School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corcoran High School	16638910000000	11/18/2019	2/25/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The purpose of this School Span for Student Achievement is to lay out all the goals and objectives
~~and the alignment between the District LCAP, the Site Goals, and the feedback from WASC and to~~

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School's plan to meet ESSA in alignment with LCAP and other federal, state and local programs is to continuously implement rigorous literacy and numeracy with support at high levels of Depth of Knowledge. The plan will address high quality first teaching strategies along with a plan for intervention in order to close gaps and prepare students for college and careers. The plan address safety, behavior and parent engagement strategies. Lastly, it will focus on the supplemental resources needed to implement the plan through the detailed budget.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Since 2017-18 and through 2019-20, Corcoran High School's work with Education Elements for Personalized Learning led to surveys of admin, students and teachers. The PL Team and teacher surveys asked questions about teacher behaviors and attitudes along the 5 categories of the Education Elements Personalized Learning Implementation Framework, addressing two focus areas from each.The surveys also asked questions about teacher practice, teacher effectiveness, student outcomes, and the district and school working environment.The student survey asked students questions about their experiences and attitudes in the the following four areas: student interest & belonging; pace; content, grouping, & choice; and goals, reflection, & feedback.

41 Teachers and 2 Leaders completed the surveys.

Leaders see Design (Efficacy of targeted instruction, frequency of student reflection) and Curriculum & Instruction (Teacher use of data to differentiate instruction, Teacher use of devices and digital tools) as areas for continued focus and Strategy (PL Vision, Roadmap), Operations (Devices & Digital Tools, IT Support), and Working Environment as areas of strength.

Teacher survey responses are relatively consistent across the categories, though responses are slightly more favorable for Operations (Devices & Digital Tools, IT Support) and Teacher Beliefs & Practices (Teacher Innovation, Confidence in PL) than for other areas.

Just under 530 high school students completed the survey
9th grade responses are slightly more favorable than responses from older grades, a typical trend in student surveys
Content, Grouping, and Choice is the area with the least favorable survey responses, and Goals, Reflection, and Feedback is the area with the most favorable survey responses.

Strengths:
High Confidence in Devices & Digital Tools to Support PL
78% of teachers report that their devices and digital tools support personalized learning well.
66% of teachers are confident that they have the IT Support necessary to support personalized learning.
Leaders also rate Devices and Digital Tools and IT Support highly.

Students Clear on Learning Goals
68% of students report that they know which skills they need to improve.
80% of students report that if they fail at an important goal, they try again.

Environment for Innovation
80% of teachers report that their school is a positive working environment, and that their school is supportive of their professional growth. 76% report that the district is supportive of their work to personalized learning.

63% of teachers are confident that personalized learning has had a positive effect on teaching and learning, and 59% of teachers feel more effective since implementing personalized learning in their classroom (the remaining 41% feel about the same).

Areas to grow:
Leaders see room for growth in teacher practice:
56% of teachers report that they target instruction to address specific student needs and learning goals often, leaders reported that teachers target instruction "somewhat" effectively. 54% of teachers say they frequently implement student reflection and leaders say that teachers do so either "once in a while" or "sometimes."
Communicating Vision, Rollout Plan is a Priority
Though both leaders reported that they believe their school's vision and purpose for personalized learning is clear to their staff, only 56% of teachers report that they understand it well.
While both leaders say that their school's their school's rollout plan for personalized learning for this year and beyond is clear to their staff, only 34% of teachers report that they understand it well.

Most Students Don't Report that they have Choice in their Learning
22% of students say they have some choice in the activities they do in their classes and 21% report that their teachers let them include topics they like in what they learn.
30% of students say they set personalize learning goals with their teachers.

Corcoran High School has also posted a Parent Survey on the School Website. Below is how parents responded:

Teachers at CHS act professionally

Strongly Agree -- 26.3%
Agree -- 52.6%
Sometimes -- 15.8%
Disagree -- 5.3%
Strongly Disagree -- n/a
I don't know-- n/a

Teachers are well qualified to support students and their learning:

Strongly Agree -- 26.3%
Agree -- 31.6%
Sometimes -- 36.8%
Disagree -- n/a
Strongly Disagree -- 5.3%
I don't know-- n/a

Teachers are well prepared:

Strongly Agree -- 10.5%
Agree -- 42.1%
Sometimes -- 36.8%
Disagree -- n/a
Strongly Disagree -- n/a
I don't know-- 10.5%

Teachers provide sufficient feedback on student performance:

Strongly Agree -- 26.3%
Agree -- 52.6%
Sometimes -- 15.8%
Disagree -- 5.3%
Strongly Disagree -- n/a
I don't know-- n/a

Teachers treat students with respect:

Strongly Agree -- 10.5%
Agree -- 63.2%
Sometimes -- 10.5%
Disagree -- 10.5%
Strongly Disagree -- n/a
I don't know-- 10.5%

Communication from CHS has been effective:

Strongly Agree -- 21.1%
Agree -- 47.4%
Sometimes -- 15.8%
Disagree -- 5.3%
Strongly Disagree -- 10.5%
I don't know-- 21.1%

CHS admin provides good leadership:

Strongly Agree -- 47.4%
Agree -- 26.3%
Sometimes -- 15.8%
Disagree -- 5.3%
Strongly Disagree -- 5.3%
I don't know-- n/a

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

One type of observation is an informal walk-through which can last between ten and fifteen minutes. In this type of walk-through administrators provide written feedback for the instructor. Criteria on the form includes a breakdown of the Anatomy of a Lesson and the main focuses of CHS. Anatomy of a Lesson is the lesson design Corcoran High School uses and its a version taken from Madeline Hunter. It is also a result of the work that occurred with Catapult Learning and Literacy First. The form has nine boxes and asks what the objective is, where in AoL the lesson is at, what the students are doing/saying, what the teacher is doing, how the teacher CFU, provides intervention, if the task is rigorous, where the lesson falls on SAMR and if by completing the task the students will have met the objective.

Formal observation can last between 30 minutes to over an hour and is based off the professional standards for the teaching profession.

Teachers are required to have a formal evaluation every other school year. Non-tenured teacher will receive six formal evaluations in a school year and until they are tenured. Tenured teachers will receive three formal evaluations every other school year. Informal walk-throughs occur with greater frequency.

Corcoran High School participates in Instructional Rounds. In this format several groups of a selection of five to seven teachers, admin and coaches visit up to five classes to determine how Corcoran High School is addressing its problem of practice. For the 2014-15 through 2016-17 school years, Corcoran High School determined that its Problem of Practice is in utilizing appropriate strategies, tasks and checking for understanding so students are successfully manipulating the content to meet the objective. At the end of the day, up to 25 classrooms have been visited. The visiting groups then provide advice for the school's next steps. For the 2017-18 and 2018-19 school years, Corcoran High School has kept the same problem of practice but the focus is on Depth of Knowledge, measuring the objective and the task we ask students to do.

2018-19 marks the 4th year of Personalized Learning and Learning Walks. The observers have the opportunity to meet with the observed teacher on the spot and offer feedback on the Core Four of Targeted Instruction, Student Reflection and Ownership, Data Driven Decisions and Digital Resources.

Th 2018-19 school year also marks the second year of Kagan Coaching. Teachers sign up for a time to demonstrate their implementation of the "Kagan Structure of the Month." A coach observes and gives immediate feedback. Depending on the feedback, the teacher may have a follow-up visit to re-do the Structure.

Starting with the 2017-18 school year, Corcoran High School transitioned to Lesson Study. In Lesson Study, like teachers collaborate on a lesson that one teacher volunteers to teach. On lesson day, the observed teacher is recorded and the video is shown to both the department and the whole staff. . Observers watch the video that focuses on students and how they think during problem solving or answering questions. The group determines what assumptions are made about student thinking and what skills students need to have in order to successfully meet the objective. The teachers debrief on the lesson and revise it. Then a second teacher volunteers to reteach the lesson and evaluate the before and after.

Corcoran High School Summary of Findings:

1) Nearly 100% of the time teachers and students are actively engaged in content.
2) Teachers employ a variety of instructional strategies including cooperative learning which includes Kagan Structures, project-based learning, Panther Writing, discussions, Explicit Direct Instruction, labs, stations, Gallery Walks, Graphic Organizers, research/investigative learning, questioning, technology-based tasks, student presentations and pair-shares.
3) Students are comfortable with teacher expectations and their roles in a group.
4) Students are comfortable with listening, speaking, reading and writing in classes. However, the level at which students read, write, speak and listen is not at the higher levels of Bloom's Taxonomy or the Depth of Knowledge Wheel.
5) Collaboration is happening between teachers of the same content and between teachers of cross curricular content areas.

6) While 90% of the instructional staff consistently posts daily objectives, there is a need to align higher DOK objectives to a high level DOK task.
7) Data findings suggest that Student Active Participation does not consistently reach 45% Academic Learning Time.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

For the 2017-18 school year, CAASPP scores were 55.86% standards met or exceeded in ELA and 24.61% standards met or exceeded in math.
In 2018-19, CAASPP Scores were 54.21% standards met or exceeded in English and 17.80% standards met or exceeded in math.
To address this, Corcoran High School continues data analysis through 6 Data Wise cycles, Personalized Learning, Kagan Structures, Checking for Mastery, Anatomy of a Lesson, Lesson Study and work and implementation of Depth of Knowledge.

Corcoran High School reflects on data from CAASPP, ELPAC, SAT, PSAT, STAR, ACT, district benchmarks, site benchmarks, IABs, EAP, college placement tests, Pre/Post Writing Assessments, and Accelerated Reading, in order to determine next steps in improving instruction. The Data Wise process has replaced the Cycle of Inquiry. Data Wise takes place during Wednesday staff meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Corcoran High School Students are given seven common benchmark assessments throughout the school year. Each benchmark assessment is followed by a two-three Data Wise days at the weekly staff meetings. Each curricular area is required to follow the 10 steps below:

1. Graph the data
2. Give the data a story
3. What are the strengths?
4. What are the concerns?
5 What questions do you have?
6. What are our instructional trends?
7. How do we fix the problem? (Ease-impact graph)
8. How do we involve kids?
9. Gallery Walk (Praise, Suggestion, Question)
10. Action Plan

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Corcoran High School currently employs 45 teachers. All 45 teachers have either a Provisional Internship Permit, Short-Term Staff Permit, Internship Permit, Preliminary Credential or Clear Credential. According to the criteria of Every Student Succeeds Act, all 44 teachers meet the requirement for being Highly Qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers who are interns have mentor teachers who observe their teaching on site and meet with the principal regularly to go over goals and expectations. Teachers who are working towards their clear credentials are assigned an on-staff New Teacher Induction (NTI) mentor. In addition, Corcoran High School houses one ELD Coach, one technology coach and one CTE coach. These coaches work with teachers one on one to assist in teaching strategies and support in lesson planning.

All teachers are trained in the District Rounds Process and take part in Internal Rounds, which is morphing into Lesson Study. Prior to the 2017-18 year, all teachers were also trained in Literacy First in three different cohorts. Cohort 1 was trained in 2013-14. Cohort 2 consists of 1/3 of the staff and was trained in 2014-15. The last 1/3 of the staff was expected to be trained in the 2015-16 school year; however, a fourth cohort was added in 2016-17 in order to accommodate the new teachers who joined the staff. As CHS transitioned to Lesson Study, there are 6 cohorts of teachers who plan together, teach, reflect and revise a lesson. This happens three times during the year, before and after Instructional Rounds. Other professional development opportunities include Linked Learning. Currently, seven teachers are attending regular trainings in pathway development and in project based learning. The start of the school year consisted of ELD training and Kagan Structures training which was required for all teachers. Other professional development opportunities include Next Generation Science Standards, Computer Using Educators (CUE) and Career Technical Education (CTE). Starting in 2017-18, Valley ROP provides training for all Career Technical Education teachers.

Each department has adopted a textbook; however, multiple departments' core resources are from the internet or are department developed. The textbook is considered a resource as opposed to the main staple of the curriculum.

In 2016, math adopted Carnegie Learning as a math curriculum.

In 2017, the English department adopted Study Sync from McGraw Hill.

In 2018, the science department adopted Houghton Mifflin, which also comes with two professional development days.

In 2019, the social science department is reviewing curriculum for possible adoption for the 2010-21 school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Every third Wednesday is dedicated to departmental time for our Professional Learning Communities/Data Wise. Teachers collaborate on units of study, lessons and strategies.

- CHS has one ELA academic coach who regularly observes classrooms and provide feedback and assistance to teachers on strategies. The coaches work with students to provide peer-to-peer tutoring, and are working with teachers to implement strategies that incorporate students listening, speaking, reading and writing, good first teaching and high levels of DOK. .

- Corcoran High School works under the mentorship of Dr. Elizabeth City from the Harvard Graduate School of Education. All administrators and teachers have completed training and participate in the Instructional Rounds beginning in 2011. Instructional Rounds look at the instructional core, the interaction of teacher, student and content, to create the basis of learning and improve student achievement. Corcoran High School has been visited by multiple schools in the past three school years, along with visiting other schools in that are participating in the California Rural Network.

Below are the list of topics that teacher receive professional development on:

Anatomy of a Lesson

Checking for Understanding/Mastery

Kagan

Personalized Learning

Data Wise

Lesson Study

WASC

How to collect appropriate data

PBIS

Interventions

Rounds

Focus on Student Thinking

DOK

Integrated ELD

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Corcoran High School has one English Language Arts Coach, one Career Technical Education Coach and one Academic Technology Coach. These three coaches provide support to all teachers. The ELD coach observes teachers and provides feedback. She models lessons and works with teacher one on one. CHS' Tech Coach provides regular trainings on online resources, programs and strategies. The CTE coach provides support to all Career Tech Ed teachers and teachers who are part of a career pathway. She brings them to Linked Learned professional development and works with them on Perkins and in developing pathways. Part of their work this year includes mapping cross-curricular units.

