroom observations	All classes across all curriculums write regularly and know the Panther Writer Model Implementation of Pre-Post writing assessments give clear data on student achievement and path to improvement	Time	Continue restructuring
1.3) Incorporate the	Student assessments	Students are being taught focus lessons for	Time: Teachers are complaining about the	Move Focus Lessons into intervention time

Standards Plus curriculum into Focus Lessons in all classes	on benchmarks, student grades, HSEE student pass rate	15 minutes every period	focus lessons severely cutting into their own curriculum	
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	Calibrate school- level writing expectations / performance with college-level writing examples, graduation rates, student application numbers to post- secondary education, student writing samples	Students are being well-prepared for common core and in reading expository texts.	N/A	Keep
2.1) Develop units of study, assessments and project that are aligned with Common Core Standards (which may include common teacher preps and PLC time)	Class pacing guides and unit projects outline. Administrative walkthroughs to indicate pacing guide is followed.	Rounds and observations show students are working in groups to complete tasks. Tasks are required 2 nd , 4 th , 6 th and 8 th benchmarks of the school year.	Time Master Schedule development for common preps	Keep
2.2) Develop and implement a referral system to assist students that are struggling to complete their assignments	Student participation rates in After School tutoring and credit recovery program. Student participation rate with Panther Crew.	All students with an F were referred to an SSP which was placed on file and referred to in follow-up conferences	Didn't affect enough change as a stand alone intervention	Implement intervention period for all students
2.3) Develop and implement student projects and writing in each common core	Student writing (both hand written and/or digital) will be assess throughout the school	Rounds and observations show students are working in groups to complete tasks. Tasks are	Time Professional Development Master Schedule for Common Preps	Keep (District is applying for PD grant for PBL) Ag Pathways Grant

unit which meet criteria set by district and site staff	year. Writing samples for all students will be examined in PLCs. Student presentations of projects both verbally and through e- portfolio.	required 2 nd , 4 th , 6 th and 8 th benchmarks of the school year.		
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Performance Goal #2 – Post Secondary Goals		
Goal #2:	Desired Outcome:	Result:
<p>Goal Area #1): Prepare all students with a post-secondary goal, while creating a college-going culture at Corcoran High School.</p> <p><i>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.</i></p>	<p>. Year 2014-2015</p> <p>Increase the number of Community College course offerings to incorporate other core curricular areas, and expansion of course offerings in CTE pathways.</p> <p>Each freshman will have a completed four-year academic plan with a career path and / or post-secondary goal that is easily accessible for students, parents and staff. All other classes are to maintain or adjust their existing plan with parents and counselors.</p> <p>Percentage of graduates meeting a-g requirements = 46% or higher.</p> <p>95% of 11th grade student take the EAP with 16% or higher demonstrating college readiness in ELA and 11% or higher demonstrating college readiness in mathematics.</p>	<p>Number of college Course Offerings remain the same as 2013-14 school year.</p> <p>All students have completed a 4 year plan/</p> <p>Currently, 60% of students are enrolled in a-g courses</p> <p>2013 EAP participation = 99% participation met (12% conditional)</p> <p>12% college ready for English/7% college ready for math (54% conditional)</p>

