

The Single Plan for Student Achievement

CORCORAN HIGH SCHOOL

16 - 32207
CDS Code

Date of this revision: December 9, 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Corcoran Joint Unified School District

The District Governing Board approved this revision of the School Plan on December 14, 2010.

About This School

Corcoran High School has been the focal point for academic, social, and recreational activities for the City of Corcoran for over 100 years. Because Corcoran is a small rural community, extra curricular activities and clubs provide a large share of the recreation opportunities for students. Most recently, our focus has been to raise the achievement levels of all students to meet the rigorous standards set forth by the State of California while attempting to obtain Distinguished School status as was done in 1994. Our fundamental academic goals are to increase student achievement on the California High School Exit Exam, California Standards Test, and to eliminate the achievement gap on these tests for English Learners. Our district's mission is to become a "Destination School District" where the quality of education is so high that people will move to the City of Corcoran to send their children to Corcoran schools. For our high school to achieve this vision, we have made our mission "to develop the mind, character, and physical well-being of our students through an environment of academic excellence and responsibility." Corcoran High School was granted a six year WASC accreditation in 2005 and will be going through the accreditation process again during the 2010-11 school year. The Technology Learning Center (TLC) opened in the fall of 2009, through a partnership with the City of Corcoran, which provides classrooms and conference areas for the school district and other entities. The TLC will allow access to community college courses for CHS students and community members. 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.

School Description and Mission

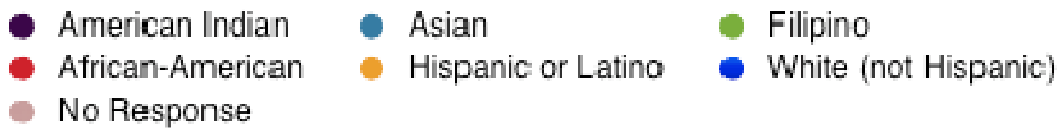
The mission statement is reflective of the vision of Corcoran Unified School District, which states that Corcoran will become a Destination District. *"The mission of Corcoran High School is to develop the mind, character, and physical well-being of our students through an environment of academic excellence and responsibility."* This is to mean that all of Corcoran's schools are of such high quality that people will want to move to Corcoran so that their children can attend our schools. The School Board developed this vision from multiple board meetings throughout the past three years. As a result, the goals were developed for each school to work toward this vision. Feeder schools include three elementary schools and one middle school. A staff of 51 credentialed teachers offers an array of courses in core curriculum supplemented by Advanced Placement and Career Technical classes.

Our Expected Schoolwide Learning Results (ESLRs) are as follows: 1) The ability to pass the High School Exit Exam and score basic or above in all areas of the CST's, 2) The ability to gather, understand, evaluate and communicate information using a variety of sources including technology, 3) The ability to work together with others to complete a task cooperatively so that the task is of high quality, 4) The ability to establish a practical post secondary career and/or educational goal, 5) Close the achievement gap between English Language Learner/Special Education and general student populations.

Opportunities for Parental Involvement

Corcoran High School offers many opportunities for parents to be involved in their student's education. They include participation on one or more of the following committees: School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Migrant Parent Advisory Committee. Various parent booster groups are available that are designed to increase student participation and increase achievement. Parents may join support groups such as band boosters, athletic boosters, academic boosters, FFA, Vocational Agriculture, or other advisory committees. Traditional events such as Back to School night, financial aid workshops, student orientations, and events to showcase student work, such as the CHS Art Show, are held at regular intervals throughout the year and parents are encouraged to attend. Corcoran High School encourages active parent volunteerism. Many of our clubs, athletic teams, and activities could not be successful without parent and community volunteers. There is a history of outstanding community support in the Community of Corcoran. If any parent or community member is interested in volunteering, please contact the main office at (559) 992-8884 for details on how to offer their time.

Student Enrollment and Ethnicity:



Corcoran High School	2010-11	Percentage
American Indian	2	0.21%

Asian	6	0.63%
Pacific Islander	0	0.00%
Filipino	5	0.52%
African-American	41	4.29%
Hispanic or Latino	772	80.75%
White (not Hispanic)	105	10.98%
No Response	25	2.62%
Total Students	956	100%

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. The expectations of student behavior stem from three important concepts: safety, order, and the rights of others. Additionally, the active clubs on the CHS campus models the Six Pillars of Character Counts. The Pillars include: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. The standard procedure for processing all violations will be one of assertive discipline, consistency, expedient consequences and proactive parent involvement.