In addition, all informal observations take place from the perspective of mentoring, supporting and looking for growth. Admin and coaches spend time reflecting on how best to be a support system to teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are given time to collaborate during Wednesday morning staff meetings also referred to as the Wednesday Warriors for Education (WWE). There are six cycles for Data Wise. Each cycle lasts for three Wednesdays. Day one is department collaboration on graphing the data and telling the story. Day two is the data carousel and feedback. What is left of day 2 and day three are for teachers to revise their actions plans. Departments determine what will go on the action plan based on data analysis, intervention, teaching strategies, student reflection, action plan development and follow-up.

There are six groups of Lesson Study that come together twice a year for 1/2 day of out-of-class lesson planning. Each group consists of 5-7 teachers. The group builds a lesson to be implemented, recorded, reviewed and reflected on.

The Ag Pathway continues to be cohorted to collaborate on two project-based learning opportunities each school year. Teachers are also given departmental collaboration time at WWE meetings and VROP works with these teachers on curriculum and strategies.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Educational Practices:

Through the continuing development of a Professional Learning Community at Corcoran High School, staff regularly collaborates to ensure that all students are actively involved in an educational program that promotes academics, personal growth, responsibility, discovery, and community involvement. As part of the Professional Learning Community culture being developed at Corcoran High, this collaboration time is used to:

- Analyze current textbooks and supplemental materials to determine alignment with grade level standards
- Analyze student work to ensure course work is on grade level
- Provide staff development on the Anatomy of a Lesson which included specific strategies and questions for getting students to mastery.
- Provide detailed analysis and determination of next steps based on standardized testing scores
- Provide staff development on data-proven best instructional practices including the use of technology in the curriculum

* Focus on Depth of Knowledge

Analysis of Instructional Program

1. Standards-based curriculum supported by formative benchmark testing schedule. All curriculum materials are aligned with the California State Curriculum Standards. Textbooks are from the state adopted list and purchased on the adoption anniversaries. Supplementary materials are used as necessary. Instruction is delivered through a variety of methods, using technology, direct instruction, cooperative learning and other innovative methods to engage students. Adding rigor and relevance to all curriculum is a current focus as the school is implementing California Common Core State Standards.

2. All students have access to an iMacAir laptop. Students take the device to all classes and home in the evening, which creates a true One-to-One learning environment at CHS. A district technology coach is available to all staff members to provide support and ensure that current technology is being used to teach 21st Century skills to all students throughout the campus.

3. Students discuss their own progress and goals in achieving state standards, grades, eligibility, and graduation with classroom teachers twice during the school year. Results of the CAASPP are used to identify overall weakness and to find ways of improving overall academic instruction. Results of the ELPAC 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 Reading and Writing Model are 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 rigor to the daily curriculum.

5. Development of common grading policies with appropriate homework policies for the same classes within each department. Analysis 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.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

There are 7 benchmarks within the year. Teachers are allowed to give additional benchmarks and quizzes, but these benchmarks must be recorded in SchoolCity. There are also three district assessments modeled after the CAASPP and Interim Assessments used to monitor student progress. The English department is responsible for three district required writing assessments: The teachers determine writing prompts, are given a full day to discuss anchor essays and norm, and read and record scores in School City. The same prompts are given to the students at the end of the year to measure growth.

The master schedule houses sections of Math 1a and English 9a as non a-g intervention courses to close gaps and prepare students for college prep coursework. Fourth period is Intervention/advisory for all students and all teachers teach an intervention class. This allows the intervention period to be small and manageable. English Language Development is offered seven times during the day and guidance tutor for special education students is offered 4 times throughout the day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All subject areas have adopted text-books as a resource. All teachers have class sets of the text books they use. Students who request to take text-books home are able to do so. Students are issued Mac Airs as the beginning of the year. They are provided with hard copies of materials. Most teachers have incorporated online instructional materials such as math.com, mathisfun.com, and IXL. In 2015-16, the math department adopted Carnegie Learnging as a Curriculum. Corcoran High school moved to the integrated model for mathematics. Senior English classes have adopted the Expository Reading and Writing Course approved for a-g and by the state university system. Advanced Placement courses have adopted pre-approved materials; however, Corcoran High School has almost completely replaced all AP courses with concurrent or dual enrollment college courses. The English Language Development program adopted the 2016 digital version of Edge. In 2017-18 school year, English adopted Study Sync and in 2018-19, the science department adopted Houghton Mifflin.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Four years ago, Math adopted Carnegie.
In 2017-18 English adopted Study Synce
In 2018-19 Science adopted Houghton Mifflin
In 2019-20, the social science department has three published scheduled for presentations in order to adopt new curriculum for the 2020-21 school year.
Elective courses are instructed to submit request for updated curriculum to the principal who then presents to the Curriculum Committee and then board for approval. Several courses have adopted new textbooks.

Career Technical Education classes follow CTE standards and electives classes are aligned to the art standards. ELD is aligned to ELD standards and all teachers are receiving training for aligning their curriculum to ELD standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Availability of instruction to all student groups
Core courses at CHS are offered at the following levels: Advanced Placement, Concurrent and Dual Enrollment College Courses, 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 Health Occupations courses, and a series of business and technology courses.

The Air Force Junior Reserve Officer Training Program continues to grow since it began in 2005. Along with instruction in aerospace science, students participate in a physical training program, perform color guard ceremonies, compete in air-rifle and other sporting competitions against other school's ROTC programs, all designed to expose interested students to a military career.

Assistance to Struggling Students
Several years ago, Corcoran High School implemented a peer mentoring program where students who demonstrated strong skills in a specific content area could take the Peer Mentoring class and be assigned to that content area. Students are trained for two weeks before being deployed to classes. Students are provided to help other students in this class. Students are observed to make sure their time is valuable and given a grade based off their efforts.

The Panther Writing Model was implemented as a school wide writing program Several years ago in order to help students have common vocabulary on the essential elements of a paragraph and work up to more complicated writing. Assessment results show that the Panther Writing Program has had an increased positive impact on student writing and student confidence in writing.

In 2018-19, Corcoran High School and the John Muir Middle School were accepted for the Gear up grant in math for 6 years. The three components of strategic lesson design with focuses teaching strategies, intervention and parent engagement are developed to go hand in hand with building student confidence in math, getting teachers to look at and understand specific student data and to connect procedure to concept.

Evidence-based educational practices to raise student achievement

In 2019-20 Corcoran High School updated its Response to Intervention. Below are the Tier I, Tier II and Tier III components in the CHS Response to Intervention Model:

Tier 1: Implement Research-Based Instructional Strategies. (Core Program)
A. Explicit Direct Instruction
B. Panther Reading and Writing Models
C. Approval and Implementation of Integrated Mathematics (Math 1, 2, & 3)
D. Expository Reading and Writing Course
E. Focus Lessons/Advisory
F. Gear Up
G. Newly Adopted Curriculums for Math, Science, English, Social Science
H.   Personalized Learning
I.   Kagan

Tier 2: Structured Instructional Intervention for Small Groups (Early/Supplemental Intervention)
A. 2017-19 Implementation of Advisory period
B. 4th period Assessment Based Reading Intervention
C.   Personalized Learning's Targeted Instruction
D. Peer Tutoring
E. After School Tutoring (teacher schedule)
F. Math 1a and English 9a
G.   Student Success Plans
H. ELD Program
I.   Study Skills/Credit Recovery Course

Tier 3: Intensive Intervention (Intensive Individual Instruction)
A. IEPs & 504s
B. Special Education (Guidance Tutor & SDC)
C.   Student Study Teams
D. Referral for Services
E.   Check in-Check out

In addition, Corcoran High School firmly believes that in order for students to achieve academically, there must be positive behavior expectations and interventions school-wide. In 2011-12, the suspension rate was well over 800. CHS realized that this many suspensions meant that students were missing instructional time and a school-wide program was needed. Administrators planned beginning level behavior interventions such as not suspending students who were tardy or who cut and for the 2012-13 school year, the suspensions dropped dramatically to 516. In 2014, CHS joined the Champion Model for Positive Behavior Intervention Supports (PBIS). CHS' motto became "It takes five to THRIVE!" and the five areas of Safety, Acceptance, Recognition, Justice and Fun were taught school-wide and reinforced as focus lessons, at rallies and during lunch and detention. Suspensions again dropped dramatically from 516 to 91 for the 2013-14 school year. This data has remained consistent through 2018-19. This affected attendance which rose 2% for CHS. This also meant that students' instructional time was not being interrupted by behavior disruptions or suspensions.

Below is the Tier I, Tier II and Tier III interventions for behavior at Corcoran High School:

Tier 1: Implement Research-Based Instructional Strategies. (Core Program)

A. School wide Instruction on "It Takes Five to THRIVE!!!"
B. Positive Behavior Recognition (Panther Sighting)
C. Anti-Bullying Expectations Taught School-wide
D. Sprigeo.com
E. TIPS Monthly Leadership Meeting (now led by teachers)
F. Parent Engagement Nights (Vaping/Human Trafficking)
G. Focus Lessons/Detention Lessons
H. Active Supervision (All passing, break, lunch, before/after school)
I.   PBIS Handbook (Students/Staff/Parents)

Tier 2: Structured Instructional Intervention for Small Groups (Early/Supplemental Intervention)
A. Conflict Resolution
B. Check in/Check out
C. Peer Mediation
D. Student Success Plans

Tier 3: Intensive Intervention (Intensive Individual Instruction)
A. Individual Behavior Support Plans
B.   Student Goals/Conferences
C.   Functional Behavior Assessment
D.   TBD (Corcoran High School is currently in Year 3 of PBIS and additional Tier III interventions are in development.)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Family resources are often limited due to the high poverty/low education levels in this area.

- School resources include Student Study Teams, Community Contact, Curriculum Coaches, student incentive programs, migrant programs, ELD instruction, school library, computer labs, career center, parent participation in School Site Counsel/ ELAC, student support programs such as UC Merced Talent Search, Ivy League/ Upward Bound, guidance counselors, on-site COS college counselor, 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.

*Corcoran also implements parent engagement nights through the CEP program and through the school safety supervisor to host parent information nights on topics like vaping and human trafficking.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

On August 21, 2019, Corcoran High School held its annual Title I parent night. It was held at 5 pm and parents were made aware of the provisions of Title I and its impact to Title I programs. In addition, the School Site Council met on September 23, 2019. Three additional meetings are scheduled for the year.   School Site Council is made up of 4 teachers, 1 principal, 3 students, 3 parents and 1 classified employee.

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

Corcoran High School also holds several CEP parent meeting where parents offer feedback on programs and strategies. Topics have included "The importance of CAASPP" and "9th grade Matters." Regular surveys are sent to parents, staff and students. Students are selected quarterly to participate in Students in the Know and have taken part in internal rounds.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Corcoran High School held its annual Title I meeting for parents on August 21, 2019. Title I funds have been used to send AP teachers to AP conferences so that they are best informed and prepared with the appropriate strategies for preparing students for the AP curriculum and AP exams. Advanced Placement courses are open enrollment to all CHS students. Title I funds are also used to purchase books, Kagan trainings and materials, ELD instructional guides and best practices, Edgenuity, teacher trainings, and additional resources and texts.

Fiscal support (EPC)

Categorical and general funds are used appropriately to support the core programs at Corcoran High School and to support meeting the school's goals as stated in the Single Plan for Student Achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Corcoran High School involves stakeholder in several ways.

With regards to staff, the school uses a variety of surveys to gather staff opinion about goals, culture and safety and the work that is outlined for the year. The survey asks staff about their opinion regarding importance and benefit of programs and initiatives, as well.
Parents are asked to complete the LCAP survey during the school's annual Title I meeting. In addition, parents are asked to review both the SPSA and the SPSA evaluation during the November School Site Council meeting. Members of the School Site Council, which is made up of staff, parents and students, are asked for their opinion about needs, programs, data and budgets. The School Site Council also takes the LCAP survey.
In addition, a parent survey in both English and Spanish is posted on the Website.
Parents who are a part of ELAC are also asked to review the SPSA, complete the LCAP survey and make recommendations regarding the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are no resources inequities. Funding allotted allows for a variety of resources ad supplies for teachers and students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.12%	0.12%	1	1	1
African American	3.7%	2.48%	2.89%	32	21	25
Asian	0.2%	0.35%	0.12%	2	3	1
Filipino	0.1%	%	0.35%	1		3
Hispanic/Latino	86.8%	88.92%	89%	745	754	769
Pacific Islander	%	%	%			
White	9.0%	8.14%	7.41%	77	69	64
Multiple/No Response	%	%	0.12%			1
			Total Enrollment	858	848	864

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	234	247	254
Grade 10	237	222	230
Grade 11	213	209	211
Grade 12	174	170	169
Total Enrollment	858	848	864

Conclusions based on this data:

1. The rate of enrollment has remained consistent through 2018-19.

2. The rate of enrollment for subgroups has also remained fairly consistent through 2018-19.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	132		42	15.4%		4.9%
Fluent English Proficient (FEP)	285		364	33.2%		42.1%
Reclassified Fluent English Proficient	28		40	19.6%		42.6%

Conclusions based on this data:

1. Corcoran High School has redesignated a large number of EL students. Whereas the average ELD population was 120 students, the number now hovers at less than 45.

