

Corcoran High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Corcoran High School
Street	1100 Letts Avenue
City, State, Zip	Corcoran, CA 93230
Phone Number	(559) 992-8884
Principal	Antonia Stone
Email Address	astone@corcoranunified.com
Website	http://corcoranhs.corcoranunified.com/
County-District-School (CDS) Code	16 63891 1632207

Entity	Contact Information
District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8880
Superintendent	Rich Merlo
Email Address	rmerlo@corcoranunified.com
Website	www.corcoranunified.com

School Description and Mission Statement (School Year 2019-20)

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

The City of Corcoran partnered with Corcoran Joint Unified School District to open the Technology Learning Center (TLC) on the west side of the CHS campus. The TLC provides classrooms and conference areas for the school district and other entities, while also providing access to community college courses for CHS students and community members. Opening the TLC facility has allowed the community of Corcoran to expand their partnerships with two local community colleges, College of the Sequoias and West Hills Community College in Lemoore. Both community colleges offer courses that CHS students can take concurrently during the school day. Corcoran High School was granted a six year WASC accreditation in 2016-17 and will have a one day mid-cycle visit in 2020. 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 2020 will mark the 106th graduating class of Corcoran High School (CHS). Because Corcoran is a small rural community, extra curricular activities and clubs provide a large share of the recreation opportunities for students. CHS is a comprehensive high school serving approximately 860 students. Feeder schools include three elementary schools and one middle school. The district also supports a continuation school, an independent study program, a charter school, a community day school and an adult education program, all located on the Kings Lake Education Center.

Corcoran High School is a comprehensive four-year public high school which will have 870 students enrolled at the start of the 2019-20 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 Language. The number of AP courses is determined by student interest. The popularity and success rate of students taking the more than 20 dual enrollment college courses has significantly overshadowed AP courses and exams.

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

Career Technical Education Courses include Health Education, Medical Terminology, Educating for Careers, Video Gaming, Web Design, Digital Design, as well as our agriculture and business classes.

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

Grading and Ranking

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

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

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

- Bakersfield State University
- Berkeley, University of California
- Brandman University
- College of the Sequoias
- Davis, University of California
- Fresno City College
- Fresno Pacific University
- Fresno State University
- Humboldt State University
- ITT Technical Institute
- Long Beach University
- Los Angeles, University of California
- Merced, University of California
- Monterey Bay University
- Porterville City College
- Reedley City College
- Riverside, University of California
- San Joaquin Valley College
- San Diego State University
- San Diego, University of California
- Santa Cruz, University of California
- West Hills College

School Climate:

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

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

Suspensions and Expulsions

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

The implementation of PBIS has led to a substantial decrease in the number of suspensions beginning in the Spring Semester of 2013. Staff and students are being educated on the elements of PBIS and how to meet the new motto of the school, "It takes five to THRIVE" at CHS. For the 2016-17 and 2017-18 school years, Corcoran High School was awarded a Model Gold Level Banner school with the focus being on individual intervention.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	254
Grade 10	230
Grade 11	211
Grade 12	169
Total Enrollment	864

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	0.1
Filipino	0.3
Hispanic or Latino	89
White	7.4
Socioeconomically Disadvantaged	84.1
English Learners	4.9
Students with Disabilities	10.8
Foster Youth	0.6
Homeless	2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38	37	38	146
Without Full Credential	6	7	7	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

In 2018-19, the Science department adopted Houghton Mifflin for all science classes grade 9-11.

In 2017-18, the English department adopted McGraw Hill and Study Sync for grades 9-11. 12th grade uses Expository Reading and Writing Curriculum developed by the state university system.

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

Subject	Textbooks and 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 - 1998,	Yes	0
Science	Houghton Mifflin, 2019	Yes	0
History-Social Science	Geography - McDougal Littell/Houghton Mifflin 2003; World History -- McDougal Littell; US History -- Holt, Rinehart, Winston 2005; AP US History -- Prentice Hall 2002; Econ -- Pearson Prentice Hall 2007, Government -- Pearson Prentice Hall 2005	Yes	0
Foreign Language	Spanish 1 - AP Spanish: McDougall Littell 2004; Spanish Speakers - McDougall Littell 2002	Yes	0
Health	Pearson Prentice Hall 2001	Yes	0
Visual and Performing Arts	Theatre - Glencoe/McGraw Hill 1999	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and Adequate		0

School Facility Conditions and Planned Improvements (Most Recent Year)

61 areas were evaluated to meet this criteria. Systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural and external were all rated at 100% with "good" being marked as the highest rank. Minor repairs to a small number of rooms include lights, sink or carpet.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 9/11/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	54	33	38	50	50
Mathematics (grades 3-8 and 11)	25	18	19	24	38	39

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	190	98.45	1.55	54.21
Male	111	110	99.10	0.90	55.45
Female	82	80	97.56	2.44	52.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	174	171	98.28	1.72	53.80
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	69.23
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	156	153	98.08	1.92	50.98
English Learners	42	42	100.00	0.00	21.43
Students with Disabilities	19	19	100.00	0.00	10.53
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	191	98.96	1.04	17.80
Male	111	110	99.10	0.90	24.55
Female	82	81	98.78	1.22	8.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	174	173	99.43	0.57	17.34
Native Hawaiian or Pacific Islander					
White	13	12	92.31	7.69	33.33
Two or More Races					
Socioeconomically Disadvantaged	156	155	99.36	0.64	14.84
English Learners	42	42	100.00	0.00	4.76
Students with Disabilities	19	19	100.00	0.00	10.53
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	650
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	81.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.08
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	34.73