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

School

District

Rate	2006-07	2007-08	2008-09	2009-10	2006-07	2007-08	2008-09	2009-10
Suspensions	72.5	116.7	106.6	129.2	53.7	68.5	57.0	30
Expulsions	1.5	2.1	2.1	0.8	1.0	1.2	1.1	0.8

Staff

Corcoran High School is a recipient of funds from the Quality Education Investment Act (QEIA). The funds from QEIA have allowed CHS to expand the teaching staff to lower class size, add counselors to assist students, and add academic coaches to assist teachers with the instruction in their classrooms.

NUMBER OF TEACHERS BY ETHNICITY

Corcoran High School	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
American Indian	1	1	1	2	1	2	0
Asian	1	1	1	1	1	1	0
Pacific Islander	0	0	0	0	0	0	0
Filipino	0	0	0	0	0	0	0
African-American	0	1	1	1	1	1	2
Hispanic or Latino	15	11	13	14	20	12	18
White (not Hispanic)	25	28	27	30	26	30	32
Multiple/ No Response	0	0	0	0	0	6	0
Total Staff	42	42	43	48	49	52	52

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays a comparison of the 2007-08 and 2008-09 school years. All teachers are receiving a minimum of 40 hours of professional development. More data can be found regarding Corcoran High School at the following web site:

<http://dq.cde.ca.gov/dataquest/DQ/NCLBCoreClassesDetail.aspx?TheYear=2008-09&Level=School&cSchoolCode=1632207&cDistrictName=CORCORAN%5EHIG&cDistrictCode=1663891&cCountyCode=16&AggLevel=STOT> .

This website also contain information regarding the other schools within Corcoran Joint Unified School District, County averages, and State averages.

Corcoran High School	NCLB Core Classes	NCLB Compliant Classes	NCLB % Compliant Classes	NCLB Core Teachers	% Teachers In Prof. Development

2007-08	220	211	95.9%	28	100%
2008-09	196	196	100%	30	100%

Curriculum and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Current: text adoption closely follows the state adoption cycle	0%
Mathematics	Current: text adoption closely follows the state adoption cycle	0%
Science	Current: text adoption closely follows the state adoption cycle	0%
History-Social Science	Current: text adoption closely follows the state adoption cycle	0%
Foreign Language	Current	0%
Health	Current	0%
Visual and Performing Arts	Current	0%
Science Laboratory Equipment (grades 9-12)	Current and adequate	0%

School Facilities

Under school facilities, the County Office is to ensure that there are no emergency conditions that threaten the students or staff. The SARC includes information on the maintenance of the facility, and the facility is in "good repair." Good repair is defined as having facilities clean, safe, and functional.

School Facility Repair Status

The State of California Office of Public School Construction (OPSC) developed Facility Inspection Tool (FIT) will provide an overall summary of the conditions at each school on a scale of "Exemplary," "Good," "Fair," or "Poor." The Facility Inspection Tool (FIT) was completed by the schools district staff. The FIT overall rating ended with an average of 98.05% and a school rating of Exemplary.

Accountability:

Student Performance

All courses have pacing guides developed that cover the standards to be taught, technology to be used to deliver the curriculum, and ELD standards that are taught. Essential standards have been identified from State blueprints and these standards are assessed through formative benchmark assessments given throughout each semester. All students receive daily lessons in reading and writing strategies through our Focus Lesson program. At least four (4) times per day, each student will receive short, targeted lessons on reading and writing fundamentals. Throughout the 2009-2010 school year, a teacher leadership team worked with Pivot Learning Partners and the EL Network to develop a school wide writing model for CHS. The Panther Writing Model was rolled out to staff in May of 2010 with professional development from Pivot. Professional development for the writing model was given to all staff members to start the 2010-2011 school year. Each teacher has taught the basic fundamentals of the Panther Writing Model through our focus lesson program. All students will be writing weekly in each classroom with at least one benchmark test containing a writing assignment. The Board policy requiring students to earn a score of Basic on CSTs by the end of their junior year has helped to push students to achieve at a higher level. CHS has also involved students in analyzing their test scores on CSTs, CAHSEE, and CELDT. The teachers at CHS continue to push the “no D” policy in all non-elective courses. The staff believes that this policy has pushed many students to earn a C and pass their courses. Corcoran High School students continue to improve on standardized test but there is still room for growth in the following areas.

- Less than 75% of sophomores are passing the English/Language Arts CAHSEE, while less than 80% of sophomores are passing the Mathematics CAHSEE. These numbers indicate lower performance than the state average which is 81% in both ELA and mathematics.

10th Grade CAHSEE Results (Mathematics)

Corcoran High School	2007-08	2008-09	2009-10
Number Tested	199	238	243
Number Passing	165	180	189
Percent Passing	83%	76%	78%

10th Grade CAHSEE Results (English / Language Arts)

Corcoran High School	2007-08	2008-09	2009-10
Number Tested	203	239	243
Number Passing	151	151	181
Percent Passing	74%	63%	74%

- CHS API scores have increased by 114 points over the last four years with significant increases in Hispanic, Socioeconomically Disadvantaged, and English Learner subgroups. STAR testing data over a 3-year period, shown below, indicates several subjects moving closer to or exceeding state and county averages. Subjects such as Algebra I, Geometry, Algebra II, and U.S. History have students performing well below state and county averages.