2. In order to move the remaining 40ish students, Corcoran High School needs to continue to work on Language Objectives and ELD strategies for both designated and integrated classrooms.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	183	196	193	180	188	190	180	188	190	98.4	95.9	98.4
All	183	196	193	180	188	190	180	188	190	98.4	95.9	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2579.	2586.	2582.	15.56	18.09	15.26	32.22	37.77	38.95	32.78	26.06	27.37	19.44	18.09	18.42
All Grades	N/A	N/A	N/A	15.56	18.09	15.26	32.22	37.77	38.95	32.78	26.06	27.37	19.44	18.09	18.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.78	25.53	21.05	50.00	51.60	51.05	22.22	22.87	27.89
All Grades	27.78	25.53	21.05	50.00	51.60	51.05	22.22	22.87	27.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.89	26.60	27.37	46.11	54.79	59.47	30.00	18.62	13.16
All Grades	23.89	26.60	27.37	46.11	54.79	59.47	30.00	18.62	13.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.33	15.43	11.05	67.78	63.83	67.89	13.89	20.74	21.05
All Grades	18.33	15.43	11.05	67.78	63.83	67.89	13.89	20.74	21.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.22	28.72	24.21	61.11	51.60	57.37	16.67	19.68	18.42
All Grades	22.22	28.72	24.21	61.11	51.60	57.37	16.67	19.68	18.42

Conclusions based on this data:

1. Students are learning about performance tasks and that some questions require more than one answer. Students were not necessarily motivated to pass the test. In November 2015, a BP/AR policy went to the Board for approval. It now requires students to place in the top two tiers of the SBAC or be required to take and pass a district alternate assessment in order to participate in the graduation ceremony.

   In addition, teachers are also being sent to a variety of CAASPP trainings and 2015-16 was be the first year Interim Assessments were utilized at CHS to drive instruction. However, the results did not come back in a timely manner. In addition, teachers are learning about universal supports and accommodations for students when taking the CAASPP and Interims.

2. Corcoran High School has been devoted to the the Panther Writing Model; however, additional strategies need to be focused on specifically reading comprehension. CHS has revamped focus lessons for English to focus primarily on The Panther Reading Model and The Panther Writing Model.

3. In 2017-18, Corcoran High School began using the hand scoring samples as a regular part of the curriculum and this has made a significant difference on the pass rate for the English section of the CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	183	196	193	181	191	191	181	191	191	98.9	97.4	99
All	183	196	193	181	191	191	181	191	191	98.9	97.4	99

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2536.	2550.	2529.	2.76	5.24	3.66	13.26	19.37	14.14	34.81	30.37	33.51	49.17	45.03	48.69
All Grades	N/A	N/A	N/A	2.76	5.24	3.66	13.26	19.37	14.14	34.81	30.37	33.51	49.17	45.03	48.69

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.39	12.04	8.38	33.15	34.55	29.32	57.46	53.40	62.30
All Grades	9.39	12.04	8.38	33.15	34.55	29.32	57.46	53.40	62.30

Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.97	7.33	5.76	47.51	47.64	46.60	47.51	45.03	47.64
All Grades	4.97	7.33	5.76	47.51	47.64	46.60	47.51	45.03	47.64

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.18	9.95	6.81	58.56	58.12	53.93	34.25	31.94	39.27
All Grades	7.18	9.95	6.81	58.56	58.12	53.93	34.25	31.94	39.27

Communicating Reasoning — Demonstrating ability to support mathematical conclusions

Conclusions based on this data:

1. Students are also learning about performance tasks and that some questions require more than one answer. In addition, students need help in reading math problems and in understanding what the problem is asking and in how to apply it. To address this, teachers are being sent to CAASPP trainings. 2015-16 will be the first year Interim Assessments are utilized at CHS to drive instruction. In addition, teachers are learning about universal supports and accommodations for students when taking the CAASPP and interims.

2. Students need additional strategies/focus in concepts and procedures. In November 2015, a BP/AR policy was approved by the Board. It requires students to place in the top two quartiles of the SBAC or be required to take and pass a district alternate assessment in order to participate in the graduation ceremony. This will address the issue of student buy-in to the test.

3. In 2018-19, Corcoran High School and John Muir were accepted to the Gear Up Grant. There are three components of the grant, each focused on supporting teachers and students in making progress in math. Both Gear Up and Project Access send a large team of coaches to the high school and middle school to observe and coach teachers during math lessons.

   As a school the focus has changed to DoK and matching the task to the objective. Upon review of possible new curriculum, the consensus is that teachers need additional support and resources with higher levels of Depth of Knowledge.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1514.7		1492.8		1536.1		19	
Grade 10	1534.9		1518.6		1550.6		25	
Grade 11	1516.3		1490.7		1541.5		15	
Grade 12	*		*		*		*	
All Grades							63	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	44.00		*		*		*		25	
All Grades	26.98		22.22		22.22		28.57		63	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	56.00		*		*		*		25	
All Grades	38.10		*		26.98		19.05		63	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		25.40		25.40		41.27		63	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		73.68		*		19	
10	*		44.00		*		25	
All Grades	25.40		52.38		22.22		63	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	56.00		*		*		25	
All Grades	47.62		33.33		19.05		63	

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		*		63.16		19	
10	*		*		48.00		25	
All Grades	*		34.92		53.97		63	

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		78.95		*		19	
10	*		60.00		*		25	
All Grades	*		68.25		19.05		63	

Conclusions based on this data:

1. In recent years Corcoran High School has averaged 120 students in the English Language Development courses. In 2018-19, that number dropped to under 45 students in the ELD program. This has been because of a strong focus on ELD strategies.

2. In order to move the remaining 45ish students, Corcoran High School will need to continue to focus on effective ELD strategies such as those promoted by Elizabeth Salinas Jimenez, Kate Kinsella and Kagan Structures.

3. Corcoran High School has implemented Personalized Learning as a means to provide Targeted Instruction to small groups with like needs in order to quickly close gaps. In addition, the one ELD teacher is focusing on a variety of trainings, observations and other PD to provide the most effective teaching strategies to ELD students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
848	**82.7%**	**11.1%**	**0.4%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	11.1%
Foster Youth	3	0.4%
Homeless	21	2.5%
Socioeconomically Disadvantaged	701	82.7%
Students with Disabilities	88	10.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	2.5%
American Indian	1	0.1%
Asian	3	0.4%
Hispanic	754	88.9%
White	69	8.1%

Conclusions based on this data:

1. The demographics of the students at Corcoran High School have remained consistent over the last several years.

2. The number of English Language students has continued to drop due to redesignations.

3. The vast majority of students are low income or have parents who did not receive a high school diploma. Therefore, Corcoran High School needs quality supports in place to address the specific needs of the students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		
College/Career Green		

Conclusions based on this data:

1. Corcoran High School's graduation rate remains very high at over 98%

2. Math has shown growth, but it is not significant enough to be in the green. It was at 24% for 2018, but dropped to 17% for 2019.
English continues to show growth with 56% of students meeting or exceeding standards for 2018, but dropped to 55% for 2019.

3. Corcoran High School has had great improvement with dual enrollment as evidenced by the over 20 on site sections of college courses offered on site.

Corcoran High School continues to maintain a low suspension rate, the majority of which are due to vaping and have led to anti-vaping presentations and focus lessons on vaping.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Red	No Performance Color
7.3 points above standard	75 points below standard	0 Students
Increased 9.4 points	Declined -24.6 points	
178 students	30 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	5.1 points below standard	122.9 points below standard
7 students	Maintained 0.9 points	Increased 20.7 points
	144 students	11 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2 students		2 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	No Performance Color
0.9 points above standard	0 Students	0 Students	72.6 points above standard
Increased 5.3 points			Increased 18.3 points
157 students			17 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.5 points below standard	61.5 points below standard	11.5 points above standard
Increased 25.9 points	Declined -37.7 points	Increased 14.1 points
11 students	19 students	84 students

Conclusions based on this data:

1. While the number of students to be redesignated has significantly grown, the students who remain in the ELD program have declined in performance on the CAASPP. The demonstrates the need for additional ELD strategies and implementation of the IABs and ICAs.

2. Use of the hand-scored samples from CAASPP training has had a positive impact on test results. These samples should continued to be used and expanded for student instruction.

3. Personalized Learning is also beginning to show a positive impact on student learning; however, new teachers require additional support.
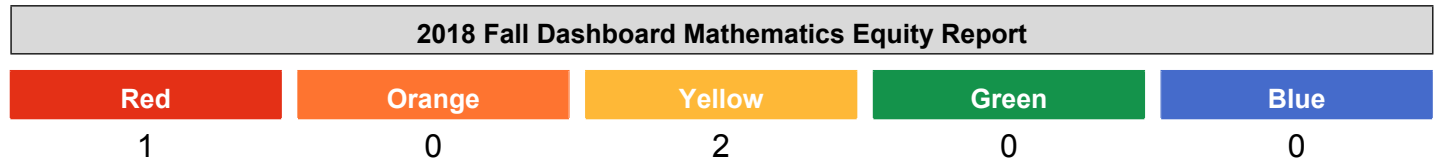
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	0	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
73.7 points below standard	141.6 points below standard	0 Students
Increased	Maintained -1.1 points	
17.8 points		
181 students	32 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	82.7 points below standard	175.7 points below standard
7 students	Increased	Increased
	15.7 points	55.2 points
	146 students	11 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2 students	1 students	2 students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
80.7 points below standard	0 Students	0 Students	0.2 points below standard
Increased			Increased
15.2 points			22.8 points
159 students			17 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
174.6 points below standard	119.1 points below standard	69.4 points below standard
Increased	Increased 3.1 points	Increased
18.2 points		25 points
13 students	19 students	85 students

Conclusions based on this data:

1. While the math scores continue to increase, it is at a slower rate than the progress seen in English. This validates the need for a focus on math through the ACCESS grant and Gear Up.

2. EL students scores in math have dropped. This again lends itself to the evidence that teachers need additional ELD strategies and a specific focus in reading and writing. Teachers also need to be utilizing the math hand scoring materials.

3. Kagan strategies need to be implemented with fidelity to the program, functions and structure. In addition, there needs to be a clear focus on how student process information. CHS is working to train to teachers to observe students as they work and think and allow students to think through the entire problem so teachers can see where the conceptual misunderstandings are occurring.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
63	27%	22.2%	22.2%	28.6%

Conclusions based on this data:

1. Approximately 50% of students are performing at Level 1 or 2 and 50% of students are performing at Level 3 or 4.

2. The number of students who remain in the ELD program has significantly dropped in recent years.

3. Corcoran High School will continue to update trainings for staff on writing language objectives, ELD strategies, lesson planning and checking for understanding specifically for integrated ELD
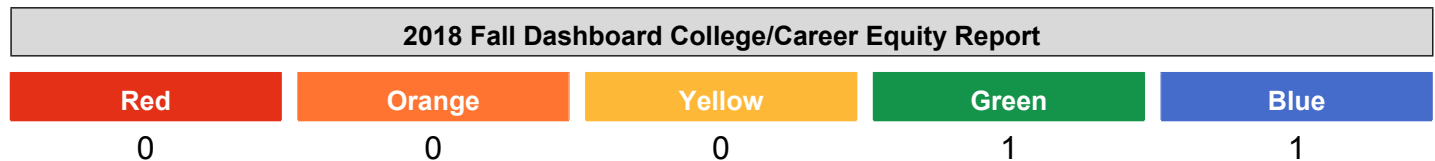
School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	1

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
53.5% prepared	22.6% prepared	Less than 11 Students - Data Not Displayed for Privacy
Increased 12.5%	Increased 10.1%	
170 students	31 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	52.6% prepared	8% prepared
	Increased 13.7%	Increased 8%
2 students	154 students	25 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
6 students		1 students	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	No Performance Color
55% prepared	0 Students	0 Students	50% prepared
Increased 13.4%			Increased 2.4%
151 students			12 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
34.4% **Prepared**	41 **Prepared**	53.5 **Prepared**
39% **Approaching Prepared**	30.1 **Approaching Prepared**	23.5 **Approaching Prepared**
26.6% **Not Prepared**	28.8 **Not Prepared**	22.9 **Not Prepared**

Conclusions based on this data:

1. The number of CHS students who are prepares has significantly increased over the last three years.

2. The students who are in the "Approaching Prepared" category are moving into the "prepared" category. However, the number of students who are in the "Not Prepared" category remains stagnant.

3. CHS needs to continue to make college courses available to CHS students and to promote the importance of over 20 dual enrollment courses that are available specifically CHS students.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Currently, there is no info provided on the dashboard from Chronic absenteeism due to info only being provided for K-8.
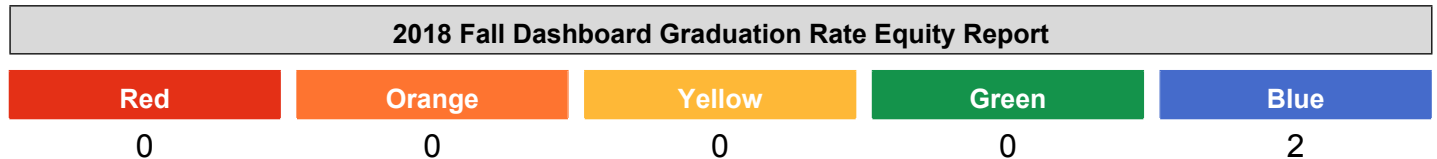
School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
98.2% graduated	100% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.4%	Increased +16.7%	
170 students	31 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	98.7% graduated	92% graduated
	Increased +4.5%	Increased +1.5%
2 students	154 students	25 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
6 students		1 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
100% graduated	0 Students	0 Students	83.3% graduated
Increased +4.8%			Declined -7.1%
151 students			12 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
94.9% graduated	98.2% graduated

Conclusions based on this data:

1. Corcoran High School has demonstrated significant improvement with regards to the graduation rate. Both the "all students" and "EL" category of students increased.