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.5	21.8	24.4

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

- Family resources are often limited due to the high poverty/low education levels in this area.
- School resources for parents include include Student Study Teams, Student Success Plan Meetings, Community Contact, Curriculum Coaches, a district parent liaison, student incentive programs, migrant programs, ELD instruction, school library, computer labs, career center, parent participation in School Site Council/ ELAC, student support programs such as UC Merced Talent Search ,the Parent Empowerment Program, Ivy League/ Upward Bound, 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 22, 2019, Corcoran High School held its annual Title I parent night. It was held at 5:00 pm and parents were made aware of the provisions of Title I and its impact to Title I programs. In addition, the School Site Council met on September 23, 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 was conferences for Advanced Placement, and English Language Development trainings in various content areas. School Site Council also approved the partial funding for Kagan purchases which is a large wealth of strategies for collaboration. School Site Council is made up of 4 teachers, 1 principal, 3 students, 4 parents and 1 classified employee.

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

For the 2013-14 school year, Corcoran High School contracted with Parent Involvement for Quality Education (PIQE). For the 2014-15 through the 2017-18 school years, Corcoran High School is contracting with the University of California, Merced's Talent Search Program to provide the Parent Empowerment Program (PEP). These classes provide lessons for parents on the high school diploma, A-G, parent teacher conference, reading a transcript, and they also provide trips to college campuses. Starting with the 2019-20 year, Corcoran High School was awarded the Gear Up grant for math. This also brought the Coalition for Empowerment of Parents (CEP) which provided several evening workshops for parents in a wide variety of topics.

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

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.5	1.3	0.6	7.9	3.4	2.1	9.7	9.1	9.6
Graduation Rate	94.2	94.9	98.2	88.4	85.1	88.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.7	4.9	8.1	6.4	5.5	5.4	3.6	3.5	3.5
Expulsions	0.5	0.9	0.4	0.5	0.6	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Corcoran High School follows the district-adopted Crisis Management Plan for Schools, 2003, which covers the type of emergencies most frequently seen in schools. Teachers receive training about the safety plan at the beginning of each school year and training updates are conducted as needed throughout the year. Regular fire/earthquake/lockdown/emergency drills are conducted to prepare students and teachers to respond to emergency situations. The school resource officer and the local fire department are involved in the planning of these drills.

In addition, an updated 2019-20 Site Safety Plan can be found on CHS' website.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	23	13	8	21	25	14	8	21	21	22	2
Mathematics	22	17	13	5	22	16	20		22	19	17	1
Science	24	13	13	7	26	11	6	12	25	12	14	9
Social Science	26	10	12	8	25	10	17	4	23	11	18	4

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	864.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8348.43	\$3198.10	\$5150.33	\$65,950.16
District	N/A	N/A	\$8955.86	\$72,191.00
Percent Difference - School Site and District	N/A	N/A	-54.0	-9.0
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-37.2	-10.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Title 1 provides a during and after school Credit Recovery program through Edgenuity. Students are also tutored in the core subjects including English, math, science and social science. CHS has an English Language Arts coach who works with all teachers to provide English Learner strategies in class. Title I funding is used for Professional Development for teachers. Technology such as laptops are purchased with Title I funds. These devices allow students access to the internet, create presentations and use online resources that would not be available to them otherwise.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,098	\$46,208
Mid-Range Teacher Salary	\$74,310	\$72,218
Highest Teacher Salary	\$98,748	\$92,742
Average Principal Salary (Elementary)	\$114,379	\$134,864
Average Principal Salary (Middle)	\$119,368	\$118,220
Average Principal Salary (High)	\$127,918	\$127,356
Superintendent Salary	\$162,010	\$186,823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	1	N/A
Social Science		N/A
All courses	4	6.1

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	73	69	75

- Corcoran High School's primary focus has been on Kagan Structures, Personalized Learning, use of technology in the classroom, support for English Language Learners and quality first teaching. These were selected to align with the implementation of the Common Core and to meet the needs of our EL population.
- Kagan professional development is provided at the start of the school year and for the entire district. The school has adopted a Kagan Coaching Models. 8 CHS staff trained as coaches go into classes once a month to coach teachers on a structure-of-the-month.
- A design team is in place for Personalized Learning under the mentorship of Ed Elements. The design team receives training and then trains the rest of the staff during Wednesday meetings. Staff implements one of four models: Station Rotation, Lab Rotation, Flex Model and Flipped. Corcoran High School is currently at full implementation, but continues to work with Education Elements for professional development. The main focus for the 2019 -2020 school year has been on targeted instruction.
- 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 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.
- Teachers are regularly sent to Tulare County Office of Education specifically for ELD training in the various subject-matters.
- All English / Language Arts teachers have been trained and participate in a cohort of schools with West Hills Community College and California State University to develop the Expository Reading and Writing Course (ERWC) that is offered to all 12th grade students.
- All math teachers 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 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. Instructional Rounds look at the instructional core, the interaction of teacher, student and content, to create the basis of learning and improve student achievement. Corcoran High School has been visited by multiple schools in the past three school years, along with visiting other schools in that are participating in the California Rural Network. Teachers are selected to be observed, participate in and facilitate the Rounds process complete with providing feedback and collaborating on strategies that will be most effective for first time instruction and intervention.