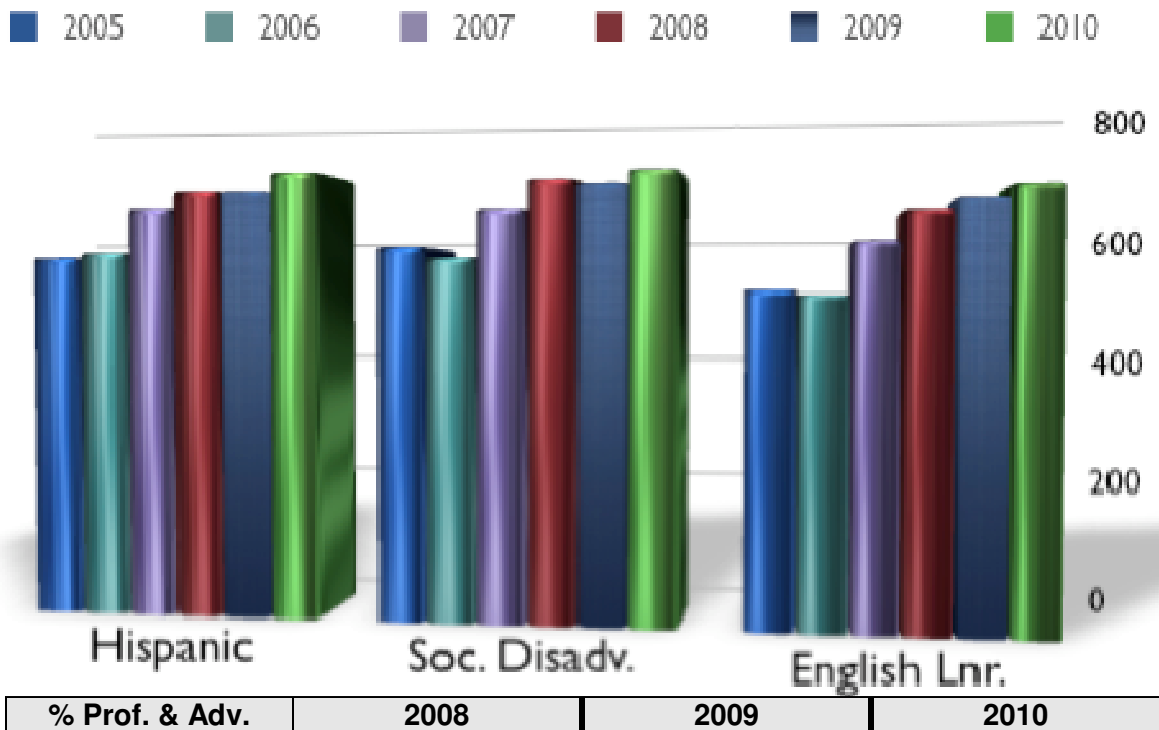
API History

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Score	505	536	543	528	580	590	598	664	693	689	712

Subgroup 5-year comparison (API)

STAR TEST RESULTS (3-Year Comparison)

Percent Proficient and Advanced



Subject Area	CHS	Kings Co.	State	CHS	Kings Co.	State	CHS	Kings Co.	State
English 9	37	42	49	39	40	40	43	48	54
English 10	44	32	41	29	34	44	39	37	45
English 11	30	27	37	39	33	40	36	32	43
Algebra I	9	17	25	7	22	28	12	25	31
Geometry	11	9	24	13	10	26	12	13	27
Algebra II	27	14	27	17	14	28	16	12	31
Summative Math	23	23	47	56	25	50	45	33	54
World History	14	23	36	19	32	38	38	37	42
U.S. History	21	25	38	30	35	44	27	37	45
Life Science	28	28	40	31	35	42	36	35	46
Biology	22	33	42	24	31	41	37	38	46
Chemistry	40	23	32	39	25	27	52	32	37
Earth Science	31	20	28	31	22	28	33	29	33
Physics	53	60	43	73	68	46	44	48	49

- AP Testing data reveals a low student pass rate on the AP exams in all tested subject areas. AP courses are open to all students with no pre-requisites on the basis that exposure to the rigorous curriculum will help prepare students for college, even if they do not earn a passing score on the exam. The number of AP classes offered at CHS has increased, as well as the number of students enrolling in the courses and taking the end-of-course exams.