2. CHS needs to continue to check student status in Calpads to make sure all students are accounted for.

3. CHS must continue to monitor student progress and develop individualized plans for students who are in credit recovery and in classes in order to ensure graduation

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
4.9% suspended at least once	3.3% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8%	Maintained 0.1%	8 students
921 students	121 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
18.2% suspended at least once	5.1% suspended at least once	9.6% suspended at least once
22 students	Declined -0.8%	Increased 2.4%
	768 students	94 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
16% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 1 students	Less than 11 Students - Data Not Displayed for Privacy 4 students	0 Students
Increased 1% 25 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
4.7% suspended at least once	0 Students	0 Students	3.8% suspended at least once
Declined -0.6% 813 students			Declined -2.2% 78 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.7% suspended at least once	5.7% suspended at least once	4.9% suspended at least once

Conclusions based on this data:

1. The three major suspendable offenses at CHS are fighting, drugs and being under the influence of drugs. There has been an increase in the number of suspensions with the onset of vape pens. As a matter of fact, the vast majority of suspensions for all groups are due to vaping. Therefore, CHS must continue to work closely with drug counseling programs and in teaching students about the dangers of drugs and specifically vaping. In addition, CHS must work with students to report possible conflicts and include this as a part of The Five to Thrive.

2. There is a need to not just continue the current PBIS plan, but to expand it to include additional strategies to prevent fighting and drugs on campus. For the 2018-19 year, CHS has already begun to include focus lessons that teach students about the the real health dangers of vaping. In addition teachers have now taken the reigns to run the PBIS program.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English, Mathematics, ELD, SpEd & All Courses

LEA/LCAP Goal

LCAP Goal #1: Students will receive a broad and rigorously academic educational program that builds towards college and career readiness.

Goal 1

There is a clear need to identify rigor and implement rigorous curriculum with a focus on literacy and numeracy.

Identified Need

There is a need to evaluate and implement effective strategies in order to increase success in literacy and numeracy. There is a need to focus on Depth of Knowledge and on how individual students think through problems.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard -- Students in the Blue Category for English	2018 56% pass rate, 2019 55% pass rate	10% increase each year
Dashboard -- Students in the Blue Category for Math	2018 24% pass rate, 2019 17% pass rate	10% increase each year
Number of students redesignated	2017 = 40 student redesignated at the end of the year, 2018 approximately 5 students redesignated	Increase on Elpac by one level or be redesignated
Dual Enrollment Completion	2017 - 71 seniors complete 170 sections of dual enrollment	Increase 20% each year until all seniors have completed at least one section of dual enrollment
Pathway completion	2017 = 40% of students complete a pathway and earn a diploma	Increase by 10% each year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Adoption of Houghton Mifflin for Science NGSS

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Gear Up Grant for Math

Strategy/Activity

Regular training and coaching via Gear Up, Access, CEP and Equity and Access for math teachers. Prototype class implemented for three sections of math 1a students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Grant

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Depth of Knowledge

Strategy/Activity

Train teachers on implementation of activities and CFU/M at the various and appropriate levels of DOK.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

VROP

Strategy/Activity

Development of VROP pathways and professional development for pathway teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Evaluate and implement effective strategies to increase success in literacy/numeracy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kagan Coaching

Strategy/Activity

Structure of the month that is coached on the spot with all teachers. All materials and resources to implement a variety of structures provided.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12114.37	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Kagan Materials

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Add checking to mastery for Data Wise

Strategy/Activity

Add checking for mastery student responses as an option for Data Wise assessment and next steps

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Continue to offer and increase the offerings of college courses on campus from 20+

Strategy/Activity

Meet with college counselors and attain and retain teachers with college teaching qualifications

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

| 0 | None Specified
None Specified |

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Require lesson plans to be submitted that contain evidence of strategies/standards according to Anatomy of a Lesson

Strategy/Activity

Teachers submit lessons are four different times throughout the year with different requirements each time. Every year the due date changes so at the end of X amount of year, the staff will have sample lessons for every week of the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increase time for structured collaboration in depts

Strategy/Activity

Admin meets with each dept during WWE to discuss progress, plans, interventions, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Regular Implementation of CAASPP IABs, colored assessments to increase rigor.

Strategy/Activity

Students will be assigned IABs during advisory, tested during core classes and given IAB questions during class to "play with" and discuss in groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase graphing calculators as a supplement to support learning in math classes

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1656.06	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Graphing Calculators

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELD Students

Strategy/Activity

Send ELA coach and ELD teacher to ELD training via Tulare County Office of Education

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1088.00	Title I Part A: Basic Grants Low-Income and Neglected

	4000-4999: Books And Supplies TCOE conference and workshops

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Lesson Study with recorded lessons and reflections

Strategy/Activity

Provide time for 6 groups of 5-7 teachers per group to develop a lesson that will be recorded and shown to staff. Lesson will be studied, reflected on and revised and redone if necessary.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Unrestricted 0000: Unrestricted

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Personalized Learning

Strategy/Activity

Implementation of the Core Four to get to Targeted Instruction and close gaps in student learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Personalized Learning, DOK, Checking for Mastery and Lesson Design are the major tasks discussed in this section. CHS will continue to see results in data as the school gets better in utilizing and learning how to best develop and implement these strategies and tasks.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The biggest change/addition to this report was the adoption of the science curriculum purchased at the district level

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Core Academic Program & All Courses

LEA/LCAP Goal

LCAP Goals: Students will receive a broad and rigorously academic educational program that builds toward college and career readiness.

Goal 2

There is a clear need to make curricular decisions that are driven by data.

Identified Need

To use formative data frequently to make instructional decisions and to target instruction for individual student needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard --Students in the Blue category for English	2018 56% pass rate, 2019 54% pass rate	10% increase each year
Dahboard -- Students in the Blue category for math	2018 24% pass rate, 2019 17% pass rate	10% increase each year
Number of CTE program completers and diploma earners	2017 = 40%	10% increase each year
Number of dual enrollment completers	2017 -- 71 seniors complete 1170 sections of dual enrollment	20% increase each year
Dashboard -- Students in the Blue category for graduation	2018 = 98.2%, 2019 98.4%	maintain, grow to 100%
Dashboard -- Students in the Green/Blue category for college/career readiness	2017 = 41%, 2018 = 53%	10% increase each year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are off-track for graduation

Strategy/Activity

Students to recover failed courses via Credit Recovery

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Edgenuity Program

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop and revise Data Wise Action Plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Revise the Action Plan and Baby Action Plans that identify PD, resources, steps, strategies, Rounds and planning to impact teaching and learning.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Evaluate placement tests (and continue to revise and edit appropriately)

Strategy/Activity

Include Gear Up for MDTP on math placement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students -- Map out effective strategies based on Lesson Study, Rounds, Data Wise/Action Plan, Walk throughs, Kagan Coaching, PL walks and submitted Lesson Plans

Strategy/Activity

Work with coaches, lead teachers, teachers, mentors to develop appropriate best first teaching strategies based on observations and data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Require literacy assessments from appropriate classes and intervention period

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3597.78	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies BRI no cost Fuency Tests no cost

Colored Assessments no cost
DWA no cost
IABs no cost
** paid for Renaissance Learning AR program --
$3597.78

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Collect data from parent engagement events

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collect data and revise Action Plan based on feedback from Rounds/internal Rounds/assessment data and Data Wise process

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Data Wise Process

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work intentionally with specific teachers to draft better lessons which include recorded lesson observation and coaching feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33500.00	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Better Lessons Contract

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CHS remains loyal to strategies and tasks and believes that continuing to get better and each strategy via PD and coaching will result in a continued progress in data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

CHS has increased the funding or Better Lesson expanding from 4 to 10 teachers. Additional materials and resources have been purchased based on teacher feedback.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes except to expand how each task is used and to continue PD for district and site initiatives.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All

LEA/LCAP Goal

LCAP Goal: To ensure the continuing safety of all students and staff by providing a clean, safe, healthy and nurturing environment throughout the district.

LCAP Goal: Support parents, families and community members with the education of their child/ren and the students in the Corcoran Unified School District.

Goal 3

There is a clear need to articulate school goals and the impacts of those goals to parents and to continue to maintain a safe campus.

Identified Need

To regularly communicate with and inform parents and invite continued feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard -- Students in the Green/Blue category for suspensions	2018 = 4.9% suspended at least once	1% reduction
Survey -- Parent Website for WASC	Feedback shows parents feel campus is safe	Maintain
Survey -- LCAP	Feedback shows district provides safe campus/facilities	Maintan
Facility Report	2018 Facilities report shows good in 46 areas + Exemplary overall	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Switch from Parents in the Know to CEP

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Quarterly meetings for parents to learn about curriculum, programs, school events and offer feedback

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide parents online access to specific student curriculum, assignments and digital classrooms (Free schoology/Google Classroom)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELD Students

Strategy/Activity

Utilize Rosetta Stone as a resource for ELD students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

4875.00	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Rosetta Stone

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who home corr language is Spanish

Strategy/Activity

Increase the number of documents including web resources that are translated into Spanish

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Increase the number of documents translated into Spanish

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Collaborate with teachers to develop additional intervention strategies to add to the "Discipline Survival" folder.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified 0

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to teach and promote the Tier I and Tier II interventions for PBIS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Test students at lunch/break and use focus lesson time for teaching basic lessons and interventions

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Gather emails to add to Aeries, Bulletin and Listservs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Track parent participation from Parent Liaison

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

	None Specified

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to teach students about the Five to Thrive

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CHS relies heavily on PBIS for low suspensions and interventions. CEP was implemented for this year and the first session had over 26 parents when the norm is closer to 2-3 or even zero.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences except that there were one time purchases from last year that did not need to be reported on this report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$81,831.21

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$81,831.21

Subtotal of additional federal funds included for this school: $81,831.21

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Fund	$0.00
None Specified	$0.00
Unrestricted	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $81,831.21

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	116752.24	34,921.03
Title III	16436.03	16,436.03
LCFF	5000	5,000.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	0.00
None Specified	0.00
Title I Part A: Basic Grants Low-Income and Neglected	81,831.21
Unrestricted	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
4000-4999: Books And Supplies	48,331.21
5000-5999: Services And Other Operating Expenditures	33,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	48,331.21

| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Basic Grants Low-Income and Neglected | 33,500.00 |
| 0000: Unrestricted | Unrestricted | 0.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,858.43
Goal 2	62,097.78
Goal 3	4,875.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Antonia Stone	Principal
Tiana Ring	Classroom Teacher
Jon Carnes	Classroom Teacher
Blanca Padilla	Classroom Teacher
Ashley English	Classroom Teacher
Isaura Ruelas	Other School Staff
Jazlyn Obregon	Secondary Student
Alexis Herrera	Secondary Student
Carlos Vega	Secondary Student
Elia Baeza	Parent or Community Member
Christina Vasquez	Parent or Community Member
Beatrice Price	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November21, 2017.

Attested:

Principal, Antonia Stone on
SSC Chairperson, Alexis Herrera on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description
Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

   1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

         i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

         ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

         iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

         iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

         v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

CORCORAN HIGH SCHOOL
HOME/SCHOOL INVOLVEMENT COMPACT

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Regularly talk to my parents and my teachers about my progress in school.

| Student signature | I.D. Number | Date |

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.

| Parent Signature | Date |

As school staff we will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.

Corcoran HighStaff

CORCORAN HIGH SCHOOL
ACUERDO DE LA IMPLICACIÓN DE CASA/ESCUELA

Nuestra filosofía de la escuela es que las familias, los estudiantes, y el personal de la escuela deben trabajar en sociedad para ayudar a cada estudiante a alcanzar su potencial. Como socios que convenimos el siguiente:

Como estudiante yo:

- Creo que puedo aprender y aprenderé.
- Leo por por lo menos 30 minutos, cinco días a la semana.
- Llego a clase a tiempo, listo para aprender y con tareas completadas.
- Tengo un tiempo fijo cada dia para terminar las tareas.
- Conocer y seguir las reglas de la escuela y de la clase.
- Hablo regularmente con mis padres y mis profesores acerda de mi progreso en la escuela.

Firma de estudiante   I.D. Numero   Fecha

Como padre/guarda yo:

- Hablo con mi niño periodicamente sobre el valor de la educación.
- Me comunico con la escuela cuando tengo una preocupación.
- Superviso la visión de la TV y me cercióro de que mi niño lea cada día.
- Me cercióro de que mi niño atienda a la escuela cada día, a tiempo, y con la tarea completada.
- Apoyo el código de la disciplina de la escuela.
- Superviso el progreso de mi hijo en escuela.
- Haga cada esfuerzo de atender eventos de la escuela, tales como conferencias del padre-profesor, a la casa abierta/Open House
- Asegúrese de que mi niño consiga sueño adecuado, la atención médica regular, y la nutrición apropiada.
- Participe en escuela, a casa, y actividades comunidad-patrocinadas para reconocer mi responsabilidad acordada de 40 horas al año.