	<p>Percentage of students scoring 3 or higher on AP exams = 47% or higher.</p> <p>Maintain graduation rate at CHS, as reported on AYP, to a minimum of 90%.</p> <p>Increase the number of guest speakers at Career Day to be at least 40% college / post-secondary focused.</p> <p>Maintain student performance, as reported on Perkins grant, to meet all academic performance levels.</p> <p>. Year 2015-2016</p> <p>Increase the number of Community College course offerings to incorporate other core curricular areas, and expansion of course offerings in CTE pathways.</p> <p>Each freshman will have a completed four-year academic plan with a career path and / or post-secondary goal that is easily accessible for students, parents and staff. All other classes are to maintain or adjust their existing plan with parents and counselors.</p> <p>Percentage of graduates meeting a-g requirements = 48% or higher.</p> <p>95% of 11th grade student take the EAP with 18% or higher demonstrating college readiness in ELA and 13% or higher demonstrating college readiness in</p>	<p>2014 = Met at 50%</p> <p>2014 grade rate = 87%</p> <p>No, did not meet</p> <p>2015+ N/A</p>
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	<p>mathematics.</p> <p>Percentage of students scoring 3 or higher on AP exams = 49% or higher.</p> <p>Maintain graduation rate at CHS, as reported on AYP, to a minimum of 90%.</p> <p>Increase the number of guest speakers at Career Day to be at least 50% college / post-secondary focused.</p> <p>Maintain student performance, as reported on Perkins grant, to meet all academic performance levels.</p> <p>. <i>Year 2016-2019</i></p> <p>Have established CTE pathways with appropriate course offerings that are reflective of student career and / or post-secondary interests in their four-year plans.</p> <p>Have established appropriate college course offerings that are reflective of student career and / or post-secondary interests in their four-year plans.</p> <p>Each freshman will have a completed four-year academic plan with a career path and / or post-secondary goal that is easily accessible for students, parents and staff. All other classes are to maintain or adjust their existing plan with parents and counselors.</p> <p>Percentage of graduates meeting a-g</p>	
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		<p>requirements = maintaining at least 50%.</p> <p>95% of 11th grade student take the EAP with 20% or higher demonstrating college readiness in ELA and 16% or higher demonstrating college readiness in mathematics.</p> <p>Percentage of students scoring 3 or higher on AP exams = maintain at least 50% or higher.</p> <p>Maintain graduation rate at CHS, as reported on AYP, to a minimum of 90%.</p> <p>Career Day guest speakers contain an equal amount of CTE / school-to-work speakers and college / educational speakers.</p> <p>Maintain student performance, as reported on Perkins grant, to meet all academic performance levels.</p>			
Program Expenditure	Evaluation Tool	Successes	Challenges	Modifications (Keep/Eliminate)	
1.1) Students develop a viable 4-year plan with counselors	Student performance on HSEE, EAP, AP tests, and a-g completion rates. Student participation rates on PSAT, SAT and ACT. Maintain graduation rate at 90%. Data submitted	All students have a 4 year plan.	Students request courses changes or fail courses which significantly alters the plan.	Modification: Counselors previously met with students in small group setting. Learning directors will now meet with all students on an individual basis. Once in the fall and once in the spring.	

	for Perkins Grant to CDE.			
1.2) Provide credit recovery plans and tutoring for all students	Student performance on HSEE, EAP, AP tests, and a-g completion rates. Maintain graduation rate at 90%. Data submitted for Perkins Grant to CDE.	All students who are failing classes are automatically registered for credit recovery.	Attendance and drop-out rate from credit recovery.	Modification: Counselors previously met with students in small group setting. Learning directors will now meet with all students on an individual basis. Once in the fall and once in the spring.
1.3) Provide students with workshops that promote post-secondary education	Student participation rates in workshops and number of student applications to colleges.	Counselors provided workshops in the evening for parents on A-G, grad rate, financial aid, college applications, PIQE	Changeover of counselors to learning directors and turnover from ½ time HS/college counselors	Keep
1.4) Provide students with appropriate CTE pathways and coursework to pursue career interests	Data reported to CDE for Perkins Grant which monitors CTE completers, along with student performance data	Pathways developed to include 7 fully developed pathways: Plant science, animal science, business, health, education, safety, art design	Finding credentialed teachers led to the elimination of safety and the full development/ Implementation	Keep Modification: Partnership with Ag Grant Consortium through Connect Ed/Linked Learning
2.1) Provide a minimum of one workshop in the Fall and one in the Spring to parents and students	PIQE graduation rates, agendas, sign-in sheets and parent / student participation rates in workshops.	Students and Parents showed up to take advantage of the workshops	Parents are requesting additional workshops	Keep, and increase number of workshops
2.2) Increase	Parent and student	WASC report showed	Issues with Teleparent	Replaced Teleparent

communication with parents throughout school year regarding various programs at the school site and district	participation rates in meeting and workshops	parents are satisfied with communication		with Parent Link Increase number of workshops
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Performance Goal #3– Intervention		
Goal #3:	Desired Outcome:	Result:
<p>Goal Area #3): Corcoran High School has a need to provide support to struggling students through systematic intervention strategies (RTI Model).</p>	<p>. <i>Year 2014-2015</i></p> <p><i>Evaluate the effectiveness of overall RTI program and adjust as needed.</i></p> <p>Implement PBIS strategies to reduce the number of student discipline issues and CHS earn a Silver award in PBIS.</p> <p>Student performance data will be tracked through progress reporting and Cycle of Inquiry to determine the need for remediation, tutoring and intervention that can be reflected in a 5% reduction of students that are failing.</p> <p>Develop an implement a Student Success Plan for any student that is failing at the end of first progress and quarter grades during each semester. Track these students to ensure that 77% of students with Success Plans are</p>	<p>PBIS shows a reduction in suspensions. In 2012-13, there were 514 suspensions and 977 days of suspension. In 2013-14, there were 90 suspensions with only 264 days of suspension. This was a 83% drop</p> <p>All students who were failing were placed on a Student Success Plan; however, this did not result in 77% of students on a SSP earning passing grades</p> <p>All students who were failing classes were placed into Credit Recovery; however, there was a high rate of students dropping out or not showing up for Credit Recovery</p>