AP EXAMS YEARLY SCORE SUMMARY (2010)

Subject Totals	5	4	3	2	1	Total Exams	Average Score
<i>Studio Art: Drawing Portfolio</i>	-	-	-	1	-	1	2.0
<i>English Literature and Composition</i>	-	1	2	6	6	15	1.9
<i>Spanish Language</i>	5	2	3	-	-	10	4.2
<i>Calculus AB</i>	1	-	2	-	2	5	2.6
<i>Biology</i>	-	-	-	1	14	15	1.1
<i>United States History</i>	-	-	1	9	10	20	1.6

CELDT Testing

The District Annual Measurable Achievement Objectives (AMAOs) were met in 2006-07 and 2007-08, with CHS being one of the top performers in the district. Although the District AMAOs were not met in 2008-2009, Corcoran High did meet the requirements in AMAO 1 and AMAO 2. CHS has participated with Springboard Schools English Learner Network (currently named Pivot Learning Partners). It is the belief of all CHS staff members that our school is making significant progress at providing support for English Learners. The table below shows

the performance to CHS ELD students toward meeting the goals for AMAO 1 and 2 through the 2009-2010 school year, and the target has been met in each area over the past four school years.

Year	AMAO #1 - (2010 target = 53.1%)	AMAO #2 - (2010 targets = < 5 yrs. = 17.4% & > 5 yrs. = 41.3%)
2007	50.3% = Y	32.5% = Y
2008	72.3% = Y	46.8% = Y
2009	62.6% = Y	35.1% = Y
2010	59.6% = Y	<u>5 years or more only</u> 51.8% = Y

School Completion and Preparation for Post-Secondary Education

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site.

Corcoran High School has worked with Springboard Schools EL Network (currently Pivot Learning Partners), and has been a partner in the U.C. Merced Talent Search to target overall student achievement and improve our graduation rate. As part of the focus lessons, students are educated on their current level of achievement on STAR testing, CAHSEE results,

graduation requirements, and what students need to take to meet A-G requirements. During the 2010-2011 school year, CHS counselors will work with all students to develop 4 and 6-year academic plans. A tracking systems for all students was implemented in during the 2009-2010 school year to track graduates and improve the overall graduation rate of CHS students. Systems have been put in place during the 2010-2011 school year to increase the number of students completing A-G requirements.

Corcoran High School	2005-06	2006-07	2007-08	2008-09
12TH Grade Enrollment	189	173	162	225
Graduates	126	122	107	159
UC/CSU Eligible Grads	18	30	34	34
% UC/CSU Eligible Grads	14.3%	24.6%	31.8%	21.4%

Assistance to Struggling Students

The District has provided collaboration time on a weekly basis. Each Wednesday morning is a late start for students and the staff utilizes the first hour and thirty minutes of the day to meet in their PLCs. The PLCs collaborate on benchmark testing results, instructional strategies, uses of technology, and professional development. Staff members work through the Cycle of Inquiry process to analyze classroom and focal student data to in turn improve instruction. All students receive daily lessons in reading and writing strategies through our Focus Lesson program. At least four (4) times per day, each student will receive short, targeted lessons on reading and writing fundamentals. Throughout the 2009-2010 school year, a teacher leadership team worked with Pivot Learning Partners and the EL Network to develop a school wide writing model for CHS. The Panther Writing Model was rolled out to staff in May of 2010 with professional development from Pivot. Professional development for the writing model was given to all staff members to start the 2010-2011 school year. Each teacher has taught the basic fundamentals of the Panther Writing Model through our focus lesson program. All students will be writing weekly in each classroom with at least one benchmark test containing a writing assignment. CHS understands that we must intervene when students are not achieving in their first and second years of high school. Progress is and will continue to be reported to District PLC, Governing Board, site PLCs, ELAC parents, to parents by the Learning Director for each grade level, and to students during quarterly meetings with counselors and Learning Directors. Students will have access to after school tutoring, credit recovery courses that are offered during the after school program, and intervention courses offered on Saturdays throughout the semester to provide targeted instruction to improve student performance on benchmark testing.

Educational Practices:

Alignment of curriculum, instruction and materials to content and performance standards

Through the continuing development of a Professional Learning Community at Corcoran High School, staff regularly collaborates to ensure that all students are actively involved in an

educational program that promotes academics, personal growth, responsibility, discovery, and community involvement. As part of the Professional Learning Community culture being developed at Corcoran High, this collaboration time is used to:

- Analyze current textbooks and supplemental materials to determine alignment with grade level standards
- Analyze student work to ensure course work is on grade level
- Provide staff development on Explicit Direct instruction - a teaching methodology that assures maximum time on task and understanding of instructional material being presented
- Provide detailed analysis of standardized testing scores
- Provide staff development on data-proven best instructional practices including the use of technology in the curriculum

All students at Corcoran High School receive meaningful California Standards-Based instruction, which is also in alignment with the board adopted Expected School wide Learning Results. Corcoran High School has numerous measures in place to ensure that all students select and take course work that supports their academic and career needs. School wide ESLRs have been developed and adopted and all school departments continuously work to align their curriculum with the state content standards and those essential standards which have been identified in the core academic areas and are reflected on the departmental and subject specific pacing guides, which, incidentally, are constantly adjusted to allow for any reteaching necessary to ensure students master those standards identified as key in each subject.