Parent Signature   Date

As school staff we will:

- Proporcionaremos el plan de estudios y la instrucción de alta calidad.
- Comunicaremos las altas expectativas para cada estudiante.
- Esfuerzemos para motivar a mis estudiantes para aprender.
- Enseñanermos y envolucraremos a estudiantes en las clases que son interesantes y desafiantes.
- Participaremos en las oportunidades profesionales del desarrollo que mejore el aprendizaje y la enseñanza.
- Haremos cumplir las reglas equitativo y envolucrar a estudiantes en crear un ambiente que aprende caliente y que cuida en la clase
- Comunicaremos regularmente con las familias acerca del progreso de su niño en escuela.
- Proveeremos ayuda a las familias en lo que él puede hacer para apoyar el aprendizaje de su nino.

Corcoran High Staff

Title I School-Level Parental Involvement

This policy describes the means for carrying out designated Title I parental involvement requirements.

Title I School-Level Parental Involvement Policy-Corcoran High School
Corcoran High School has developed a written Title I parental involvement policy with input from Title I parents. The School Site Council will meet on September 23, 2019 and will review the policy on September 23, 2019, at the School Site Council Meeting to discuss and determine elements for the Title I Parent Involvement Policy. It has distributed the policy to parents of Title I students via email and with report cards. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Corcoran High School, the following practices have been established:

- **The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program:** For the 2019-20 school year, the annual Title I meeting was held on August 21, 2019. Flyers were posted around the school, and in addition, Parent Link was used to call all parents on three separate dates to notify them of the meeting.
- **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.** To meet the hectic schedules of our parents, Corcoran High School held the meeting at at 5:00 pm in the Technology Learning Center.
- **The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review*, and improvement of the school's Title I programs and the Title I parental involvement policy**. At each School Site Council meeting, the Title I budget is reviewed and the SSC approves all expenditures for Title I. Flyers are posted around to school to announce the time and dates for SSC meetings.
- **The school provides parents of Title I students with timely information about Title I programs.** Parents are notified of Title I meetings well in advanced. Parent Links begin at least two weeks prior to the meeting. Each category is explicitly explained and discussed at Title I, ELAC and SSC meetings.
- **The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.** At all parent group meetings including Title I, ELAC and SSC,

data was given to the parents which covered state and local assessments such as STAR, CAASPP site and district benchmarks, AP exams, and the presentation included the action plan for improvement.

- **If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.** Corcoran High School has provided the Parent Empowerment Program and will continue to do so on an every-two-years basis. This will teach parents about A-G and graduation, assessments, parent conferences, discipline and behavior programs, and intervention. Corcoran High School encourages all parents to contact the main office to request a parent conference for their child. This information is in the student handbook and on the school website.

School-Parent Compact

Corcoran High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The compact was developed approximately seven years ago by the Corcoran High School staff and administration and in conjunction with parents of ELAC, SSC and meetings of Title I. The Parent/School Compact is attached to this document.

Building Capacity for Involvement

Corcoran High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- **The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.** Corcoran High School has offered the Parent Empowerment Program in order to teach parents about A-G and graduation, assessments, parent conferences, discipline and behavior programs, and intervention.

Corcoran High School encourages all parents to contact the main office to request a parent conference for their child. This information is in the student handbook and on the school website.

- **The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.** As stated earlier, Corcoran High School will continue to offer the Parent Empowerment Program on an every-other-year basis in order to teach parents about A-G and graduation, assessments, parent conferences, discipline and behavior programs, and intervention. Corcoran High School encourages all parents to contact the main office to request a parent conference for their child. This information is in the student handbook and on the school website.

- **With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.** One of the main goals for Corcoran Unified School District was to improve the use of parent volunteers and their input within the school. With this said, Corcoran High School has a community contact and a parent liaison who reach out to parents to involve them in discussions about their students and the school as well as helping out within the schools.

- **The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.** Parent groups have conducted classroom observations in order to get a feel for the climate of the school, teaching styles, school focus, to comment of the learning environment and offer feedback.

- **The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.** Corcoran High School utilizes the district translator in order to put documents in the native-language of the parent. In addition, Corcoran High School contracts with translating services so the SPSA, SARC, guidance handbook and other documents are in more than one language.

- **The school provides support for parental involvement activities requested by Title I parents.** Parents take part in classroom observations, volunteer for the school, are encouraged to attend parent-teacher conferences, and are encouraged to be a part of the Parent empowerment Program.

Accessibility

- **Corcoran High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.** Corcoran High School utilizes the

district translator in order to put documents in the native-language of the parent. In addition, Corcoran High School contracts with translating services so the SPSA, SARC, guidance handbook and other documents are in more than one language. Flyers are posted to encourage parents to attend, and in addition, Parent Link is used to call and notify all parents. Staff is available to assist parents with disabilities.

Last Reviewed: August 21, 2019

Título I - Nivel-Escolar de Participación de Padres

Esta política describe los medios para llevar a cabo los requisitos designados de Título 1 para la participación de los padres.

Título I - Política de Nivel-Escolar de la Participación de los Padres - Escuela Secundaria de Corcoran

La Secundaria de Corcoran ha desarrollado, con la participación de padres de estudiantes de Título 1 una política, por escrito, con sugerencias de los padres del Título 1. El Concilio Escolar se reunió el 22 de septiembre de 2019 y revisará la política el 23 de septiembre de 2019, en la junta del Concilio Escolar para discutir y determinar los elementos de la Política de Participación de los Padres. Se ha distribuido la política a los padres de estudiantes del Título I por correo electrónico y con la tarjeta de calificaciones. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I *[20 USC* 6318 Sección 1118 (a) - (f) inclusive].

La participación de los Padres en el Programa de Título I

Para involucrar a los padres en el programa Título I en la Secundaria de Corcoran, se han establecido las siguientes prácticas:

• **La escuela convoca una junta anual para informar a los padres de los estudiantes del Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I:** Para el año escolar 2019-20, la junta anual de Título I se llevó a cabo el 21 de agosto de 2019. Volantes fueron publicados alrededor de la escuela, y, además, se utilizó el sistema Parent Link para llamar a todos los padres en tres fechas distintas para notificarles de la junta.

• **La escuela ofrece juntas durante horas flexibles para los padres de Título I, tales como juntas en la mañana o por la tarde.** Para cumplir con los horarios agitados de nuestros padres, la Secundaria de Corcoran llevó a cabo la junta en la tarde y comenzó a las 5:00 en el Centro de Aprendizaje Tecnológico .

• **La escuela involucra a los padres de estudiantes del Título I de una manera organizada, continua y oportuna en la planificación, revisión* y mejoramiento de las programas de Título I de la escuela y la política de participación de los padres del Título I**. En cada junta del Concilio Escolar, el presupuesto del Título I se revisa y el Concilio (SSC) aprueba todos los gastos para el Título I. Volantes son publicados alrededor de la escuela para anunciar la hora y fecha de las juntas del Concilio (SSC).

• **La escuela provee a los padres de estudiantes del Título I información oportuna sobre las programas de Título I.** Los padres son notificados

de las juntas de Título I con suficiente anticipación. Llamadas telefónicas a través del sistema Parent Link comienzan por lo menos de dos semanas antes de la junta. Cada categoría es explícitamente explicado y discutido en las juntas de Título I, ELAC y SSC.

- **La escuela provee a los padres de estudiantes del Título I con una explicación del currículo utilizado en la escuela, las evaluaciones para medir el progreso del estudiante y los niveles de competencia que se espera que los estudiantes cumplan.** En todas las juntas de grupos de padres incluyendo el Título I, ELAC y SSC, se les dio a los padres datos que cubrían las evaluaciones estatales y locales, tales como STAR, CAASPP, evaluaciones de la escuela y del distrito, exámenes de AP, y la presentación incluyó el plan de acción para el mejoramiento.

- **Si es solicitado por los padres de los estudiantes del Título I, la escuela ofrece oportunidades para convocar juntas periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos.** La Secundaria de Corcoran ha proporcionado previamente Educación para Padres para una Educación de Calidad, y para el año escolar 2016-17, se ofrecerá el Programa de Fortalecimiento para Padres con el fin de enseñar a los padres acerca de A-G y graduación, evaluaciones, conferencias entre padres/maestros, programas de disciplina y comportamiento, e intervención. La Secundaria de Corcoran anima a todos los padres ponerse en contacto con la oficina principal para solicitar una conferencia de padre para sus hijos. Esta información está disponible en el manual del estudiante y en el sitio web de la escuela.

Escuela y padres (Acuerdo/Contrato)
La Secundaria de Corcoran distribuye a los padres de estudiantes del Título I un Acuerdo entre la escuela y los Padres. El Acuerdo, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. En él se describen las maneras específicas en que la escuela y las familias se asociará para ayudar a los niños lograr los altos estándares académicos del estado. Se dirige los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de los estudiantes del Título I.

- La responsabilidad de la escuela de ofrecer un currículo de alta calidad e instrucción
- Las maneras en cual los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre los padres y maestros a través de, al mínimo, las conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres participen y sean voluntarios en la clase de sus hijos; y la oportunidad de observar las actividades de

clase

El Acuerdo se desarrolló hace aproximadamente siete años por el personal de la Secundaria de Corcoran y el administración en conjunto con los padres de ELAC, SSC y Título I. El Acuerdo entre Padre/Escuela está adjunta a este documento.

La Construcción de Capacidad para la Participación

La Secundaria de Corcoran involucra a los padres de estudiantes del Título I en las interacciones significativas con la escuela. La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- **La escuela proporciona a los padres de estudiantes del Título I con ayuda en el entendimiento de los estándares contenidos académicos Estatales, las evaluaciones, y cómo supervisar y mejorar el rendimiento de sus hijos.** La Secundaria de Corcoran ha proporcionado previamente Educación de Padres para una Educación de Calidad, y para el año escolar 2017-18, se ofrecerá el Programa de Fortalecimiento para Padres con el fin de enseñar a los padres acerca de A-G y graduación, evaluaciones, conferencias entre padres/maestros, programas de disciplina y comportamiento y la intervención. La Secundaria de Corcoran anima a todos los padres ponerse en contacto con la oficina principal para solicitar una conferencia de padres para sus hijos. Esta información se encuentra en el manual del estudiante y en el sitio web de la escuela.

- **La escuela provee a los padres de estudiantes del Título I con materiales y capacitaciones para ayudarles a trabajar con sus hijos para mejorar el rendimiento de sus hijos.** Como se dijo anteriormente, la Secundaria de Corcoran ha proporcionado previamente Educación de Padres para una Educación de Calidad, y para el año escolar 2018-19, se ofrecerá el Programa de Fortalecimiento para Padres con el fin de enseñar a los padres acerca de A-G y graduación, evaluaciones, conferencias entre padres/maestros, programas de disciplina y comportamiento, y la intervención. La Secundaria de Corcoran anima a todos los padres ponerse en contacto con la oficina principal para solicitar una Conferencia entre padres/maestros para sus hijos. Esta información se encuentra en el manual del estudiante y en el sitio web de la escuela.

- **Con la ayuda de los padres de estudiantes de Título I, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres, y en cómo trabajar con los padres como socios iguales.** Uno de los objetivos principales para el Distrito Escolar Unificado de Corcoran fue mejorar la utilización de padres voluntarios y sus sugerencias dentro de la escuela. Con esto, dicho, la Secundaria de Corcoran tiene una Trabajadora de Padres/Comunidad y una Coordinadora de Padres que se comunican con los padres para que participen en las discusiones acerca de sus estudiantes y la escuela, así

como ayudar en las escuelas.

- **La escuela coordina e integra el programa de la participación de los padres de estudiantes de Título I con otros programas, y lleva a cabo otras actividades, tales como centros de recursos para padres, para animar y apoyar a los padres a participar más plenamente en la educación de sus hijos.** Los grupos de padres han conducido observaciones en los salones escolares con el fin de conseguir una sensación del clima de la escuela, estilos de enseñanza, enfoque escolar, para poder comentar sobre el ambiente de aprendizaje y ofrecer sus opiniones.

- **La escuela distribuye información relacionada a la escuela, programas para padres, juntas y otras actividades a los padres de estudiantes de Título I en un formato y lenguaje que los padres puedan entender.** La Secundaria de Corcoran utiliza el traductor del distrito con el fin de poner los documentos en el idioma materno de los padres. Además, la Secundaria de Corcoran contrata servicios de traducción para que el SPSA, SARC, manual de orientación y otros documentos estén en más de un idioma.

- **La escuela proporciona apoyo a las actividades de participación que los padres han solicitado para los padres de estudiantes de Título I.** Los padres toman parte en observaciones de clases, son voluntarios para la escuela, se les anima asistir a las conferencias de padres y maestros, y de ser parte del Programa de Fortalecimiento de padres.

Accesibilidad

- **La Secundaria de Corcoran ofrece oportunidades para la participación de todos los padres de estudiantes del Título I, incluyendo a los padres con dominio limitado del Inglés, padres con discapacidades, y padres de estudiantes migratorios. Información e informes escolares se proporcionan en un formato y lenguaje que los padres entienden.** La Secundaria de Corcoran utiliza el traductor del distrito con el fin de poner los documentos en el idioma materno de los padres. Además, la Secundaria de Corcoran contrata servicios de traducción para que el SPSA, SARC, manual de orientación y otros documentos estén en más de un idioma. Folletos se publican para animar a los padres asistir, en adición, el sistema de Parent Link se utiliza para llamar y notificar a todos los padres. El personal está disponible para ayudar a los padres con discapacidades.

