

Corcoran High School (CHS)

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The Corcoran Joint Unified School District (CJUSD) embraces the mission of being “relentless in creating an environment for all to improve mind, body, and character,” with a vision of becoming a destination district recognized for its quality, reputation, and accomplishments. Aligned to this purpose, Corcoran High School (CHS) seeks to “provide rigorous academics with real-world skills in order to ready our students for both college and careers.” Its vision emphasizes partnership with students so they can own their learning, pursue their ambitions, and achieve their dreams. CHS brings these ideals to life through Student Learning Outcomes (SLOs) that focus on literacy, numeracy, and research-based strategies to prepare students as critical thinkers, collaborators, communicators, creators, leaders, and college- and career-ready graduates.

2025-26 School Description and Mission Statement

As a comprehensive four-year high school, CHS will serve 953 students in grades 9–12 in 2025–26 with a certificated staff of 48 and a wide range of academic and extracurricular opportunities. The school’s six SLOs define what it means to be a Panther: effective collaboration, critical thinking, communication, creativity, leadership, and purposeful college and career planning. These outcomes are reinforced through rigorous core instruction, adding options for Advanced Placement (AP), expanding dual and concurrent enrollment opportunities with College of the Sequoias, Lemoore College, and Fresno City College, as well as multiple Career Technical Education (CTE) pathways. Facilities such as the Technology Learning Center and Studio 3:15 further strengthen academic and career preparation, providing students with access to advanced coursework, digital design, video production, and coding.

Rooted in Corcoran’s agricultural traditions and small-town values, CHS has long been a hub for education, extracurriculars, and community life. Its student body is predominantly Hispanic, with strong representation from other backgrounds, and the school maintains close partnerships with families, staff, and community organizations. Supported by booster clubs, advisory committees, and parental involvement, CHS continues to expand programs while maintaining a safe, inclusive climate guided by PBIS and restorative practices. Accredited by WASC through 2029, CHS proudly continues its more than century-long tradition of preparing graduates for success in higher education, the workforce, and beyond. CHS is outperforming many Central California comparative high schools on the California School Dashboard.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	253
Grade 10	243
Grade 11	227
Grade 12	208
Total Enrollment	931

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.2
Asian	0.5
Black or African American	1.9
Filipino	0.2
Hispanic or Latino	93.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.4
White	3.2
English Learners	6.8
Foster Youth	0.8
Homeless	1.1
Migrant	2.1
Socioeconomically Disadvantaged	90.1
Students with Disabilities	7.8

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34	74.64	131.5	83.08	234405.2	84
Intern Credential Holders Properly Assigned	3.2	7.19	10.2	6.46	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	0.92	2.6	1.66	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	1.56	4.1	2.6	11953.1	4.28
Unknown/Incomplete/NA	7.1	15.63	9.7	6.18	15831.9	5.67
Total Teaching Positions	45.6	100	158.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.1	77.15	130	83.62	231142.4	83.24
Intern Credential Holders Properly Assigned	3.4	8.2	9.8	6.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.8	9.16	8.6	5.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.24	3.4	2.21	11746.9	4.23
Unknown/Incomplete/NA	2.1	5.23	3.5	2.26	14303.8	5.15
Total Teaching Positions	41.7	100	155.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.5	79.33	125.5	79.45	230039.4	100
Intern Credential Holders Properly Assigned	4.7	11.1	11.9	7.54	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	5.22	12.2	7.73	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.21	4.2	2.66	12112.8	4.34
Unknown/Incomplete/NA	1.7	4.11	4.1	2.62	13705.8	4.91
Total Teaching Positions	42.3	100	157.9	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.7	1.7
Misassignments	0.40	3.1	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.40	3.8	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0	0
Local Assignment Options	0.00	0.1	0
Total Out-of-Field Teachers	0.70	0.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.8	6.1	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2	0.6	0.6

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected 2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2017	0
Mathematics	Carnegie (Math 1, Math 2, Math 3) 2016, OpenStax (Pre-Calculus) 2024, Openstax (Calculus) 2025	0
Science	Houghton Mifflin 2019	0
History-Social Science	McDougal Littell/Houghton Mifflin (Geography) 2003, SAVVAS (World History) 2021, SAVVAS (US History) 2021, SAVVAS (Economics) 2021, SAVVAS (Government) 2021	0
Foreign Language	Carnegie (Spanish 1, 2, 3) 2023	0
Health	Glencoe (Health) 2022	0
Visual and Performing Arts	Glencoe McGraw Hill (Theater) 1999	0
Science Laboratory Equipment (grades 9-12)	Current & Adequate	0

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

School Facility Conditions and Planned Improvements

58 areas were evaluated to meet this criteria. Systems, interior, cleanliness, electrical, restrooms/fountains, safety, structural, and external were all rated for a combined average percentage of 99.14% "OK" rating. CHS received the overall rating of Exemplary on the Facilities Inspection Tool (FIT).

