# Corcoran High School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 School Year)

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **SARC Overview** | By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. |
| | - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. |
| | - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. |
| | - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **Internet Access** | Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. |

## 2023-24 School Contact Information

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|---|---|
| **School Name** | Corcoran High School |
| **Street** | 1100 Letts Avenue |
| **City, State, Zip** | Corcoran, CA 93230 |
| **Phone Number** | (559) 992-8884 |
| **Principal** | Antonia Ramirez |
| **Email Address** | aramirez@corcoranunified.com |
| **School Website** | https://corcoranhs.corcoranunified.com/ |
| **County-District-School (CDS) Code** | 16 63891 1632207 |

## 2023-24 District Contact Information

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|---|---|
| **District Name** | Corcoran Joint Unified School District |
| **Phone Number** | (559) 992-8888 |
| **Superintendent** | Dr. Lupe Solis |
| **Email Address** | drsolis@corcoranunified.com |
| **District Website** | www.corcoranunified.com |

## 2023-24 School Description and Mission Statement

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

A staff of 46 credentialed teachers offers an array of courses in core curriculum supplemented by Dual Enrollment/Concurrent College and Career Technical classes.

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

Community:
The Corcoran Unified School District has served the residents of this small Kings County community for over 100 years. This predates the incorporation of Corcoran, which took place in August of 1914. The area's rich agricultural condition led to the

## 2023-24 School Description and Mission Statement

establishment of the J.G. Boswell Corporation in 1925 and has remained the most prominent business in Corcoran. California State Prisons opened two large facilities in Corcoran in 1989 and 1997. Corcoran is the epitome of what a "small town" is, with the community, local businesses, and schools often working together on many of the major projects in town. Despite the addition of other businesses in the community, Corcoran is still strongly influenced by its agricultural roots. The schools that are housed in Corcoran are each feeder schools to the next grades. There is one high school and one alternative education school. The population of Corcoran High School is primarily made up of 88% Hispanic, 6% Caucasian, 3% African-American and less than one percent Asian or Indian.

The City of Corcoran partnered with Corcoran Joint Unified School District to open the Technology Learning Center (TLC) on the west side of the CHS campus. The TLC provides classrooms and conference areas for the school district and other entities, while also providing access to community college courses for CHS students and community members. Opening the TLC facility has allowed the community of Corcoran to expand its 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. CHS has a brand new Career Technical Education (CTE) building named Studio 3:15 that houses four classes, an administration building, and resources to allow game coders to utilize stop-motion and digital imaging as well as a state-of-the-art meeting facility and sound room. Corcoran High School was granted a six-year WASC accreditation in 2022-23. 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 committees, 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 2024 will mark the 110th graduating class of Corcoran High School (CHS). Because Corcoran is a small rural community, extracurricular activities, and clubs provide a large share of the recreation opportunities for students. CHS is a comprehensive high school serving approximately 860 students. Feeder schools include three elementary schools and one middle school. The district also supports a continuation school, an independent study program, a charter school, a community day school, and an adult education program, all located at the Kings Lake Education Center.

Corcoran High School is a comprehensive four-year public high school that will have 930 students enrolled at the start of the 2022-23 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 into eight periods Monday-Friday. Thirty-five credits per semester make up an average course load; however, students have the option of taking additional after-school credit-recovery courses.

The number of AP courses is determined by student interest. The popularity and success rate of students taking more than 20 dual-enrollment college courses have significantly overshadowed AP courses and exams.

Honors courses are offered for English 9 and 10. Students are able to gain Honors points through dual enrollment courses designated as Honors on the respective college's A-G/doorways list.