Última vez que fue revisada: el 23 de septiembre del año 2019

Chapter 5: The Action Plan

Image: The posters show the names of all students at CHS. Teachers cross off the names of the students they know something personal about like they are a foster student, or they have 4 siblings they have to help take care of, or they go to Disneyland every Christmas.

Image: The AP collects the names of students who aren't crossed off. A Google Doc is created and each teacher takes a name or two with the goal of finding out something personal about the student to get their name off the list. The idea is that knowing something personal about our students helps CHS to better understand their academic needs.

Image: Professional Development with Ed Elements for Personalized Learning

The Core Four of Personalized Learning

Personalized Learning Leadership Team

Data Wise at the Wednesday Warriors for Education Staff Meeting

Kudos from the most recent CHS Instructional Rounds

- Impressed with Kagan strategies being used and the level of student engagement
- enjoyed the structure and the interaction w/ collegues about DOK 3/4 levels
- Students and staff were working hard
- Staff was great allowing students to share and reinforcing some of the directions given
- Students understood the task and were trying to complete it.
- Students were on task and working
- my group had really meaningful discussions about the POP and I think that was due to the shift in how we are looking at student learning
- SDC kids are reading fluently
- lessons were prepped greatly and student were all on task & well behaved
- CHS Staff has made large strides, they have already made in raising DOK Levels
- Awesome School Culture
- Shifting to DOK 3/4 for objective & tasks
- Kids are defending answers
- Students were working well w/ each other & participated in Kagan Activities
- All students were positive and seemed engaged in their learning
- teachers have worked on objectives at DOK 3/4

Chapter V: Schoolwide Action Plan

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The Schoolwide Action Plan:

The Schoolwide Action Plan is CHS' blueprint that addresses the Critical Learner Needs, the goals of the Local Control Accountability Program (LCAP) and the Single Plan for Student Achievement (SPSA).

The three main goals of the LCAP are district-wide and are as follows:

1. **Students will receive a broad and rigorously academic program that builds towards college and career readiness.**
2. **To ensure the continuing safety of all students and staff by providing a clean, safe, healthy and nurturing environment throughout the district.**
3. **Support parents, families and community members with the education of their child/ren and the students in the Corcoran Unified School District.**

Critical Areas of Need and the Related Schoolwide Learner Outcomes:

1. There is a clear need to continue to identify, implement and measure rigorous curriculum with a focus on literacy and numeracy. (SLOs 1-4 and 6)
2. There is a clear need to make curricular decisions that are driven by data (SLOs 1-6)
3. There is a clear need to articulate school goals and the impacts of those goals to parents and to continue to maintain a safe campus. (SLOs 1-6)
4. There is a need to research and implement effective good first teaching strategies in every lesson. (SLOs 1-4)

The tables on the next pages detail Corcoran High School's schoolwide action plan for meeting these critical areas of need.

Goal #1: Implementation and measure of rigorous curriculum

Tasks	Responsible Persons	Timeline	Means to Assess Progress	PD and Resources	Achievement Indicators
1.1 Adoption of Houghton Mifflin for Science **Adoption of curriculum for social science -- planned**	**Houghton Mifflin District Site Admin Science Teachers** **Various curriculum reps Social Science Teachers Site and District Admin**	**August 2019** **August 2020**	**Observations Teacher feedback**	**Houghton Mifflin PD for August 2019 and October 2019**	**Benchmarks Datawise CAASPP results**
1.2 Gear Up Grant for Math	***Gear Up Reps *Math Teachers *District Admin *Site Admin**	***August 2018 and ongoing**	***Walkthroughs *Formal Observations *Rounds *Gear Up Observations *MDTP *Data Wise**	***Gear UP PD Dates *Gear Up Site Visits Gear Up Video Conferences *Gear Up Prototypes**	***GPA *Number of students passing math classes *Grad rate *a-g rate *Grades *BM/MDTP**

					Results *Observations *Rounds Feedback *GPA *Number of students completing math requirements
Project ACCESS -- Prototype Courses for Math 1a (Subset of the Gear Up Grant)	**ACCESS Coaches Site/District Admin Math 1a Teacher**	**August 2019 and ongoing**	***Research via *University of San Diego *Observations *Surveys *MDTPs**	***ACCESS PD *Online Coaching ACCESS *In person coaching *ACCESS developed curriculum, pacing, planning and strategies**	***The number of students who successfully complete math 1a and are ready to enter Math 2 without further remediation**
1.3 Evaluate and implement effective strategies to increase success in literacy/ numeracy	***District *Site admin *Coaches *Lead Teachers *Teachers**	**August 2019** **Evaluated on yearly basis**	***DWA Results *Observations *AR *Benchmarks *BRI *Colored Assessments/Inspect *IABs *CAASPP **MDTP**	***Date Wise *Wednesday Warriors for Education (PLC) *Modeling *Kagan *PBL- CTE focus *EDI *CFU/CFM *Anatomy of a Lesson**	***CAASPP Results *AR/DWA Results *Observations ACT/SAT/PSAT *Grades *Benchmark Results *a-g**

				*Defining rigor/examples of rigor *Gear Up/ACCESS	
1.4 Lesson Study with recorded lessons and reflections	*Site Admin *Coaches *Teachers	**August 2018 and with regular ongoing review**	*Feedback from dept *Feedback from staff *Teacher reflection to staff	*Lesson Study Planning Day *Lesson Study Record Day *Dept Review Day *Staff Review and reflecting	*Observation and Feedback *CAASPP Scores *Grades
1.5 Personalized Learning	*District *Site Admin *Coaches *Design Team *All Teachers *Students	*August 2018 and ongoing	*Learning Walks *Observations *Student/Parent feedback *Teacher feedback * Internal Learning Walks	*PL Simulation *Ed Elements training (Reflect and Iterate) *Modeling *Design Team work *Launch and Onboarding	*Student Feedback *Parent Feedback *Rate of students passing classes *Teacher feedback *Observations *GPA *CAASPP results
1.6 DOK	*District *Principals *Coaches *Students	**October 2018 and ongoing**	*Rounds *Observations *Submitted Lesson Plans *Lesson Study *Objectives	*DOK WWE PD *Modeling *Rounds Training *DOK Wheel *DOK Ceilings *Shared Lessons	*Obj *Task *CFM *Student Product *Grades

			*Task *CFM *Student Product	*Lesson Study	
Move to DOK -- Student Assumptions and Student Thinking		**September 2019 and ongoing**	**Move to observing students as they test, answer problems, questions, work to determine individual student needs**	Observation samples, review at WWE	
1.7 VROP	*VROP *CTE Coach *CTE Teachers	**August 2018 and ongoing**	*Observations	*VROP PD *VROP Curriculum Units	*Observations *Feedback *Dual Enrollments
1.8 Kagan Coaching **10 per year and identified differently for new teachers vs vets (vets have mastered 10 structures to date)**	*District Admin *District Teachers *Site Admin *Teachers *Kagan Coaches *Students	**August 2019**	*Walkthroughs *Observations *Rounds	*Kagan PD *Kagan Coaching Days *WWE *Modeling *Teacher Goals *Structure Functions *Coaching Sheets	*Observation Feedback *Rounds Feedback *Grades *GPA
1.9 Add checking for mastery to Data Wise	District Admin Site Admin Coaches	**September 2019**	*Observations *Lesson Plans *Rounds	*WWE *Data Wise *Intervention	*Feedback from observations *GPA

	Lead Teachers Teachers Students		*Teacher Goals	Clipboards *Modeling *Lesson Plans	*Grades *Graduation Rate *Results from CAASPP *AP tests *SAT/ACT *College Placement Tests
1.10 Continue to offer and increase the offerings of college courses on campus (Grown to 20+ sections as of fall 2019)	**Principal AP LDs Counselors College Reps College Teachers Teachers**	**January 2020** **Evaluated on an annual basis**	*Enrollment rates *Year to year comparisons *Attendance	*Info at staff meetings *Email to students *presentations by counselor	*Attendance records *Pass rates for college classes *College teacher feedback *Data provided by colleges *# of students who earn dual credit
1.11 Require lesson plans to be submitted that contain evidence of strategies/standards according to Anatomy of a Lesson	**Site Admin Coaches Departments Teachers**	**Four times by June 2020** **Evaluated four times each year.**	*Review of Lesson Plans *Observations *Data from observations	*Modeling at staff meetings *Teacher presentations *Coaches' presentations *ELD/PL/Kagan/SAMR *Data Wise Schoology Resource Folder	*Data Wise results *Observation Data *SBAC results *Student feedback

1.12 Increase time for structured collaboration in depts. Admin meets with each department during WWE once per quarter (minimum) to discuss progress, plans, interventions, etc.	Admin Teachers	August 2019	Feedback from teachers/coaches	PLC Time Common Prep Add a day to the Data Wise Cycle	Feedback from teachers Common strategies implemented, submitted
1.13 Regular implementation of CAASPP IABs, ICAs, colored assessments, and CAASPP-like assessments to increase level of rigor.	*District Admin *Site Admin *Teachers *Coaches *Students *Math/English/Sci/ Social Scie	August 2018 with ongoing annual review	*Data from assessments	*WWE *Calendar *Data Wise *Handscoring training	*Grades *IAB results

Goal #2 Make curricular and instructional decisions based on data

Tasks	Responsible Persons	Timeline	Means to Assess Progress	PD and Resources	Achievement Indicators
2.1 Data Wise And include CFU/M as an assessment piece to include on Data Wise Include Data Wise Carousel and Action Plan	Site Admin Coaches Lead teachers Teachers Students	August 2019 Regular ongoing review	*Observations *Walkthroughs *Benchmarks *Action Plan *CFU/M Questions	*Elizabeth City/Data Wise *Data Wise Text *WWE *Intervention	*Grades *Benchmark results *a-g *# of students passing classes *# of students on-track for graduation *Feedback from observations
2.2 Require numeracy/literacy assessments from appropriate classes and intervention period	Site admin Lead teachers Coaches Teachers	August 2018 with ongoing collection and review	*Fluency *Rapid Response *AR *Fluency *DWA *Common Assessments	*WWE *Data Wise *Focus Lesson (Math and English) *Planning *Panther Reading *Panther Writing	*grades *Grad Rate *GPA *Progress on assessments *# of students passing math and English classes
2.3 Evaluate results of placement tests (and continue to edit/revise placements tests appropriately)	Johns Muir Teachers CHS admin CHS teachers CHS coaches	September 2016 and ongoing	*Feedback from John Muir teachers (feeder school). *Feedback from CHS teachers on meetings/articulations with JMMS	*WWE *Collaboration meetings with CHS/JMMS teachers *Time to create/revise	*# of students passing classes (particularly math) *Grades *GPA *# of students on track for graduation

			teachers. *Feedback from CHS teachers regarding the progress of students placed in their classes. *Results of placement tests	assessments *Analysis of School City results *Debrief with ACCESS staff	
Switch to MDTP as placement test for math	Gear Up and ACCESS staff CHS admin CHS teachers CHS coaches John Muir teachers	August 2019 and ongoing			
2.4 Collect data and revise action plan based on feedback from Rounds/internal rounds/assessment data/Data Wise process Change problem of practice based on feedback from Rounds	Site Admin Coaches Lead teachers Teachers Students	August 2016 and ongoing with regular review August 2019	*WWE meetings *WWE Calendar *Data Wise feedback *Plus/Deltas *Rounds feedback	*WWE calendar *Time *Date Wise process and review of the process *Data Wise templates *Sample posters and action plans	*Observation and Rounds' feedback shows growth on Problem of Practice *Grades *GPA *Benchmark assessments *students on track for graduation *grad rate
2.5 Map out effective strategies based on Lesson Study, Rounds,	District admin District teachers Ed Elements Site admin	August 2018 and ongoing with regular review	*Rounds *Data Wise *Observations *Student Works	*New Teacher Induction *Ed Elements *Linked Learning	*Grades *Observation feedback *GPA

Data Wise/Action Plan, Walk-throughs, Kagan Coaching, PL Walk, submitted lesson plans.	Coaches Lead Teachers Teachers Kagan Coach New Teacher Induction Mentors		*Feedback *WWE	*Kagan Coaching *Time *Action Plan	*Grad rate *Assessment results *CAASPP
2.6 Collect data from parent events/feedback	Site admin CEP Reps	September 2019 and ongoing	Parent Feedback	*CEP Meetings *Time *Surveys *Meeting Calendars *Conferences	*Feedback from parents *Surveys *Parent Attendance data

Goal #3 Continue to promote safety and make communication with parents more strategic and meaningful.