All students have access to a challenging array of academic subjects that require students to use critical thinking skills to engage in problem-solving activities that will assist in preparing them for the next level of their education or a post-secondary career. All core subjects have adopted textbooks which have been approved by the California Department of Education and are aligned to the California state standards, and all subject areas are standards based. Departments continue to develop rigorous and relevant curricula and benchmarks to assess student achievement in both formative and summative manners to better measure and identify those instructional practices which best meet the needs of our students.

With specific regard to the ESLRs in mind, CAHSEE pass rates, school API scores, the narrowing of the achievement gap between those student groups which traditionally do well and those which do poorly, all indicate an ever-increasing level of student academic achievement at CHS.

Availability of instruction to all student groups

Core courses at CHS are offered at the following levels: Advanced Placement, College Preparatory and Grade Level and every effort is made to properly place students according to their wishes, and teacher, and learning director recommendation. A full range of courses are available to allow students to meet A-G college entrance requirements for both the University Californian and California State University systems.

A variety of opportunities are available to explore different aspects of careers from entry through professional levels including internships, work experience, job shadowing, career presentations and classroom activities. Our teachers build curriculum to promote academic learning workplace skills. Programs that offer students realistic career opportunities include Kings Regional Occupational Program, Careers in Education and Health Occupations courses, a series of business and technology courses, internships through the agriculture manufacturing

class and the renewable energy class, and the WIA grant which provides for job shadowing. Also available to students is a work experience class which allows students to work at a job during part of the school day and receive elective credit based on the number of hours worked each week.

New to CHS since the last WASC visit is our Air Force Junior Reserve Officer Training Program. Along with instruction in aerospace science, students participate in a physical training program, perform color guard ceremonies, compete in air-rifle and other sporting competitions against other school's ROTC programs, all designed to expose interested students to a military career.

Alignment of staff development to standards, student performance and professional needs

- Every third Wednesday is dedicated to departmental time for our Professional Learning Communities. Teachers collaborate on pacing guides, lessons and strategies.
- CHS has an EL academic coach and a math coach who regularly observes classrooms and provide feedback and assistance to teachers on strategies.
- Pivot Learning Partners works with Corcoran High School to develop the Panther Writing Model so that all teachers are best prepared with teaching students how to write across curriculums.
- Administrators and teacher leaders attend professional development with Rick and Becky DuFour on implementing best practices through Professional Learning communities.
- Teachers create and share common lesson plans.
- Four professional development days are provided at the beginning of each school year to provide professional development to all staff members. Recent professional development has targeted Explicit Direct Instruction, the use of Marzano Strategies, Adding Rigor and Relevance to the curriculum, and implementation of a School Wide Writing Model.

Analysis of Instructional Program

1. Standards-based curriculum supported by formative benchmark testing schedule. All curriculum materials are aligned with the California State Curriculum Standards. Textbooks are from the state adopted list and purchased on the adoption anniversaries. Supplementary materials are used as necessary. Instruction is delivered through a variety of methods, using technology, direct instruction, cooperative learning and other innovative methods to engage students. Adding rigor and relevance to all curriculum is a current focus.
2. Use of laptop computers to support the delivery of course content in all core curricular classrooms. A district technology coach is available to all staff members to provide

support and ensure that current technology is being used to teach 21st Century skills to all students through the core curriculum.

