Corcoran High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

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

Admission Requirements for the University of California (UC)	Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Corcoran High School
Street	1100 Letts Avenue
City, State, Zip	Corcoran, CA 93212
Phone Number	(559) 992-8884
Principal	Ed Larkin
Email Address	edlarkin@corcoranunified.com
School Website	https://corcoranhs.corcoranunified.com/
Grade Span	9-12
County-District-School (CDS) Code	16 63891 1632207

2024-25 District Contact Information

District Name	Corcoran Joint Unified School District
Phone Number	(559) 992-8888
Superintendent	Andre Pecina
Email Address	apecina@corcoranunified.com
District Website	www.corcoranunified.com

2024-25 School Description and Mission Statement

The Corcoran Joint Unified School District (CJUSD) mission is "We are relentless in creating an environment for all to improve mind, body, and character." The vision of CJUSD is to become a "Destination school district where people are drawn to Corcoran due to the quality, reputation, and accomplishments of our schools." To align our purpose the Corcoran High School (CHS) mission is to "Provide rigorous academics with real-world skills in order to ready our students for both college and careers." The CHS vision is "To partner with our students to own their learning, pursue their ambitions, and achieve their dreams." The CHS Student Learning Outcomes (SLOs) summary is to "provide rigorous literacy and numeracy with quality research-based strategies so students are effective critical thinkers, creators, collaborators, communicators, and leaders who

are prepared and productive members of society."

CHS is comprised of an instructional staff of 47 teachers who offer an array of opportunities in core curriculum supplemented by dual and/or concurrent College and/or Career Technical Education (CTE) enrollment.

CHS currently has in place six 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, Respect, Accountability, and Leadership.
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 interests.

Community:
CJUSD 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. Corcoran has a rich agricultural tradition that has led to the establishment of the J.G. Boswell Corporation in 1925, the most prominent business in our community. California Department of Corrections 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. Corcoran's schools are each feeder schools to the next grades i.e., TK-1, 2-3, 4-5, 6-8, 9-12. There is one high school and one alternative education school. The population of CHS 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 CJUSD 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. Opening the TLC facility has allowed the community of Corcoran to expand its partnerships with two local community colleges, College of the Sequoias and Lemoore College. Both community colleges offer courses that CHS students can take concurrently during the school day. CHS has a new Career Technical Education (CTE) building named Studio 3:15 that houses 3 classes, an administration building, and resources to allow game coders to utilize stop-motion, digital imaging, and video production. This facility also includes a meeting facility and sound room. CHS has added 6 new classrooms to replace obsolete structures and is undergoing a modernization project to its 4 classroom science wing. The Corcoran Community provides a great deal of support through boosters clubs, advisory committees, and parental involvement.

About This School
CHS, 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 2025 will mark the 111th graduating class of CHS. Because Corcoran is a small rural community, extracurricular activities, and clubs provide a large share of the recreational opportunities for our students. CHS is a comprehensive high school serving approximately 935 students. Feeder schools include three elementary schools and one middle school. CJUSD also supports a continuation school, an independent study program, a community day school, and an adult education program, all located at the Kings Lake Education Center across the street from CHS on the west side of the campus.

CHS is a comprehensive four-year public high school that will have 935 students enrolled at the start of the 2024-25 school year in grades 9-12. CHS is accredited by the Western Association of Schools and Colleges (WASC). CHS earned a six-year WASC accreditation in 2022-23.

Curriculum
The academic program is organized into eight periods Monday-Friday. Thirty six (36) credits per semester make up an average course load; however, students have the option of taking additional after-school credit-recovery courses or more highly valued concurrent and/or dual enrollment college courses for added credit.

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Currently CHS has no Advanced Placement (AP) courses in its master schedule. However CHS has added a section of Precalculus and is planning to reintroduce AP Calculus AB in the 2025-2026 school year. The popularity and success rate of students enrolling in dual and/or concurrent enrollment college courses has recently overshadowed AP courses and exams. While the dual/concurrent enrollment option supports a large portion of student post secondary needs, there exists a population that still intends to prepare for the most challenging university transfer options after high school. CHS intends to reintroduce AP options, particularly for potential science, technology, engineering, mathematics (STEM) majors, to support options for entrance into the most competitive California State University (CSU), University of California (UC), and private university institutions.

Honors courses are offered for English 9, 10, and 11. Students are able to gain honors points through dual enrollment courses designated as honors on the respective college's A-G/doorways list.