	<p>earning a passing grade.</p> <p>Students who are deficient in credits for graduation will be assigned online courses as their credit recovery plan, and track their progress so that 77% of these students are improving on their progress toward graduation.</p> <p><i>Year 2015-2016</i></p> <p><i>Evaluate the effectiveness of overall RTI program and adjust as needed.</i></p> <p>Implement PBIS strategies to reduce the number of student discipline issues and CHS earn a Gold award in PBIS.</p> <p>Student performance data will be tracked through progress reporting and Cycle of Inquiry to determine the need for remediation, tutoring and intervention that can be reflected in an additional 2-3% reduction of students that are failing.</p> <p>Develop an implement a Student Success Plan for any student that is failing at the end of first progress and quarter grades during each semester. Track these students to ensure that 80% of students with Success Plans are earning a passing grade.</p> <p>Students who are deficient in credits for graduation will be assigned online courses as their credit recovery plan, and track their progress so that 80% of these students are</p>	<p>2015-16+ N/A</p>
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improving on their progress toward graduation.

Year 2016-2019

Evaluate the effectiveness of overall RTI program and adjust as needed.

Continue to implement, evaluate and adjust PBIS at CHS so that the number of student suspensions are declining, more students are in class and thus increasing academic performance.

Student performance data will be tracked through progress reporting and Cycle of Inquiry to determine the need for remediation, tutoring and intervention that can be reflected in a 75% - 80% pass rate in all courses.

Develop an implement a Student Success Plan for any student that is failing at the end of first progress and quarter grades during each semester. Track these students to ensure that 85% of students with Success Plans are earning a passing grade.

Students who are deficient in credits for graduation will be assigned online courses as their credit recovery plan, and track their progress so that 85% of these students are improving on their progress toward graduation.

Program Expenditure	Evaluation Tool	Successes	Challenges	Modifications (Keep/Eliminate)
1.2) Instructional Rounds will be utilized to collaboratively improve classroom instruction	Instructional Rounds summaries, teacher observations and evaluations. Utilization of coaching model provided by district academic coaches. Student grades , pass rates and graduation rates.	Rounds have led to more effective instruction. Goals in instruction have continued to get more focused as we meet and establish new goals.	High turnover of teachers who are new to Rounds.	Keep
1.3) Peer mentoring program during the school day to provide support to SpEd and EL students	Training and observation by Academic Coaches, along with teacher feedback and evaluations. Student grades and pass rates.	Students are trained extensively and feedback from teachers has shown that peer mentors are having a positive impact on student engagement, and cooperative learning	Teachers without mentors are requesting to have mentors in the class. (Shortage of mentors)	Keep
1.4) Students identified by classroom teachers will develop a Student Success Plan	Student success plans developed with parents and student performance as a result of the implementation of the plan.	All students with an F were referred to an SSP which was placed on file and referred to in follow-up conferences	Was not effective enough as a stand alone intervention	Modify to include an intervention period for all students
1.5) After School tutoring will incorporate online	Student participation and pass rates in the credit recovery	All students who are failing a class are automatically registered	Attendance and drop-out rate from Credit Recovery are high	Modification: Counselors previously met with students in small group

credit recovery courses	program. Student data pertaining to HSEE, a-g, and maintaining graduation rate at 90% or above.	for Credit Recovery		setting. Learning directors will now meet with all students on an individual basis. Once in the fall and once in the spring.
1.6) Training in Restorative Justice and Positive Behavioral Interventions and Supports (PBIS). Implementation of the PBIS program over a three year period	Reduction in suspension rates. Reduction in expulsions at CHS. Site audits, evaluations and awards based on disciplinary data. Student performance and class grades each semester.	Suspension rate in 2012-13 was 514 total number of incidents with 977 total days. In 2013-14 incident total for suspensions was 90 with 264 total days.	The need to not just lower suspensions but reduce the rate at which students have any discipline incidents.	Keep: Focus on Tier II interventions