Career Technical Education Courses include Health Education, Medical Terminology, Educating for Careers, Video Gaming, Web Design, and 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 GPAs provided. The weighted grades include the calculation of the extra points 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
- Humboldt State University
- ITT Technical Institute
- Long Beach University
- Los Angeles, University of California
- Merced, University of California
- Monterey Bay University
- Porterville City College
- Reedley City College
- Riverside, University of California
- San Joaquin Valley College
- San Diego State University
- San Diego, University of California
- Santa Cruz, University of California
- West Hills College

School Climate:
Corcoran High School has a School Safety Plan and Crisis Intervention Plan on file which is 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 that 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. Since this time, the staff has learned to be more proactive with student issues and the school continues to work on proactive programs to see declines in suspensions and expulsions.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 275 |
| Grade 10 | 254 |
| Grade 11 | 209 |
| Grade 12 | 164 |
| Total Enrollment | 902 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 52.4% |
| Male | 47.5% |
| American Indian or Alaska Native | 0.2% |
| Asian | 0.6% |
| Black or African American | 3.3% |
| Filipino | 0.3% |
| Hispanic or Latino | 92% |
| White | 3.4% |
| English Learners | 8.3% |
| Foster Youth | 0.2% |
| Homeless | 0.3% |
| Migrant | 1.7% |
| Socioeconomically Disadvantaged | 84.4% |
| Students with Disabilities | 9% |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 32.20 | 79.37 | 125.10 | 80.72 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.70 | 6.67 | 6.70 | 4.33 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.90 | 2.44 | 3.00 | 1.94 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.20 | 0.62 | 2.50 | 1.66 | 12115.80 | 4.41 |
| Unknown | 4.40 | 10.86 | 17.50 | 11.34 | 18854.30 | 6.86 |
| Total Teaching Positions | 40.60 | 100.00 | 154.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 34.00 | 74.64 | 131.50 | 83.08 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 3.20 | 7.19 | 10.20 | 6.46 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.40 | 0.92 | 2.60 | 1.66 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.70 | 1.56 | 4.10 | 2.60 | 11953.10 | 4.28 |
| Unknown | 7.10 | 15.63 | 9.70 | 6.18 | 15831.90 | 5.67 |
| Total Teaching Positions | 45.60 | 100.00 | 158.20 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.90 | 0.00 |
| Misassignments | 0.00 | 0.40 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.90 | 0.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.70 |
| Local Assignment Options | 0.20 | 0.00 |
| Total Out-of-Field Teachers | 0.20 | 0.70 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.5 | 1.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 13.8 | 1.2 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district provides funding for all curriculums 9-12. Should there be an insufficiency, it is reported to the district office, and materials are ordered immediately to correct it.

| Year and month in which the data were collected | October 30, 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|

| Reading/Language Arts | McGraw Hill, 2017 | Yes | 0 |
|---|---|---|---|
| Mathematics | Carnegie, 2016, Math 1 - Math 3, Pre-Calculus - 2001, Business Math - Dave Ramsey 2021 | Yes | 0 |
| Science | Houghton Mifflin, 2019 | Yes | 0 |
| History-Social Science | Geography - McDougal Littell/Houghton Mifflin 2003; World History -- Pearson 2020; US History -- Pearson 2020; Econ/Government -- Pearson 2020 | Yes | 0 |
| Foreign Language | Spanish 1 - Spanish and Spanish Speakers - Carnegie 2023 | Yes | 0 |
| Health | Pearson Prentice Hall 2001 | Yes | 0 |
| Visual and Performing Arts | Theatre - Glencoe/McGraw Hill 1999 | Yes | 0 |

## School Facility Conditions and Planned Improvements

64 areas were evaluated to meet this criteria. Systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural and external were all rated at 98.53% with "OK" being marked and CHS received the overall rating of Exemplary.