Tasks	Persons Responsible	Timeline	Means to Assess Progress	PD and Resources	Achievement Indicators
3.1 Switch from Parents in the Know to CEP (Subset of Gear Up) Partner up	**CHS Principal JMMS Principal CEP Reps**	**September 2019 and ongoing**	***Parent Survey**	***Time *Flyers *Parent Links *Emails *Calendar**	***Parent Feedback *Workshop Outcomes *Increased parent participation**

with John Muir				*TLC *Agendas	
3.2 Increase the number of documents including web resources that are translated into Spanish	Site admin Learning Director Parent Liaison	August 2019 with regular ongoing review	*Parent Surveys And feedback	*Time *Evaluation of current documents *Translator	* Positive feedback from parents (specifically Spanish speaking parents)
3.3 Gather parent emails to add to Aeries/listservs	Site Principal Admin Support Staff: Secretary, Registrar, Community Contact	August 2019 with ongoing regular review	*Report on successful emails sent *Parent attendance at events	*Training with director of attendance.	*Parent feedback *Parent Link Report *Increased attendance at events
3.4 Track parent participation data from parent liaison.	Board District Admin Site Principal Parent Liaison	August 2019 with annual ongoing review	*Report to the Board *Comparison from year to year	*Sign in sheets from events *Main office sign in sheets	*Reports of comparison reports show increased parent participation.
3.5 Continue to teach students about the "Five to Thrive"	Site admin Teachers Coaches Students Support Staff PBIS Team	August 2019 and ongoing with regular review	*Calculation of classroom incidents/suspensions *Lunch time quizzes of 5 to	*WWE *Focus Lessons *PBIS Documents (Schoology) *Lunch Detention	*# of students who can say the 5 to thrive with an example. *# of students passing focus

			thrive *Site walkthroughs *BoQ		lesson assessments
3.6 Continue to teach and promote the Tier I and Tier II interventions for PBIS	**Site admin Teachers Coaches Students Support Staff PBIS Team**	**August 2019 and ongoing with regular review**	***Comparison from year to year of suspension rates *Number of students on check in/check out *Number of classroom incidents *Feedback from teachers (teacher survey)**	***WWE *PBIS meetings *Time *Focus Lessons *Discipline Survival Folders *Check in/Check out forms *Teacher conferences**	***Suspension rate *Saturday School rate *# of students involved in a club/sport or activity *# of students with goals and meeting those goals.**
3.7 Collaborate with teachers on additional intervention strategies to add to the "Discipline Survival" folder.	**Site admin Teachers Students**	**August 2019 and ongoing with regular review**	***Comparison from year to year of classroom incidents**	***Classroom management trainings/PD *Communications with teachers *WWE PBIS Team meetings**	***Feedback from teachers *Suspension rate *Classroom incident rate *# of student o check in/Check out**

Goal #4. There is a need to research and implement effective good first teaching strategies in every lesson.

Tasks	Persons Responsible	Timeline	Means to Assess Progress	PD and Resources	Achievement Indicators
4.1 Education Elements PD (Develop PD for good first teaching and targeted instruction)	**Monica Shah Justin Toomer Site Admin Design Team Teachers Students**	**August 2019 and ongoing with regular review**	**Learning Walks**	**Reflect and Plan PD WWE meetings**	**Grades GPA Benchmarks Rounds Feedback Learning Walks Feedback**
4.2 Use WWE time to research effective teaching strategies	**Site Admin Coaches Teachers**	**August 2019 and ongoing with regular review**	**Observations Teacher Feedback**	**WWE Time Tech**	**Observations (Formal and walkthroughs) Grades GPA District Assessments**
4.3 Build a shared toolbox of effective first teaching strategies with descriptions		**August 2019 and ongoing with regular review**	**Evaluation of strategies in the toolbox**		
4.4 Outside PD (Send teachers to workshops and	**Board Approval District Admin Site Admin**	**August 2019 and ongoing with regular review**	**Observations**	**Budget Board Approval**	**Observations Grades GPA**

conferences that focus on effective first teaching) **4.4 Additional Tasks**	**Coaches Teachers**				**Benchmarks CAASPP**
Teachers who attend an outside workshop or conference will be required to model strategies within 2 weeks at WWE to their departments.	**Site Admin Coaches Teachers**	**September 2019 and ongoing with regular review**	**Observations**	**WWE Time**	**Same as above**
4.5 Anatomy of a Lesson → Focus on Modeling/"I do"	**Principal Site Admin Coaches Teachers**	**August 2019 and ongoing with regular review**	**Observations Student responses in class CFU**	**WWE Time Prep Time**	**Benchmarks Observations Grades GPA District and state assessments**
4.6 Submit lesson plans that include details of effective teaching strategies (4 per year) **Select teachers to model these**	**Same as above**	**August 2017** **October 2017 and ongoing with regular review** **January 2018 and**	**Teacher Feedback**	**Same as above** **Shared Schoology Folder**	**Same as above**

strategies at WWE Have submitted a minimum of 16 fully developed lesson plans, which include detailed teaching strategies. Submit to shared folder.		ongoing with regular review June 2020 and ongoing with regular review			
4.7 Lesson study revamp - everyone build your own lesson for 20 min then come together & build one collectively. (Focus on Assumptions about Student Thinking) Two Lesson Studies per group per year.	Site Admin Coaches Teachers	August 2019 and ongoing with regular review	Observations Teacher feedback Data Wise	Budget Subs TLC	Benchmarks Observations Grades GPA Assessments Data Wise
4.8 Implement 2-3 teachers as coaches/mentors (Train teachers to go into classes and	Site admin Coaches Teachers	August 2019	Observations Feedback	DO Approval Budget Subs	Observations GPA Grades CAASPP Benchmarks

provide feedback to teachers. Building capacity from within.)				**District Assessments**

Objective

103 responses

N/A

None

Examine compounds of atoms and its proportions and characteristics

Not posted

SWBAT summarize, represent, and interpret data on a single count or measurement variable

Learn to operate Mathia

Identify pronouns in Spanish

Identify pronouns in Span . Construct short greeting and goodbye convo

SWbat predict the influence of Enlghtenment thinkers on the founding of the US

none posted

distinguish between primary and secondary sources, but students were copying definitions

examine importance of proper teeth care

Tasks: Speed drills, split squat hold, Single leg holds, bench press

Identify and describe the anatomical terms of the human body.

Citation quiz, Understand Econ and the types, compare need to wants, Design a PP curve

Explain and solve radical equations and determine if there is extraneous solutions.

Not the task they are doing

Examine components of an atom and their characteristics

Students will identify the proper personal hygiene for the skin and teeth

SWBAT explain what divine rights of kings is

Unknown

Students will be taking benchmark to determine present levels.

SWBAT practice acquiring and using academic vocabulary words correctly.

Assess the validity of this statement (is this true or not??), "Women are the salt of the Earth."

SWBAT make predictions throughout a text using prior knowledge and context clues to support your prediction.

Students will calculate data regarding GDP

Explain what they have to in their classes in the target language

Analyze the anatomical terminology and out the terms in perspective when looking at a model in anatomical position.

Define vocabulary terms related to America's economy, Explain and provide examples of Law of demand

Compare and contrast heart rate from last week and this week.

Take a shop safety pre quiz to determine their level of safety knowledge

Students will investigate how the Constitution is structured and list the powers that it gives.

IWBAT describe the main idea of a text and use textual evidence to support their response.

Students will respond to analysis and inference questions with concrete details in order to demonstrate comprehension.

SWBAT understand differences in cultures by analyzing religions from around the world.

Explain what they do during the weekend to write sentences in Spanish

IWBAT determine key points in a given text use context clues to determine meaning of unknown words

Practice using concrete strategies for identifying evidence and using it to support ideas.

identify pronouns in Spanish and construct a short greeting and goodbye conversation.

Analyze the motion of an object in terms of acceleration.

SWBAT use acrylics in order to paint the face, 3/4 view.

SWBAT explain the Declaration of the Rights of Man and of the Citizen.

Use PQRST to teach assigned topic to class.

Students will learn and practice the fundamentals of Volleyball.

SWBAT describe differences between push and pull factors and how those factors influence urbanization.

SWBAT understand variables, Boolean conditions, functions and loops with and use problem solving skills to build a program designed as a solution to a given problem.

SWBAT have a better understanding of a text.

"Discrimination comes in many forms including what sits on top of my head." Assess the validity of this statement. Is it true or not?

SWBAT use textual evidence to put yourself in the character's shoes. Become the character.

TSWBAT: Identify the building blocks of carbohydrates, lipids, proteins, and nucleic acids Discuss the function of each.

Old objective posted

I will be able to recall past quiz formulas and current postulates, properties, and theorems.

SWBAT reflect how chemicals in cigarettes and alcohol can cause serious health effects especially the brain

SWBAT make inferences about commercials and texts using prior knowledge and context clues.

Teacher is doing:

103 responses

lecture with slides

Monitoring

Guided Practice with CFU

Asking students where they were at in projects and waiting for a Kagan Coach

Walking around the room

Showing a video to the class. Stopping and going over the information in the video.

Sitting at desk as students enter. Informs students from desk what they'll be doing after the warm-up. Teacher shows "Yes and..." video. "Maybe we'll use the rest of the class to come up with skit and we will perform on Wednesday." Teacher develops sheet for groups to fill out as they are breaking down into groups. "Where are we at? Why? What are we doing? Why? What verbs can we use?"

at desk, then manipulates video. then, walks the room

giving directions to Showdown

at desk, taking roll, then monitors room

gives instructions, monitors, goes S to S

Monitor room

Monitoring students on drills, modeling drills before students do them.

Walking around and monitoring the lab.

Lecturing and going over google doc with the students.

Giving instructions and distributing materials; CFU on vocab

Targeted group and moving between other students to check in

Prepping kids for assessment

Prepping for assessment

using cards to cfu w/ students, then showdown

Explaining how to create the teeth model and fill out the GoogleDoc.

Leading small groups and checking for understanding

Taking attendance and checking students that dressed out

Monitoring students during assessment. "I will give you a chance to make corrections."

Assisting with websites, walking around and helping students.

Explains answer to warmup question
Reviews objective for day
Explains answers on the worksheet
Walks around to stamp student work if completed

In office at start of period. Reviews objective and asks students to go to Health and Wellness Board to find target range for their age group.

Circulating the room during warm up. Goes through warm up answers with students. Introduces playlist & assigns groups certain spots. Walks around making sure kids are on task and asking which assignment they are going to choose.

Monitors room and walks around with clipboard

Getting students logged in

Giving information on what students are to do

Monitoring exam from center of classroom.

Monitoring Students During Examination. "Once you have completed the quiz, work on a missing assignment you might have.

Addressing student questions regarding the assignment.

Walking around the classroom monitoring students during the test and during their assignment.

Speaking to class, "American Revolution overthrew the British government...Article of Confederation."

Setting up a mix pair share and going over the structure

Testing students on numbers, one on one at her desk.

Takes attendance.
Reminds students about Ch. 2 test.
Asks questions to the class as a whole about what was taught the prior day.
Passes out and explains to students how to do vocabulary activity.

Assisting students as needed, CFU

Monitoring students as they do warmups, encouraging them as they are running.

Facilitating Bell Work, asking CFU questions

Going to individual students and groups and assisting with questions.

Going to individual students and checking progress on the prompt. Modeling Rally Robin, going to individual students and monitoring the groups during the structure. Asks students the question and to share.

Having students log onto Clever.
Calls on students after asking about Puritan life.
Talks to students about Puritan life.

Leading the class on a religious jigsaw activity. Calling on students to read article paragraphs.

Moving around groups to help and monitor student activity on whiteboards.

Giving sample texts to identify figurative meanings

Modeling how to set up a folder
Having students set up folders to organize class work
Showing quizlet

Leading class with online lesson. Called on student to explain why they chose that answer. Walking around the classroom, reviewing online summaries.

Monitoring the students and watching the videos with the kids.

Going to specific students and monitoring the classroom. Asking guiding questions and assisting students with questions about the assignment.

Gives instructions on the activity and monitors the room to check on students.

Monitoring progress

Going over procedure for retaking quiz/test, Looking at assessment question #3

Checking on students previous sections of assignment

Going over the lesson and how to complete the following sections on the worksheet. Checking student work and then explaining why it is incorrect.

OTHER

Students are doing:

103 responses

taking notes, refer back to notes to answer T's Qs

Listening and Answering CFU questions

Answering questions about their projects

Creating an Avatar on Mathia and watching "Getting Started" video

Watching the video, working on an assignment

Using laptops to respond to the warm-up: "Would you rather mostly do acting in class or have reading and writing assignments in this class?" Write at least four sentences. Students form groups of four to come up with thirty second skit of "Yes and..."

watching Muppet convo on pronouns. Independently translate pronouns. Check w/ each other on what they wrote for answer

taking part in showdown

School City Assessment then Study Sync

Open laptops
Read instructions for zoo assignment

working on a problem in a group, shouldering white board doing independent problem, sharing with their group, Kahoot

Some students are finishing up yesterday work, others are sitting and not doing anything because it wasn't explicitly stated what they had to do if they were done. When they were instructed on what to do, they went onto Pear Deck and completed lessons.

Listening to teacher model skill / concept.

doing an "All Write"-Each group member will add an item to the venn diagram. Answer the following question: Based on the pictures, do you expect the two pieces of music to be the same or different?

Getting metal, using arc welding to weld on both sides of a piece of metal so they can practice straight welds. Some students when they were waiting for the machine were cleaning, sweeping the floor around their area.

Go to cupboard for supplies
Get out laptops
Share what they think of the data from assessment, e-mail reflection to teacher

completing activity "Exploring exponential functions" with pairs, working on problems.

Listening and reviewing examples of possible homicides/ manslaughters

Working on stations i.e. Video, Article, Write or Draw, Teacher Led Group.

Writing their argumentative essay on one of three given topics, for or against.

Working on warmup question and parts of an atom worksheet

Typing warmup question
Finish worksheet from previous day as teacher shows answers and lectures

Dressing out for PT. Go to Health and Wellness Board to see what they should be getting time wise for a 75 on PT

Using computer to look up answer to warm up. Writing it on a drawing of the body. Reading slides to each other in a rally read. Answering questions through a rally coach. Watching a video on heart attack. Writing a panther paragraph on a video. Filling out a 3/2/1 chart.

Working together to answer Google Doc questions about water properties

station rotation, panther paragraph

taking test

Taking test

Working on tests, vocabulary or looking up facts

Working on digital assessment

Quietly working on digital exam

Completing worksheet on solving proportions, a student is not working.