Performance Goal #4 – Parent Communication		
Goal #5:	Year 2014-2015	Result:
Goal Area #4): Improve communications with parents and students to increase student achievement and involvement in school activities.	<p>Continue to develop a comprehensive communication system with parents that uses both digital media and educational opportunities to create increase awareness among parents and community, and adjust as needed.</p> <p>Increase parental involvement and participation rates at school events and conferences with site staff with the goal to</p>	<p>Website, email, conferences, flyers, letters home, phone calls, Teleparent</p> <p>WASC findings reports parents are satisfied with communication; however, ELAC parents request more of above communication</p>

	<p>increase students attendance to 94%</p> <p>Increase parental involvement and participation rates at school events and conferences with site staff with the goal to decrease the suspension rates of students by 20% from 2012-13 rate.</p> <p>To increase parent involvement, understanding and awareness that will lead to increased student performance as reflected in measurables listed under each specific goal in the Action Plan.</p> <p><i>Year 2015-2016</i></p> <p>Continue to develop a comprehensive communication system with parents that uses both digital media and educational opportunities to create increase awareness among parents and community, and adjust as needed.</p> <p>Increase parental involvement and participation rates at school events and conferences with site staff with the goal to increase students attendance to 95%</p> <p>Increase parental involvement and participation rates at school events and conferences with site staff with the goal to decrease the suspension rates of students by 25% from 2012-13 rate.</p> <p>To increase parent involvement, understanding and awareness that will lead to increased student performance as reflected in</p>	<p>2015-16+ N/A</p>
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		<p>measurables listed under each specific goal in the Action Plan.</p> <p><i>Year 2016-2019</i></p> <p>Ongoing work to develop adjust the action plan to utilize up-to-date communication systems to effectively maintain student preparedness for careers and colleges.</p> <p>Continue to create communication systems that allow parents to be involved in school events and are aware of educational opportunities for parents that will assist in increasing student academic achievement and performance.</p> <p>To increase parent involvement, understanding and awareness that will lead to increased student performance as reflected in measurables listed under each specific goal in the Action Plan.</p>			
Program Expenditure	Evaluation Tool	Successes	Challenges	Modifications (Keep/Eliminate)	
1.1) Develop timely and meaningful parent communication	Increased attendance, reduced suspension rates, and increase in parent awareness and participation sheets.	WASC report shows that parents are satisfied with contact from CHS	Parents are still requesting additional communication	Keep	
1.2) Provide parents with educational opportunities on the systems of the high	Parent participation rates in courses and workshops through sign in sheets. Calendar of available	Parents are attending workshops, especially those geared towards college applications and financial aid	Not enough parents are attending all conferences especially those geared towards attendance	Increase that rate at which parents are notified via phone Add parent liaison	

school	events for parent involvement.			Add information regarding parent volunteers
1.3) Provide positive communication to community and parents regarding workshops, school events and post secondary opportunities.	Calendar of available events for parents to participate. Workshop sign in sheets and completion rates.	Parents are attending workshops, especially those geared towards college applications and financial aid	Not enough parents are attending all workshops	Increase that rate at which parents are notified via phone Add parent liaison Add information regarding parent volunteers

Performance Goal #5 – Parent Involvement

Goal #5:	Desired Outcome:	Result:
<p>Goal Area #5): Corcoran High School needs to review, analyze and implement teaching strategies that will have a positive impact on student achievement.</p>	<p><i>. Year 2014-2015</i></p> <p>Maintain graduation rates of 90% and above for current graduating class.</p> <p>95% of 11th grade students take the EAP with 16% or higher demonstrating college readiness in ELA and 11% or higher demonstrating college readiness in mathematics, while examining the data from college placement tests.</p> <p>Graduating class will have percentage meeting a-g requirements at 46% or higher.</p> <p>Increase the number of students passing the</p>	<p>2014 class had an 87% grad rate</p> <p>2013 EAP participation = 99% participation met (12% conditional)</p> <p>12% college ready for English/7% college ready for math (54% conditional)</p> <p>Currently, 60% of students are enrolled in a-g classes</p>