3. Targeting focal students and subgroups to reduce the learning gap while continuing to increase overall school achievement. Results of the California Standards test and the CAHSEE are used to identify individual student weakness and to find ways of improving overall academic instruction. Results of the CELDT tests are used to place ELD students in appropriate levels of instruction and support. Local benchmarks tests are given and analyzed at regular intervals of 3-4 weeks, allowing teachers to make sure students are progressing towards proficiency in core academic areas.
4. Development of the Panther Writing Model to be used school wide that utilizes a consistent set of vocabulary and strategies for writing. The program was developed by teachers and administrators working with Pivot Learning Partners to increase students' ability in writing while adding higher levels of Bloom's Taxonomy to the daily curriculum.
5. Development of common grading policies with appropriate homework policies for the same classes within each department. Analyzation our general population's test results, our English Language Learner's test results as well as our Special Education and Socio-Economically Disadvantaged led staff to believe more consistency is needed in the instructional program. Teachers have collaborated and produced a common grading policy and an appropriate homework policy.
6. Family, school, district and community resources available to assist these students:
 - Family resources are often limited due to the high poverty/low education levels in this area.
 - School resources include Student Study Teams, Community Contact, Curriculum Coaches, student incentive programs, migrant programs, ELD instruction, school library, computer labs, career center, parent participation in School Site Counsel/ELAC, student support programs such as UC Merced Talent Search, Ivy League/Upward Bound, Panther University After School Program, guidance counselors, clubs and sports programs, caring teachers and administrators.
 - District resources include curriculum development, school nurse/health services, district SARB process, professional development for teachers, school resource officers, GATE program coordination.
 - Community resources include Corcoran Family Resource Center, Corcoran YMCA, Police Activities League, Mental Health services, Corcoran Emergency Aid, Corcoran Educational Foundation/CAST, J.G Boswell Company, Chamber of Commerce, College of Sequoias, West Hills College, and many community businesses.

School Action Plan for Improving Student Achievement:

Goal Area #1): Students participating in a rigorous and relevant curriculum which will result in improved student performance on STAR testing, CAHSEE first-time pass rates, and pass rate on AP exams.

Goal Area #2): Preparing students for post-high school goals, while creating a college-going culture at Corcoran High School. This will be demonstrated by improving the graduation rate amongst CHS students while increasing the number of graduates that are meeting A-G requirements.

Goal Area #3): There is a need for the school to provide support to struggling students through systematic intervention strategies. Students will have have access to peer tutoring after school, credit recovery coursework through the after school program, and Saturday Intervention that targets instruction for improved performance on benchmark exams.

Goal Area #4): Improve communications between students, parents, and the school regarding academic expectations and support programs. More detailed information is needed on the school website and handbooks that are sent to students and parents. More personal contact between staff and parents are needed to improve students' performance.

Goal Area #1: Students participating in a rigorous and relevant curriculum.						
Component of Growth	Task	Person(s) Responsible	Resources	Timeline	Follow-up Indicator	Reporting Progress
Develop a school wide writing program to improve students' writing in each curricular area and on the CAHSEE & CSTs.	1.1) Develop a teacher leadership team to develop a writing model & attend EL network workshops.	Principal Teacher leaders from PLCs	Teacher work time	Started October 2009 Continue through April 2014 with annual reviews	Resources developed from network and leadership meeting	<ul style="list-style-type: none"> • Site PLCs • District PLC • School Site Council • Governing Board
	1.2) Attend EL Network workshops through Pivot Learning Partners to develop plan to identify and incorporate subject-specific Academic Vocabulary.	Principal Teacher leaders from PLCs	Attend EL Network meetings Visit other High School in Network	Started October 2009 Continue through April 2014	Panther Writing Model, network resources, & development of Academic Vocabulary	<ul style="list-style-type: none"> • Site PLCs • District PLC • School Site Council • Governing Board

	1.3) Conduct teacher in-service training to provide strategies when implementing the writing model.	Principal Pivot Learning Partners consultant	Panther Writing Model	Started May 2010 Continue through May 2016	Student writing samples from classroom	<ul style="list-style-type: none"> • Leadership Team • School Site Council • Parent Booster clubs • District PLC • Governing Board • Site PLCs
	1.4) Establish instructional strategies, benchmark testing, and rubric for teaching the writing model to all students.	Principal Teacher leaders from PLCs Pivot consultant	Writing model rubric Academic vocabulary for each subject Pair/Share model	Started June 2010 Continue through May 2016	Feedback from in service days with staff	<ul style="list-style-type: none"> • Leadership Team • School Site Council • Parent Booster clubs • District PLC • Governing Board • Site PLCs • Single Plan for Student Achievement
	1.5) Align the writing model to essential writing strategies standards.	All teachers PLC members	Panther Writing Model	Started August 2010 Continue through May 2016	Student writing samples on benchmarks CAHSEE and CST writing scores	<ul style="list-style-type: none"> • Leadership Team • School Site Council • Parent Booster clubs • District PLC • Governing Board • Site PLCs • Single Plan for Student Achievement • SARC
Develop interventions for students that are not performing at a proficient level on school benchmark assessments.	2.1) Align benchmark exams with essential standards within each PLC.	All teachers PLC members	Teacher work time Benchmark assessments Pacing Guides	Started September 2010 Continue through May 2017	Benchmark assessments	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board • Student CST reviews
	2.2) Set measurable and explicit goals for student achievement and teacher practices within each PLC.	All teachers PLC members	Benchmark assessment data PLC collaboration time	Started September 2010 Continue through May 2017	Edusoft data from each benchmark assessment	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board • Student CST reviews
	2.3) Provide after school tutoring in all core subject to struggling students.	All teachers After school coordinator	Teacher work time Academic coach work time	Started September 2010 Continue through May 2017 with Annual Reviews	Teacher / After school sign in sheets	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board • Student CST reviews • Individual Parents by Learning Directors & Counselors
	2.4) Establish intervention class periods (Saturday School / After School) to reteach essential standards to students that have failed classroom benchmark assessments.	Principal Teachers that will re-teach on Saturday School dates	Teacher work time Saturday School schedule Benchmark Schedule	Started September 2010 Continue through May 2017 with Annual Reviews	Saturday School teacher roll sheets. Grades on benchmark tests.	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board • Student CST reviews • Individual Parents by Learning Directors & Counselors