CTE Courses include Medical Terminology, Health Occupations Education, Emergency Medical Responder (EMR), Careers in Education, Video Game Coding, Video Production, Digital Design, Agricultural Mechanics, Agricultural Sciences, and Business courses.

CHS partners with local community colleges, College of the Sequoias (COS), Lemoore College (LC), and Fresno City College (FCC) 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 eight (8) periods during their regular school day.

Grading and Ranking

A - Excellent = 90-100 Grade Points = 4
B - Above = 80-89 Grade Points = 3
C - Average = 70-79 Grade Points = 2
D - Below Average = 60-69 Grade Point = 1
F - Failure = 59 or below Grade Points = 0

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

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

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

School Climate:
Corcoran High School has a School Safety Plan. The School Safety Plan is reviewed and updated on an annual basis. The

2024-25 School Description and Mission Statement

staff has developed the plan with input from parents and community members to work to ensure a safe and non-violent environment. The School Safety Plan also includes information on communication with outside organizations, police, and fire protection. Meetings are held regularly with the Corcoran Police Department, Probation Office, and the Sheriff's Office to make sure that the lines of communication are open and that all involved know their role.

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

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

The implementation of PBIS has led to a substantial decrease in the number of suspensions beginning in the Spring Semester of 2013. Staff and students are being educated on the elements of PBIS and how to meet the new motto of the school, "It takes five to THRIVE" at CHS. Since this time, the staff has learned to be more proactive with student issues and the school continues to work on proactive programs to see declines in suspensions and expulsions.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	248
Grade 10	257
Grade 11	238
Grade 12	179
Total Enrollment	922

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48
Non-Binary	0.1
American Indian or Alaska Native	0.3
Asian	0.8
Black or African American	2.3
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.1
White	2.7
English Learners	7.9
Foster Youth	0.1
Homeless	2.3
Migrant	2.5
Socioeconomically Disadvantaged	90.3
Students with Disabilities	8.5

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.10	77.15	130.00	83.62	231142.40	100.00
Intern Credential Holders Properly Assigned	3.40	8.20	9.80	6.34	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.80	9.16	8.60	5.57	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.24	3.40	2.21	11746.90	4.23
Unknown/Incomplete/NA	2.10	5.23	3.50	2.26	14303.80	5.15
Total Teaching Positions	41.70	100.00	155.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.90	0.00	0.7
Misassignments	0.00	0.40	3.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.90	0.40	3.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.70	0
Local Assignment Options	0.20	0.00	0.1
Total Out-of-Field Teachers	0.20	0.70	0.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.50	1.8	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.80	1.2	0.6

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 22, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017	Yes	0
Mathematics	Carnegie 2016, Math 1 - Math 3, Pre-Calculus - 2001, Business Math - Dave Ramsey 2021	Yes	0
Science	Houghton Mifflin 2019	Yes	0
History-Social Science	Geography - McDougal Littell/Houghton Mifflin 2003; World History -- Pearson 2020; US History - Pearson 2020; Econ/Government - Pearson 2020	Yes	0
Foreign Language	Spanish 1 - Spanish and Spanish for Spanish Speakers - Carnegie 2023	Yes	0
Health	Pearson Prentice Hall 2001	Yes	0
Visual and Performing Arts	Theatre - Glencoe McGraw Hill 1999	Yes	0

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

School Facility Conditions and Planned Improvements

58 areas were evaluated to meet this criteria. Systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external were all rated for a combined average percentage of 99.87% "OK" rating. CHS received the overall rating of Exemplary on the Facilities Inspection Tool (FIT).

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			Ceiling Tile Needs: Room 14 = 1, Room 19 = 3, Room 20 = 2, Room 7 = 3, Room 6 = 2, Room 40 = 2
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			Room 11 replace two light bulbs, Library replace three light bulbs, Art Room replace 2 light bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Adjust water pressure in TLC drinking fountain, 1 urinal not working in CTE boys' restroom, Order 1 sanitary napkin and tampon dispenser for exterior girls' restroom
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	68	31	31	46	47
Mathematics (grades 3-8 and 11)	17	28	17	17	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	222	96.10	3.90	68.47
Female	120	116	96.67	3.33	70.69
Male	111	106	95.50	4.50	66.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	212	203	95.75	4.25	68.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	190	95.48	4.52	64.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	30.00