	<p>AP exams to equal 47% or higher.</p> <p>Decrease the failure rate of students in courses displays a 5% reduction in failure rates from 2013 - 14 levels.</p> <p><i>Year 2015-2016</i></p> <p>Maintain graduation rates of 90% and above for current graduating class.</p> <p>95% of 11th grade students take the EAP with 18% or higher demonstrating college readiness in ELA and 13% or higher demonstrating college readiness in mathematics, while examining the data from college placement tests.</p> <p>Graduating class will have percentage meeting a-g requirements at 48% or higher.</p> <p>Increase the number of students passing the AP exams to equal 49% or higher.</p> <p>Increase the number of students taking the SAT/ACT by 2 - 3% and the overall performance will increase by 2 - 3%.</p> <p>Decrease the failure rate of students in courses displays a 2 - 3% reduction in failure rates from 2014 - 15 levels. <i>Year 2016-2019</i></p> <p>Maintain graduation rates of 90% and above for current graduating class.</p> <p>95% of 11th grade students take the EAP with</p>	<p>Met at 50%</p> <p>Did not meet</p> <p>Year 2015+ N/A</p>
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		<p>20% or higher demonstrating college readiness in ELA and 16% or higher demonstrating college readiness in mathematics, while examining the data from college placement tests.</p> <p>Graduating class will have percentage meeting a-g requirements at 50% or higher.</p> <p>Increase the number of students passing the AP exams to equal 50% or higher.</p> <p>Increase the number of students taking the SAT/ACT to be reflective of the other measurables (graduation, AP, a-g, EAP, college placement data).</p> <p>Decrease the failure rate of students to less than 10% as noted by student achievement through improved classroom instruction and a systematic RTI model.</p>		
Program Expenditure	Evaluation Tool	Successes	Challenges	Modifications (Keep/Eliminate)
1.1) Provide professional development and support for instructional strategies that promote student engagement and achievement	Student grades at quarters and semester, Student passing rate in classes, School graduation rate, Performance on AP exams, EAP and College Placement tests. Student performance on SAT	PD such as CAAT, Catapult and Rounds have had positive impact on teaching and learning based on observation data	Time	Keep and introduce Kagan Structures

	and ACTs.			
1.2) Provide professional development and support for instruction based on Common Core Standards	Student grades at quarters and semester, Student passing rate in classes, School graduation rate, Performance on AP exams, EAP and College Placement tests. Student performance on SAT and ACTs.	PD such as CAAT, Catapult and Rounds have had positive impact on teaching and learning based on observation data	Time	District applies for PD grant for PBL
1.3) Provide in class peer tutoring to assist struggling students	Training and observation by Academic Coaches, along with teacher feedback and evaluations. Student grades and pass rates.	Students are trained extensively and feedback from teachers has shown that peer mentors are having a positive impact on student engagement, and cooperative learning	Teachers without peer mentors are requesting to have mentors in the class (Shortage)	Keep
1.4) Provide a system of teachers observing and collaborating with other teachers	Instructional Rounds summaries, teacher observations and evaluations. Student performance in classes, pass rates, and semester grades.	District and Internal Rounds have provided effective feedback for CHS to improve instruction as well as meet and establish new learning goals.	Time Limitations of the Master Schedule and Prep periods	Keep Develop Master Schedule starting in Fall semester as opposed to Spring

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	Development of (minimum of 1) expository units in all ELA classes. Students' performance on district writing assessments. Student performance on EAP, College Placement test and SAT / ACTs	Pre-post writing assessment gives clear data on student writing levels.	Time	Keep
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Programs Included in this Plan:

Check the box for each state and federal categorical program in which the school participates

and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs

Allocation

California School Age Families Education Purpose: Assist expectant and parenting students succeed in school. \$

Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program. \$

X

Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners **\$195,090.00**

High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets. \$

Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas. \$

Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring. \$

Pupil Retention Block Grant Purpose: Prevent students from dropping out of school. \$

School and Library Improvement Program Block Grant Purpose: Improve library and other school programs. \$

School Safety and Violence Prevention Act Purpose: Increase school safety. \$

Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students. \$

X **\$276,185.61**

List and Describe Other State or Local funds (e.g., State Lottery, Vocational Funds (Perkins), Restricted Lottery, Ag Voc. Ed., KROP

Total amount of state categorical funds allocated to this school \$471,275.61

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$

Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$

Title I, Part A: School-wide Program X Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$161,177.00

Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$

Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$

Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$

Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology \$

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students

X

Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards

\$2,583.00

Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement \$

Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students \$

Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs \$

Other Federal Funds (list and describe) Special Education (3310 **X** and 6500) **\$296,499.00**

Total amount of federal categorical funds allocated to this school \$460,259.00

Total amount of state and federal categorical funds allocated to this school \$931,534.61