| Year and month of the most recent FIT report | August 2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | N/A |
| **Interior:** Interior Surfaces | X | | | There does not appear to be damaged tiles Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew/mold. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | N/A |
| **Electrical** | X | | | N/A |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | N/A |
| **Safety:** Fire Safety, Hazardous Materials | X | | | N/A |
| **Structural:** Structural Damage, Roofs | X | | | N/A |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Gates and fences are functional, Intact. Free of conditions that would pose a hazard. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 59 | 64 | 32 | 31 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 19 | 17 | 14 | 17 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 193 | 190 | 98.45 | 1.55 | 64.21 |
| Female | 101 | 98 | 97.03 | 2.97 | 69.39 |
| Male | 91 | 91 | 100.00 | 0.00 | 58.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 180 | 177 | 98.33 | 1.67 | 64.41 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 18 | 18 | 100.00 | 0.00 | 11.11 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 163 | 160 | 98.16 | 1.84 | 61.25 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 27.78 |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 193 | 189 | 97.93 | 2.07 | 16.93 |
| Female | 101 | 98 | 97.03 | 2.97 | 14.29 |
| Male | 91 | 90 | 98.90 | 1.10 | 18.89 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 180 | 176 | 97.78 | 2.22 | 17.05 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 18 | 17 | 94.44 | 5.56 | 5.88 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 163 | 159 | 97.55 | 2.45 | 16.98 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 5.56 |

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 23.14 | 30.67 | 15.21 | 21.84 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 381 | 377 | 98.95 | 1.05 | 30.77 |
| Female | 198 | 195 | 98.48 | 1.52 | 29.74 |
| Male | 182 | 181 | 99.45 | 0.55 | 31.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 13 | 13 | 100.00 | 0.00 | 15.38 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 344 | 341 | 99.13 | 0.87 | 29.91 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 17 | 16 | 94.12 | 5.88 | 50.00 |
| English Learners | 24 | 24 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 320 | 316 | 98.75 | 1.25 | 29.43 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 6.25 |

## 2022-23 Career Technical Education Programs

Corcoran High School is home to several Career Technical Education classes including Agricultural Mechanics, Intro to Ag Welding and Ag Welding. CHS also offers Ag Science I and II. There is currently an agriculture pathway for Ag Science and Ag Mechanics. In total, there are 10 fully developed CTE pathways. Students who are interested in the field of education can take Careers in Education. Students who wish to explore the medical field can take Medical Terminology, Health Occupations, and Sports Medicine. The music department was expanded from Band to include Drumline and Rhythm Section. Art students can take Art I, Art II, or Digital Design, and Business Students have the option of Intro to Business and Publications. Students interested in coding can take Video Game Design 1 or 2 or Coding. VROP provides the teacher for the health courses.

CHS employs a CTE coach and a Work-Based Learning Coordinator.

The ag advisory consists of the three ag teachers, the CTE coach, the principal, two former students, and three business representatives.

The CTE advisory consists of the CTE teachers, the work-based learning coordinator, the CTE coach, and several business representatives.

1. Ag Science
2. Ag Mechanics
3. Business
4. Coding
5. Fashion
6. Health EMT
7. Health Occupations
8. Careers in Ed
9. Art
10. Sports Med

The advisory consists of all the CTE teachers, the CTE Coach, the Work-Based Learning Co-Ordinator a business representative from each industry.

The map of the sequence of courses for each pathway is uploaded as an attachment to this document and is entitled, "CHS Pathways."

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 714 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 66.3 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 99.89 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 20.5 |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 9 | 216 | 231 | 216 | 216 | 216 |

## C. Engagement

### State Priority: Parental Involvement

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

### 2023-24 Opportunities for Parental Involvement

- School resources for parents include include Student Study Teams, Student Success Plan Meetings, Community Contact, Curriculum Coaches, a district parent liaison, student incentive programs, migrant programs, ELD instruction, school library, computer labs, career center, parent participation in School Site Council/ ELAC, student support programs such as UC Merced Talent Search, CEP via the Gear Up Grant, Upward Bound, 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 officer, and district campus safety.

- Community resources include Corcoran Family Resource Center, Corcoran RAC, Police Activities League, Mental Health Services, Corcoran Emergency Aid, Corcoran Educational Foundation/CAST, J.G Boswell Company, Chamber of Commerce, College of Sequoias, West Hills College, and many community businesses.