Taking an online test, being their assignment on disease description atherosclerosis.

Defining democracy, monarchy, and dictatorship in own words.
Round Robin: What type of gov't do we live in? / What are some characteristics?

Working independently on anything from lesson 1.0 to 2.10

Listening intently to the text and then commenting to each other about the article and the crime committed.

Watching video. Discussing if the scenario is an example of discrimination.

Using the textual evidence and sentence starter on board to complete the writing assignment by putting themselves in character.

Doing a lab in which the students mix certain solutions to see the reaction and write notes on their observation.

Reading about traditional economies, students were annotating document and given jigsaw questions

Taking quiz.

Looking up different chemicals found in cigarettes and alcohol

Looking through Corcoran Journal to find an article, reading article, filling out sentence stem "I can infer _____ because _____(textual evidence).

Listening / following along

One presenting facts; class listening / filling out form

Answering CFU question on peardeck
Giving answers to sample texts

Looking at a picture of a leaf and writing questions on how a plant might convert energy of the sun.
Answering the question: Do you think it is possible to capture energy from photosynthesis for human use? How might this technology work?

Completing online assignment, sharing with shoulder partner why they chose that answer. Summarizing and then sharing with their group what they learned.

Bell work, watching movies the students created about shop safety rules.

Working on a forms of government google doc, describing forms of government in their own words, researching countries that use that form of government.
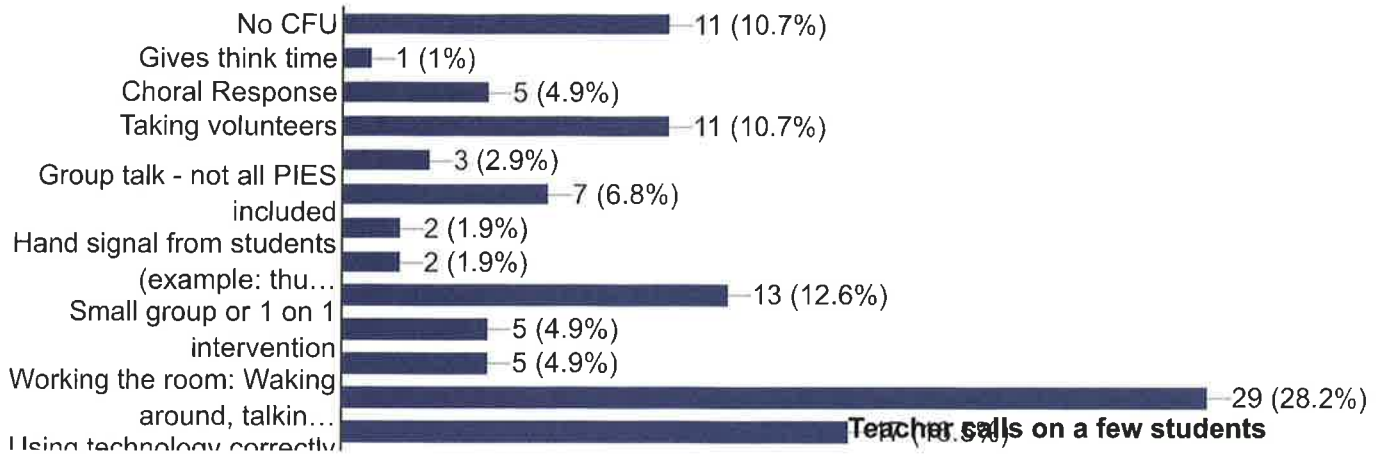
Completing the cryptography performance task, they have a chance to decide which is the hardest to solve and they have to figure out the secret message.

Reading through a document on google classroom and looking at audience purpose, Point of View and Realibilty

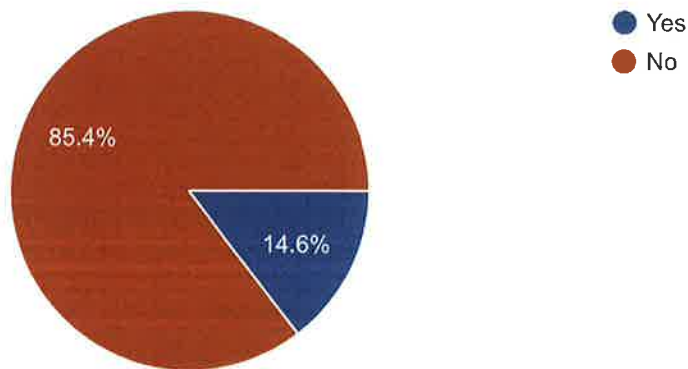Listening, reading question carefully, turn to partner, explain what x-axis represents

Students are working on part D of the flex assignment. Reading an article of their choosing and are finding evidence that supports the claim they chose

OTHER (2)

No CFU — 11 (10.7%)
Gives think time — 1 (1%)
Choral Response — 5 (4.9%)
Taking volunteers — 11 (10.7%)
Group talk - not all PIES included — 3 (2.9%)
— 7 (6.8%)
Hand signal from students (example: thu… — 2 (1.9%)
— 2 (1.9%)
Small group or 1 on 1 intervention — 13 (12.6%)
— 5 (4.9%)
Working the room: Waking around, talkin… — 5 (4.9%)
Using technology correctly — 29 (28.2%)

Teacher calls on a few students

Do they get to Checking for Mastery? (Or does it remain at CFU?)

103 responses

- Yes
- No

85.4%

14.6%

Examples of mastery questions:

103 responses

N/A

None

Na

No mastery

103 responses

- ● Yes
- ● No
- ● Don't know if intervention is needed due to data collected or lack of data collected

56.3%

22.3%

21.4%
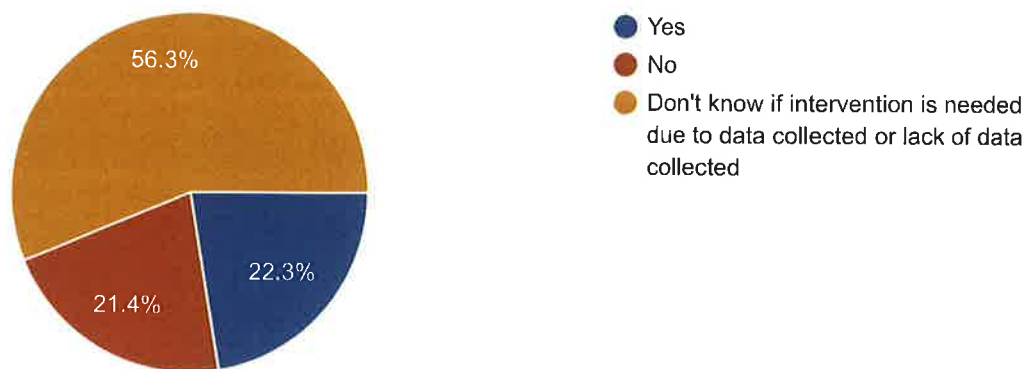
If intervention is needed, how is it addressed?

63 responses

N/A

n/a

It isn't

it isn't

Headphones during instruction

Isn't

no data collected

Students are given directions

don't know

She directed the students to the right answer by using guiding questions.

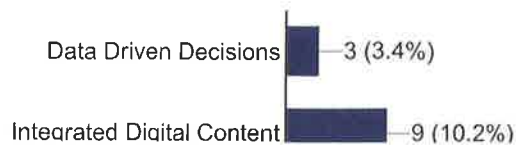Asks guiding questions and leads student to the answer.

Targeted Instruction

Depends on what teacher does with results
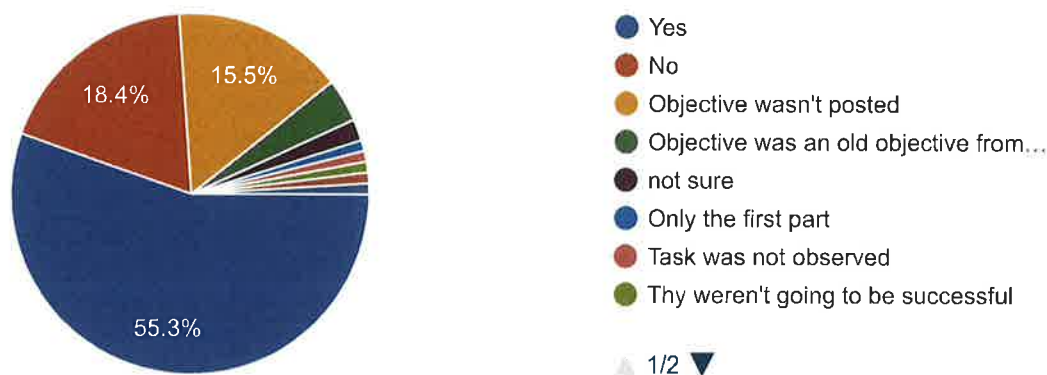
Depends on what T does with info

Students ask for help and teacher assists

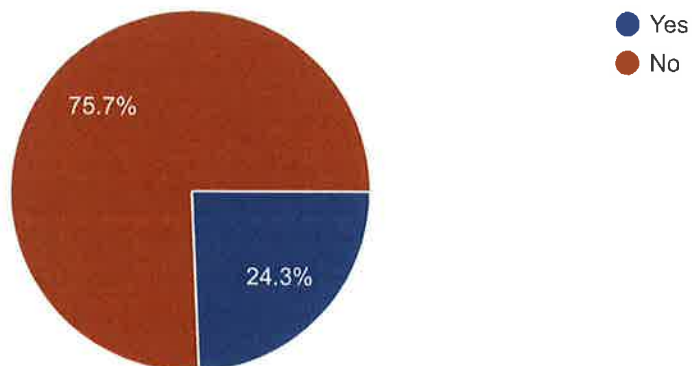Teacher did ask if any students had an error on the page.

Data Driven Decisions ▬ —3 (3.4%)

Integrated Digital Content ▬▬▬ —9 (10.2%)

By completing the task, will the student have accomplished the objective?

103 responses

- 🔵 Yes
- 🔴 No
- 🟠 Objective wasn't posted
- 🟢 Objective was an old objective from...
- ⚫ not sure
- 🔵 Only the first part
- 🔴 Task was not observed
- 🟢 Thy weren't going to be successful

▲ 1/2 ▼

(Pie chart slices labeled: 15.5%, 18.4%, 55.3%)

Is the task rigorous? (amount of time spent on the text/problem--coming up with their own definitions, solving complex problems)

103 responses

- 🔵 Yes
- 🔴 No

(Pie chart slices labeled: 75.7%, 24.3%)

Recall of School Policies

Create their own thereom

It was not.

Physically Rigorous; Academically DOK 2

It was not.

Students are using strategic thought to develop a position regarding ambiguity in justice.

Explanations; not reasoning

The students are having to support their

They were comparing & contrasting, answering why, and later in the playlist would create a video.

Experiments

Compare contrast with no analysis -- can pull straight from text without explanation

Gear Up/Arches ACCESS Assessment

School City assessment

MDTP

Pre Assessment on Recall T/F

Taking Notes

Not rigorous. Students modeling vocabulary word.

It is mostly recall

The students have to answer a question on a card and then answer a series of questions about the card based on information from the book and using their own definitions.

It is not.

Not rigorous. Students answering low level recall questions.

Writing sentences in Spanish

Explaining contextual clues by using the events in the story

N/A, they will be noting data on the worksheet from the acceleration activity.
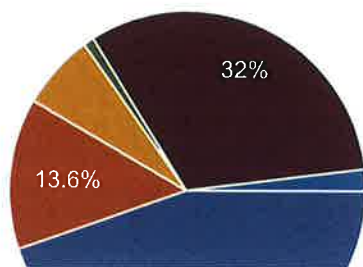
Students are painting.

Not rigorous. Students completing fill in the blank worksheet.

Students have to use several print and video resources to write an argumentative essay.

Students have to come to a hypothesis and defend that claim using evidence and reasoning

Citing evidence in the text to show why they think the author was inferring something.

32%

13.6%

- ● Substitution
- ● Augmentation
- ● Modification
- ● Redefinition
- ● No technology used
- ● Technology not used due to technical difficulties

Why does the lesson fall in that section of the SAMR Model?

103 responses

N/A

School City Assessment

none used

None used

Kahoot

No technology

Students watching a video alongside a question page.

Video and worksheet in Google classroom

Warm-up activity substitution for paper, pencil.

digital workheet

no tech

Go to dictionary.com

use internet to color code teeth diagram

We were outside on the track.

Google doc was used for the body organization lab.

Google doc was used for the students

Online Renaissance Assessment

Teeth Model Document substitution for paper, pencil.

School city assessment

Looking up facts, vocabulary words or doing tests

Taking exam on laptops

Using Laptop for Assessment

The assignment was on the worksheet.

Use of laptop for test and assignment.

Pencil Paper

No tech was used by students

Using Quizlet to answer questions regarding los saludos.

technology not used.

We were at the track.

Using google doc to write down shop safety rules

Just using Google Docs to complete the assignment.

No technology was used, just paper pencil.

No technology used.

The students were reading about the religion on a hardcopy article.

Text; Audio; Typing

Vocabulary activity substitute for paper, pencil

Not used

reading and entering data into graph

Recalling 3/4 face painting procedures.

The students are just writing on the document that is on the computer.

No tech used, in gym.

Typing fill in the blank notes substitution for paper, pencil.

Students using software to complete functional improvements.

No technology used.

No technology used by students.

They were writing their letter on paper, some utilized the laptop as a resource for the story.

Lab is posted on-line and students are able to fill out certain sections