	2.5) Explore the option of designing alternative assessments for struggling students within these intervention class periods.	All teachers PLC members	Teacher work time Academic coach work time PLC collaboration time	Started September 2010 – May 2011 Continuation based on review	Saturday Assessment data	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board • Student CST reviews
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Goal Area #2: Preparing students for post-high school goals, while creating a college going culture at Corcoran High School.						
Component of Growth	Task	Person(s) Responsible	Resources	Timeline	Follow-up Indicator	Reporting Progress
Develop 4 / 6 - year educational plan for all students at Corcoran High School.	1.1) Counselors at the high school will initiate the development of a program to create a 4 / 6 year plan with all students and Learning Directors.	CHS Counselors Learning Director for each grade level	Counselor work time Learning Director work time Class time for presentations to students	Started August 2010 Continue through May 2017	Student 4 / 6 year completed plans that are utilized by students and parent	<ul style="list-style-type: none"> • Individual students • Individual parents • Site PLCs • District PLC • Governing Board • Single Plan for Student Achievement

	1.2) Establish a program to increase the number of students participating in the UC Merced Talent Search program and meeting with the UC Merced counselor.	Principal UC Merced Counselor Learning Directors Teachers	Presentations to students Presentations to staff Application to Talent Search Counselor time	Started August 2010 Continue through June 2016 (or the life of the grant)	UC Merced Counselor student data	<ul style="list-style-type: none"> • Individual students • Individual parents • UC Merced program director • District PLC • Governing Board • ELAC parents
	1.3) Establish a program to educate parents and community members on application and enrollment process for post-secondary education	EL Coach CHS Counselors UC Merced Counselor PIQUE presenters	PIQUE presentations EL parent presentations Student Voice presentations	Started September 2010- May 2011 Reviewed annually for effectiveness of program	Sign in sheets for presentations	<ul style="list-style-type: none"> • ELAC parents • School Site Council • Parent Booster clubs • District PLC • Governing Board
	1.4) Develop grading policies, intervention strategies, and instructional strategies are consistent among members within a PLC that lead to more alignment to the A-G requirements for students.	Principal Teachers All PLC members Counselors Learning Directors	PLC collaboration time Saturday School benchmark interventions Teacher work time Focus lesson data to teach A-G requirements to students	Started August 2010 - May 2011 Reviewed annually for effectiveness of program	Meeting agendas, course syllabus, focus lesson calendars, and benchmark intervention class roll sheets	<ul style="list-style-type: none"> • Individual students • Individual parents • Site PLCs
Expand the cultural activities on campus to expose all students to post-secondary and career opportunities.	2.1) Expand the activities and types of guest speakers offered during Career Day.	Academic Career Coach	Academic Career Coach work time	September 2010 – April 2011 Ongoing with Annual Review	Career Day guest speaker list	<ul style="list-style-type: none"> • Students • Parent Booster clubs • Site PLCs • Governing Board
	2.2) Explore ways to effectively utilize programs such as Junior Ethics and Character Counts that reflect in positive student behavior.	All Club Advisors Academic Career Coach	Club meeting time Academic Career Coach time Character Counts pillars	September 2010 – May 2011 Ongoing with Annual Review	Character Counts skits performed at lunch by students. Junior ethics program presentation.	<ul style="list-style-type: none"> • Site PLCs • ASB • Students in Theatre club • Students during Junior year of high school
	2.3) Explore within each PLC the opportunities for project-based instruction and career units that can be developed in each curricular area.	All PLC members	PLC collaboration time	October 2010 – April 2011 (Planning and development stages) Implementation in Fall 2011 with Annual Review	PLC worksheets and agendas	<ul style="list-style-type: none"> • Site PLCs • District PLC

Goal Area #3: There is a need for the school to provide support to struggling students through systematic intervention strategies.