On August 16, 2023, Corcoran High School held its annual Title I parent night. It was held at 9 am and at 5 pm and parents were made aware of the provisions of Title I and its impact on Title I programs. In addition, the School Site Council met on September 18 to approve the revised School Plan for Student Achievement. One of the items on the agenda was to discuss proposed expenditures for Title I funding. Included in that were conferences for English Language Development training in various content areas. School Site Council is made up of 4 teachers, 1 principal, 3 students, 4 parents, and 1 classified employee.

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

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 1.4 | 3.6 | 2.4 | 2.7 | 7.8 | 10.4 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 98.6 | 95.8 | 97.6 | 80.2 | 87.8 | 89.6 | 83.6 | 87 | 86.2 |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 166 | 162 | 97.6 |
| Female | 86 | 85 | 98.8 |
| Male | 80 | 77 | 96.3 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 146 | 142 | 97.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 157 | 153 | 97.5 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 15 | 15 | 100.0 |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 965 | 938 | 235 | 25.1 |
| Female | 502 | 490 | 132 | 26.9 |
| Male | 462 | 447 | 103 | 23.0 |
| Non-Binary | 1 | 1 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 5 | 5 | 1 | 20.0 |
| Black or African American | 32 | 32 | 11 | 34.4 |
| Filipino | 3 | 3 | 1 | 33.3 |
| Hispanic or Latino | 886 | 861 | 213 | 24.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 35 | 33 | 9 | 27.3 |
| English Learners | 102 | 98 | 24 | 24.5 |
| Foster Youth | 5 | 3 | 0 | 0.0 |
| Homeless | 16 | 16 | 8 | 50.0 |
| Socioeconomically Disadvantaged | 826 | 800 | 217 | 27.1 |
| Students Receiving Migrant Education Services | 17 | 16 | 3 | 18.8 |
| Students with Disabilities | 91 | 88 | 26 | 29.5 |

## C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 3.46 | 7.63 | 7.56 | 2.55 | 5.78 | 6.97 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.11 | 0.00 | 0.73 | 0.17 | 0.21 | 0.20 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 7.56 | 0.73 |
| Female | 5.58 | 0.4 |
| Male | 9.74 | 1.08 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 15.63 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 7.34 | 0.79 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 8.57 | 0 |
| English Learners | 7.84 | 1.96 |
| Foster Youth | 0 | 0 |
| Homeless | 31.25 | 6.25 |
| Socioeconomically Disadvantaged | 8.6 | 0.85 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 14.29 | 2.2 |

## 2023-24 School Safety Plan

Maintaining a safe and secure learning environment is a top priority for Corcoran High School. The Comprehensive School Site Safety Plan was developed for Corcoran High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements.

Our plan is updated annually and includes procedures for emergencies, exit routes, and inventories of emergency supplies. Local law enforcement has a copy of our School Safety Plan as well as a school map. In conjunction with local law enforcement, the fire department, and city officials, safe school routes have been determined and included in the Comprehensive Schools Safety Plan.  All staff members review the School Safety Plan at the beginning of the school year in September 2023 for the 23-24 school year.

Students and staff participate in (monthly) drills and the staff is debriefed following the drill with the intent of improving upon our safety procedures. Students at Corcoran High School participate annually in Digital Citizenship Safety Training. Our school is surrounded by a perimeter fence and all visitors must check into the office upon arrival. All volunteers must complete a district application and receive the appropriate clearances before they can volunteer or chaperone at a school site or during a school trip.

A copy of the Comprehensive School Safety Plan is available in the school office for parent review with the site administrator upon request.