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	221	95.67	4.33	27.60
Female	120	114	95.00	5.00	25.44
Male	111	107	96.40	3.60	29.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	212	202	95.28	4.72	26.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	189	94.97	5.03	24.87
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.67	39.09	21.84	23.39	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	407	397	97.54	2.46	39.29
Female	211	205	97.16	2.84	40.49
Male	195	191	97.95	2.05	37.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	36.36
Filipino	0	0	0	0	0
Hispanic or Latino	377	367	97.35	2.65	38.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	20	18	90.00	10.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	323	314	97.21	2.79	35.99
Students Receiving Migrant Education Services	11	8	72.73	27.27	--
Students with Disabilities	34	34	100.00	0.00	14.71

2023-24 Career Technical Education Programs

Corcoran High School (CHS) has a variety of Career Technical Education (CTE) classes and pathways. In total, there are 10 fully developed CTE pathways at CHS. CHS employs a CTE Coach and a Work-Based Learning Coordinator. Advisory boards are structured to provide relevant industry feedback for our CTE programs. The overall CTE advisory consists of the CTE teachers, the Work-Based Learning Coordinator, the CTE coach, and several business representatives. Below are the ten current CTE options at CHS.

1. Ag Science
2. Ag Mechanics
3. Business
4. Coding
5. Fashion
6. Health EMT (Regional Occupational Program - ROP)
7. Health Occupations (Regional Occupational Program - ROP)
8. Careers in Education
9. Art
10. Sports Medicine

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	781
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.67
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	38.51

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a
Grade 9	82%	84%	88%	92%	94%

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

2024-25 Opportunities for Parental Involvement

- School resources for parents include include Student Study Teams, Community Contact, Curriculum Coaches, a district parent liaison, student incentive programs, migrant programs, ELD instruction, school library, 1 to 1 MacBooks, career publications repository, parent participation in School Site Council/ ELAC, student support programs such as UC Merced Talent Search, 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, County Mental Health Services, Corcoran Emergency Aid, Corcoran Community Foundation, Chamber of Commerce, Rotary, Kiwanis, College of Sequoias, Lemoore College, and community businesses.

On August 21, 2024, Corcoran High School held its annual Title I parent night. It was held at 9 am and at 5 pm and parents were made aware of the provisions of Title I and its impact on Title I programs. In addition, the School Site Council met on September 11, 2024 to approve the revised Single Plan for Student Achievement. One of the items on the agenda was to discuss proposed expenditures for Title I funding. Included in that were conferences for supporting English Language Development, Students with Disabilities and other targeted areas of need. School Site Council is made up of 4 teachers, 1 principal, 3 students, 4 parents, and 1 classified employee.

For more information, parents can contact the CJUSD parent liaison at (559) 992-8888 ex. (1220) or the CHS community contact at (559) 992-8884 ex 6275

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	3.6	2.4	3.9	7.8	10.4	9.0	7.8	8.2	8.9
Graduation Rate	95.8	97.6	95.5	87.8	89.6	88.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	179	171	95.5
Female	94	94	100.0
Male	84	76	90.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	170	162	95.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	28	27	96.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	176	168	95.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	20	16	80.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	7.63	7.56	7.69	5.78	6.97	7.17	3.17	3.6	3.28
Expulsions	0	0.73	0.51	0.21	0.2	0.21	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.69	0.51
Female	6.46	0.00
Male	9.07	1.08
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.69	0.55
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.14	0.00
English Learners	11.36	0.00
Foster Youth	0.00	0.00
Homeless	13.64	0.00
Socioeconomically Disadvantaged	8.13	0.45
Students Receiving Migrant Education Services	3.45	0.00
Students with Disabilities	13.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

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

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

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

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with the school faculty in the Fall of 2024 for the school year.