Year and month of the most recent FIT report July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			N/A

School Facility Conditions and Planned Improvements				
Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			Room 40 Tear on Vinyl South Wall, Room 41 Tear on Tackboard South Wall, Room 42 Tear on Tackboard North Wall, Room 44 2 stained ceiling tiles, Room 7 4 Broken Ceiling Tiles, Room 31 Tear on Tackboard, Room 30 Tear on Tackboard, Room 15 3 Cracked Tiles, Room 27 3 Stained Ceiling Tiles, Room 25 4 Stained Ceiling Tiles, TLC 1 1 Stained Ceiling Tile, TLC 5 1 Stained Ceiling Tile, Room 9 1 Stained Ceiling Tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 43 Loose Drinking Fountain, CTE Restroom Urinal Partition Off Wall, Hallway Restroom Missing Urinal
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	68	73	31	34	47	48
Mathematics (grades 3-8 and 11)	28	45	17	21	35	37

2024-25 CAASPP Test Results in ELA by Student Group
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.
ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	216	100.00	0.00	72.69
Female	126	126	100.00	0.00	74.60
Male	90	90	100.00	0.00	70.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	207	207	100.00	0.00	72.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	0.00	69.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	21.43

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	216	100.00	0.00	44.91
Female	126	126	100.00	0.00	45.24
Male	90	90	100.00	0.00	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	207	207	100.00	0.00	46.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	61.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	0.00	42.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	14.29

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	39.09	50.12	23.39	28.68	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	426	426	100.00	0.00	50.23
Female	232	232	100.00	0.00	52.16
Male	194	194	100.00	0.00	47.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	27.27
Filipino	0	0	0	0	0
Hispanic or Latino	399	399	100.00	0.00	51.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	41.67
English Learners	23	23	100.00	0.00	17.39
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	270	100.00	0.00	44.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	31	100.00	0.00	22.58

2024-25 Career Technical Education Programs

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

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

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

2024-25 Career Technical Education Programs

Pathways."

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	789
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	82.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.89
Graduates Who Completed All Courses Required for UC/CSU Admission	38.27

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	-	-	-	-	
Grade 7	-	-	-	-	
Grade 9	149	154	157	155	176

C. Engagement	<div> State Priority: Parental Involvement </div> <div> The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site. </div>
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2025-26 Opportunities for Parental Involvement
<div> <p>Corcoran High School (CHS) actively encourages parents to take part in school life through a variety of programs and supports. Families may engage in Student Study Teams, student incentive programs, the Migrant Program, English Language Development (ELD) services, and clubs or athletics. CHS also partners with community organizations such as the Corcoran Family Resource Center, Recreation Association of Corcoran (RAC), Police Activities League, County Mental Health Services, Corcoran Emergency Aid, Corcoran Community Foundation, Rotary, Kiwanis, and local colleges to provide additional opportunities for students and families. These connections strengthen the school’s commitment to student achievement, health, and well-being.</p> <p>Parents are invited to participate in decision-making groups such as the School Site Council and English Learner Advisory Committee (ELAC), where they provide input on academic programs, Title I services, and the Single Plan for Student Achievement (SPSA). Annual events such as Title I Parent Night provide families with information about funding, resources, and supports available for students, while regular parent workshops and meetings keep families engaged in the educational process.</p> <p>For more information about parent involvement opportunities, families may contact the Corcoran Joint Unified School District (CJUSD) Parent Liaison at (559) 992-8888 ext. 1220 or the CHS Community Contact at (559) 992-8884 ext. 6275.</p> </div>

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.4	3.9	4	10.4	9	6.4	8.2	8.9	8
Graduation Rate	97.6	95.5	95.5	89.6	88.1	92.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	201	192	95.5
Female	102	99	97.1
Male	99	93	93.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	185	177	95.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	21	19	90.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	195	186	95.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	20	19	95.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions								
This table displays suspensions data.								
Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
7.56	7.69	8.45	6.97	7.17	6.43	3.6	3.28	2.94
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.73	0.51	0.1	0.2	0.21	0.15	0.08	0.07	0.06
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.45	0.10
Female	6.40	0.00
Male	10.58	0.21
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	13.64	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.26	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	11.11	0.00
English Learners	12.16	0.00
Foster Youth	36.36	0.00
Homeless	4.76	0.00
Socioeconomically Disadvantaged	9.15	0.11
Students Receiving Migrant Education Services	4.17	0.00
Students with Disabilities	17.72	0.00

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

2025-26 School Safety Plan

Maintaining a safe and secure learning environment remains a top priority within Corcoran High School. The Comprehensive School Safety Plan (CSSP), developed in collaboration with local law enforcement, the fire department, city officials, and the district office, fulfills the requirements of Senate Bill 187 and is updated annually. The plan includes detailed procedures for emergency response, exit routes, safe school passages, and inventories of critical emergency supplies. Local agencies are provided copies of the plan and school map to ensure coordination during emergencies. The CSSP was last reviewed, updated, board-approved, and discussed with faculty and a student representative in the Fall of 2025 to ensure alignment with current safety needs. Staff review the plan each fall, and students participate in scheduled safety drills followed by staff debrief sessions to refine and strengthen procedures.