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty in September of 2023 for the 23-24 school year.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 25 | 13 | 20 | 2 |
| Mathematics | 26 | 5 | 24 | 1 |
| Science | 22 | 17 | 11 | 3 |
| Social Science | 29 | 3 | 16 | 6 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 24 | 14 | 22 | 4 |
| Mathematics | 22 | 15 | 24 | |
| Science | 22 | 18 | 11 | 4 |
| Social Science | 28 | 3 | 19 | 5 |

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 24 | 10 | 20 | 4 |
| Mathematics | 27 | 6 | 23 | 3 |
| Science | 24 | 15 | 14 | 3 |
| Social Science | 29 | 4 | 9 | 13 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 1127.5 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.8 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.9 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school.  Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $17,349 | $2,359 | $14,990 | $65,950.16 |
| District | N/A | N/A | $11,909 | $82,148 |
| Percent Difference - School Site and District | N/A | N/A | 22.9 | -19.3 |
| State | N/A | N/A | $7,607 | $81,984 |
| Percent Difference - School Site and State | N/A | N/A | 77.8 | -18.2 |

## Fiscal Year 2022-23 Types of Services Funded

Title 1 provides a during and after-school Credit Recovery program through Edgenuity/Imagine Learning. CHS also provides a robust 4-week summer school so students can catch up on credits for graduation. Support staff and teachers provide support to students for four hours each day through the end of June. Title I funding is used for resources such as Grammarly, Imagine Learning, and DyKnow. CHS hosts three parent engagement events including "How to Access the Aeries Parent Portal," and "Getting Ready for College."

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $59,321 | $50,875 |
| Mid-Range Teacher Salary | $83,019 | $79,761 |
| Highest Teacher Salary | $110,361 | $103,045 |
| Average Principal Salary (Elementary) | $127,783 | $128,154 |
| Average Principal Salary (Middle) | $133,355 | $131,774 |
| Average Principal Salary (High) | $142,907 | $142,676 |
| Superintendent Salary | $195,000 | $211,462 |
| Percent of Budget for Teacher Salaries | 28.91% | 30.11% |
| Percent of Budget for Administrative Salaries | 4.75% | 5.49% |

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| Percent of Students in AP Courses | 0 |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Corcoran High School's primary focus has been on Explicit Direct Instruction, Data Wise, and Kagan Structures and use of technology in the classroom. CHS has a focus of support for English Language Learners and quality first teaching. These were selected to align with the Common Core and to meet the needs of our EL population.

* Kagan professional development is provided at the start of the school year and for the entire district. The school has adopted a Kagan Coaching Model. 8 CHS staff trained as coaches go into classes once a month to coach teachers on a structure of the

## Professional Development

month.

* Corcoran High School has committed to the Data Wise Improvement Process for data analysis, teaching strategies, and intervention. All teachers have been trained, and based on the Data Wise process, departments develop Action Plans.

*Wednesday mornings from 8:00 - 9:30 are dedicated to departmental time for our Professional Learning Communities. Teachers collaborate on units of study, lessons, and strategies. They also receive focus lesson training and tech training among other topics included here.

- CHS has one English Language Arts coach, one Career Technical Education Coach, and one district-level technology coach placed at the high school who regularly observe classrooms and provide feedback and assistance to teachers on strategies. The coaches are working with teachers to implement strategies that incorporate students listening, speaking, reading, and writing.

* Teachers are regularly sent to Tulare County Office of Education specifically for ELD training in various subject matters.

*All math teachers received in-class support from Gear Up and Access coaches. Work focuses on planning and implementing lessons that are equitable, effective, and efficient for student success on CAASPP and math readiness.

- All CHS staff were trained on CAASPP hand scoring.

* Corcoran High School teachers and admin are adding PD for Visible Learning including, assessment, feedback, clarity, and PLC.

* Support staff including secretaries and paraprofessionals are sent to tailored training to focus on attendance, front office support, tech, and support for parents and students.

*Coaches are sent to monthly training for the EL network, technology support, and teacher support.

*All teachers receive PD on Explicit Direct Instruction.

*All teachers have coaching weeks twice a year with the ELA coach and the tech coach.

*Department pull-out days are given for teachers to map key standards, plan for the year, design common lessons and assessments and determine how to use state resources in planning for CAASPP.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 95 | 97 | 86 |