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	12	25	5
Mathematics	23	13	25	1
Science	23	14	15	5
Social Science	28	5	12	12

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1152.5

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$29,538	$17,189	$12,349	$65,950
District	N/A	N/A	$10,141	$89,341
Percent Difference - School Site and District	N/A	N/A	19.6	-30.1
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	13.7	-28.3

Fiscal Year 2023-24 Types of Services Funded

Corcoran High School (CHS) is a comprehensive high school. In addition to our traditional instructional offerings, CHS provides instruction for students in collegiate, english learner, and special educational settings. CHS has a comprehensive list of Athletics and Activities options including participation in Visual and Performing Arts programs (VAPA).
Title 1 provides support for our after-school Credit Recovery program and our Summer School Program. More specifically, Title

Fiscal Year 2023-24 Types of Services Funded

1 funds staff and our Imagine Learning Edgenuity credit recovery curriculum. CHS hosts parent engagement events including support for parent access to student information systems. Additionally, CHS supports its CTE programs through a variety of grants such as Perkins, Career Technical Education Incentive Grant (CTEIG), and Ag Incentive Grant (AIG). Staff engage in Professional Development opportunities and students take trips to visit industry related environments. CHS utilizes Minga to support its positive behavior interventions and supports (PBIS) curriculum. Social Emotional Learning, Mental Health Counseling, and external Substance Abuse Counseling services are similarly available. Lastly, CHS supports students with the development of and access to a post secondary plan for success after high school. This specifically includes certifications in industry related employment areas and college going application and financial aid activities.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,660	$54,930
Mid-Range Teacher Salary	$90,491	$85,386
Highest Teacher Salary	$120,294	$111,172
Average Principal Salary (Elementary)	$139,281	$136,564
Average Principal Salary (Middle)	$145,356	$141,339
Average Principal Salary (High)	$155,797	$153,241
Superintendent Salary	$195,000	$224,537
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	5%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

Corcoran High School's (CHS) primary focus is on quality instruction on academic topics and behavioral expectations. CHS utilizes a Guaranteed Viable Curriculum (GVC) for all courses based upon Essential Standards to guide instruction. CHS develops all lessons using the Explicit Direct Instruction (EDI) lesson design model. Teachers agree upon uniform core academic skill development instructional strategies focusing on reading, writing, speaking, listening, and solving. Teachers utilize Common Formative Assessments (CFAs) to gather data about student performance and instructional efficiency. Teachers rely upon this process to foster collaborative commitments in strengthening instructional strategy through our Professional Learning Community (PLC).

* CHS partners with Solution Tree to develop a Guiding Coalition in support of our PLC process.

* CHS partners with Dr. John Hannigan and Dr. Jessica Hannigan for Positive Behavior Intervention Supports (PBIS) systems development and sustainability.

* CHS dedicates 90 minutes every Wednesday morning to the Professional Learning Community. The Principal prefaces each PLC meeting with Instructional Leadership and/or Operational Direction.

* CHS has 2 Academic Coaches and a CTE Coach to support instruction across departments.

* All CHS English teachers in general and special education settings receive Expository Reading and Writing Curriculum (ERWC) training.

* CHS English Language Development Teacher is provided multiple Professional Development opportunities including guidance on ELPAC administration and English Learner Strategies.

* CHS English and Math Department personnel were paid for up to 80 hours over the past summer to focus essential standards instruction using Solution Tree guidance.

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

Professional Development

* CHS Academic Coaches and Department Leaders are sent to monthly training for PLC Guiding Coalition development through Solution Tree.

* Agriculture Education and other CTE Teachers receive Professional Development as mandated in grant funding programs e.g., CATA and et cetera.

* Sports Medicine Teacher receives a three day training in relevant athletics medical topics.

* Spanish Teachers receive training on instructional practices.

* Video Production and Game Coding Teacher receives training in a variety of areas relating software and video production instruction.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	97	86	~80

Corcoran High School Pathways
Career Technical Education (CTE) Pathways

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE

Agriculture & Natural Resources - Agricultural Mechanics Pathway (101)

101	Ag. Mech I	Ag. Mech II	Welding & Fabrication	Art Metal

Agriculture & Natural Resources - Animal Science Pathway (103)

103	Intro to Ag. & Natural Resources	Animal Science	Vet Science **CAPSTONE CLASS & END OF PATHWAY**	Ag. Leadership - **OPTIONAL**

Arts, Media, & Entertainment - Design, Visual, and Media Arts Pathway (111)

111	Art I	Art II	Graphic Design	

Arts, Media, & Entertainment - Production and Managerial Arts Pathway (113)

113			Digital Media Prod I	Digital Media Prod II

Business & Finance - Business Management Pathway (182)

182	Intro to Bus & Practices	Bus Management & Marketing		

Education, Child Development, and Family Services - Education Pathway (132)

132			Careers in Ed I	Careers in Ed II

Fashion & Interior Design - Fashion Design & Merchandising Pathway (160) can be taken any 2 years of high school