Component of Growth	Task	Person(s) Responsible	Resources	Timeline	Follow-up Indicator	Reporting Progress
PLCs data analyses have revealed that approximately one-third of freshman and	1) Establish credit recovery courses and remediation courses in the after school program.	After school program coordinat or Principal	Teacher work time in after school program	September 2010 – June 2013	Student sign in sheets for the after school program and student grades.	<ul style="list-style-type: none"> • Individual students • Individual parents • District PLC • Governing Board • SARC

sophomore students are failing core classes.	2) Establish a Saturday Intervention class for core subjects for students that are failing benchmark exams.	Principal Assistant Principal Learning Directors Teachers	Teacher work time Saturday School schedule Benchmark Schedule	September 2010 – May 2011 Annual review of effectiveness of program	Saturday School teacher roll sheets. Grades on benchmark tests.	<ul style="list-style-type: none"> • Individual students • Individual parents • Site PLCs • District PLC • Governing Board
	3) Examine first-time instruction within all core classes as part of the Cycle of Inquiry and PLC work on Late Start Wednesdays.	All PLC members	PLC collaborative time Panther Writing Model COI data and goals PLC agendas	August 2010 – June 2011	PLC agendas and COI data. Walkthrough observation data. Formal evaluation data. Panther Writing Model samples.	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board
	4) Further develop the utilization of technology within core classes to increase student engagement. PLCs will commit to setting a minimum of one Wednesday per month to utilizing technology in the classroom.	All PLC members	PLC collaborative time Panther Writing Model COI data and goals PLC agendas	August 2010 – June 2011	PLC agendas and COI data. Walkthrough observation data. Formal evaluation data. Panther Writing Model samples.	<ul style="list-style-type: none"> • Site PLCs • District PLC • Governing Board • School Site Council • Single Plan for Student Achievement

Goal Area #4: Improve communication between school staff and students, parents and community members.						
Component of Growth	Task	Person(s) Responsible	Resources	Timeline	Follow-up Indicator	Reporting Progress

Develop appropriate systems to inform parents and students to improve performance.	1) Develop school website with appropriate information	Librarian Classified staff members Business communication class	Developed through staff development time Regular class time	November 2010 – June 2011 Annual / Monthly updates	Number of hits on website.	<ul style="list-style-type: none"> • Site Council Meeting • Academic Booster Meetings • Parent & student meetings
	2) Edit and update all handbooks for students and parents to include adequate support information.	Principal Assistant Principal Learning Directors Teachers	Developed through regular work time	November 2010 – May 2011 Annual updates to resources	Handbook distribution during orientation, registration, and throughout the year.	<ul style="list-style-type: none"> • Individual students • Individual parents • Staff meetings
	3) Maintain teleparent system. Improve the communication system between school staff and parents / students.	All PLC members	Teleparent dialer Sign in sheets and logs from staff members	December 2010 – June 2011	Teleparent logs. System of tracking communication between staff and parents / students.	<ul style="list-style-type: none"> • Site PLCs • District PLC • Various Parent Group Meetings • Governing Board
	4) Provide parent and community informational courses about current resources.	After School coordinator or Site administrator	PIQE classes UC Merced Talent Search staff Staff from local colleges	August 2010 – June 2011	Parent rosters for PIQE. Student participation in UC Merced Talent Search. Student participation in financial aid workshops, placement tests, and taking SATs, ACTs and PSATs.	<ul style="list-style-type: none"> • Site PLCs • District PLC • Various Parent Group Meetings • Governing Board • School Site Council • Single Plan for Student Achievement

School Site Council Membership:

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Charles Gent	X				
Evelyn Chato-Clews		X			
Nick Brown		X			
Gary Davis		X			
Cecelia Waller		X			
Deanna Gabbard			X		
Chris Nolan				X	
Rebecca Schreuder				X	
Renee Glenn				X	
Betsy Figueroa					X
Annissa Escobedo					X
Darin Syra					X
Numbers of members of each category	1	4	1	3	3

Programs Included in this Plan:

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

State Programs	Allocation
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California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$152,441.00
High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
X List and Describe Other State or Local funds (e.g., Gifted and Talented Education) State Lottery, Vocational Funds (Perkins), Restricted Lottery, Ag Voc. Ed., QEIA, KROP	\$1,274,630.56

Total amount of state categorical funds allocated to this school \$1,427,071.56

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
X Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$343,098.69
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
X Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$38,902.00
Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
Other Federal Funds (list and describe) Special Education (3310 and 6500)	\$308,817
Total amount of federal categorical funds allocated to this school	\$690,817.69
Total amount of state and federal categorical funds allocated to this school	\$2,117,889.25

Recommendations and Assurances:

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: _____.

Attested:

Charles Gent
Typed name of school principal

Signature of school principal

Date

Betsy Figueroa
Typed name of SSC chairperson

Signature of SSC chairperson

Date