160	Fashion 140/Fashion 143	Fashion 160/Fashion 142		

Health Science and Medical Technology - Patient Care Pathway (198)

198 CNA			Medical Terminology	Health Occupations
198 SPMED			Medical Terminology	Sports Medicine
198 EMT			Medical Terminology	Emergency Medical Response (Senior Year Only)

*If students want to complete more than 1 Patient Care Pathway, they can start with Med Term earlier.
**198 CNA offers a Summer CNA course where students can earn a state license as a Certified Nursing Assistant
**198 EMT offers a Summer EMT course where students can earn a state license as an Emergency Medical Technician

Information & Communication Technologies - Games & Simulation (175)

175	Game Coding	Game Design I	Game Design II	

*Pathways highlighted in yellow indicate that they are a Career Technical Education Pathway
*Classes highlighted in blue are A-G approved
*Classes highlighted in pink are dual enrollment courses (they earn the student college credit)
*ALL COURSE AVAILABILITY DEPENDENT UPON STUDENT REQUEST NUMBERS

Students completing a CTE pathway while at Corcoran High School will earn a CTE cord to be worn at graduation.
Honors/Dual Enrollment classes require a contract. Visit the counseling office for a contract.
ASB requires an application. You can find it [here](#).
Video production requires an application. You can find it [here](#).
Ag. Leadership is by instructor approval only. See Ms. Martinez to get on the list.

Corcoran High School Pathways

Arts, Media, & Entertainment – Performing Arts Pathway

BAND	Band	Band	Band	Band
CLGD	Colorguard	Colorguard	Colorguard	Colorguard

COS Dual Enrollment Pathway - THIS PATHWAY REQUIRES AN ADDITIONAL APPLICATION

COSDE	COS Language COS Language (1 period per day)	COS Area 1C/1A COS Area 2/B COS Area 3/C COS Area 4/E (2 periods per day)	COS Area 3/C COS Area 4/D COS Area 5/B COS POLS 5 (2 periods per day)	COS ENGL 1 COS ENGL 2 COS Area 3/F COS Area 4/D COS Area 5/B COS HIST 17 or 18 (3 periods per day)

*Students may enroll in up to 11 units per semester, however, administrative changes will be made if students are not showing progress in the college courses
*Please make sure that you follow the Major Sheets provided to you to ensure the courses transfer to the university of your choice.

Spanish Pathway - FOR STUDENTS INTERESTED IN EARNING THE SEAL OF BILITERACY

SPAN	Spanish I	Spanish II	Spanish III	COS SPAN 1 & 2 or AP Spanish
SPSKR	Span for Span Spkr I	Span for Span Spkr II	Span for Span Spkr III	COS SPAN 1 & 2 or AP Spanish

*COS Spanish & COS ASL classes can be taken to satisfy A-G requirements. In this instance, taking two COS Spanish or two COS ASL classes will count as three years of foreign language for A-G. Since these classes are semester classes, this can be done in 1 year.
**This pathway is under construction to better align with earning the Seal of Biliteracy. Subject to change.

Sports/Athletic Pathway

SPRT	PE or Strength	PE, Strength, or Adv PE	Strength or Adv PE	Strength or Adv PE

Concentrated & Repetitive Classes (most of these classes require instructor approval)

ASB	ASB Leadership	ASB Leadership	ASB Leadership	ASB Leadership
ACDC	Academic Decathlon /Comp & Speech	Academic Decathlon /Comp & Speech	Academic Decathlon /Comp & Speech	Academic Decathlon /Comp & Speech
YDP	Yearbook Design & Publication	Yearbook Design & Publication	Yearbook Design & Publication	Yearbook Design & Publication

Yearbook requires an application. You can find it HERE.
*Pathways highlighted in yellow indicate that they are a Career Technical Education Pathway
*Classes highlighted in blue are A-G approved
*Classes highlighted in pink are dual enrollment courses (they earn the student college credit)
*ALL COURSE AVAILABILITY DEPENDENT UPON STUDENT REQUEST NUMBERS

Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The following employees can be reached for questions or to file complaints regarding the following programs:

Uniform Complaints   Section 504

Title VI Coordinator
Elizabeth Mendoza
(559) 992-8888 ext 1246

Title IX Coordinator
Helen Copeland
(559) 992-8888 ext 1248