Key elements of the safety plan also include ongoing prevention strategies. Students receive annual Digital Citizenship and online safety training through Advisory, while campus access is secured through a perimeter fence and a single-point entry system requiring all visitors to check in at the Main Office and produce a valid ID for a verification through the Raptor Identification System. Volunteers must complete a district application and clear background checks before participating in school activities or trips. The CSSP is available for review in the school office upon request to the site administrator, ensuring transparency with parents and community members. Collectively, these measures reflect the school's commitment to safeguarding all students and staff while fostering a secure environment that supports learning.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	21	23	2
Mathematics	23	16	20	3
Science	22	16	16	1
Social Science	31		14	11

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1152.5

2024-25 Student Support Services Staff

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

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,357	\$2,311	\$14,046	\$106,692
District	N/A	N/A	\$14,644	\$94,944
Percent Difference - School Site and District	N/A	N/A	-4.2	11.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	23.0	14.0

Fiscal Year 2024-25 Types of Services Funded

Corcoran High School (CHS) utilizes a variety of federal, state, and local funding sources to support academic programs, student services, and extracurricular opportunities. Title I funding supports after-school Credit Recovery and Summer School programs, including staffing and the Imagine Learning Edgenuity credit recovery curriculum.

Fiscal Year 2024-25 Types of Services Funded

Parent engagement activities are funded to help families access and navigate student information systems. Career and Technical Education (CTE) programs are supported through Perkins, Career Technical Education Incentive Grant (CTEIG), Agriculture Incentive Grant (AIG), Strong Workforce, Golden State Pathways, and others. These funds provide materials/supplies for student learning, industry-related field trips and experiences for students, and professional development for staff.

CHS also invests in schoolwide culture and climate supports. Minga is funded to reinforce Positive Behavioral Interventions and Supports (PBIS), while Social Emotional Learning, on-site Mental Health Counseling, and referrals for external Substance Abuse Counseling services are provided to address student well-being.

In addition, funding supports postsecondary readiness through the development of individual student plans, access to industry certifications, and assistance with college applications and financial aid.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$70,318	\$57,978
Mid-Range Teacher Salary	\$98,409	\$89,612
Highest Teacher Salary	\$130,819	\$117,194
Average Principal Salary (Elementary)	\$152,430	\$143,632
Average Principal Salary (Middle)	\$159,079	\$149,447
Average Principal Salary (High)	\$170,473	\$162,334
Superintendent Salary	\$222,000	\$234,076
Percent of Budget for Teacher Salaries	29.31%	27.81%
Percent of Budget for Administrative Salaries	5.02%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Corcoran High School (CHS) prioritizes high-quality instruction in academic content and behavioral expectations. A teacher-led Guaranteed and Viable Curriculum (GVC), anchored in Essential Standards, ensures coherence across courses. Lessons are designed with Explicit Direct Instruction (EDI), and teachers employ common core academic skill strategies: reading, writing, speaking, listening, and problem-solving.

To monitor learning and adjust practice, teachers use Common Formative Assessments (CFAs) and analyze results collaboratively within Professional Learning Communities (PLCs). CHS dedicates 90 minutes every Wednesday morning to PLC work, opened by the principal with instructional leadership and/or operational direction. The PLC process is further strengthened through our partnership with Solution Tree, including the development of a Guiding Coalition that builds collective efficacy and shared commitments to improve instruction.

CHS invests in people and targeted professional learning to sustain these practices. The school employs two Academic Coaches, a CTE Coach, and a Resource Teacher to support departments. We partner with Dr. John Hannigan and Dr. Jessica Hannigan to develop and sustain Positive Behavioral Interventions and Supports (PBIS). Solution Tree provides training on PLC topics to Guiding Coalition members. English teachers receive Expository Reading and Writing Curriculum (ERWC) training; the English Language Development teacher engages in PD on English Learner strategies and ELPAC. Support staff, including secretaries and paraprofessionals, attend tailored trainings in attendance, front-office systems, technology, de-escalation, and family/student support. CTE educators (e.g., Agriculture Education via CATA, Educating for Careers), Spanish teachers, and our Video Production and Game Coding teacher pursue specialized, program-aligned professional learning. The CHS Librarian Tech partners with the Tulare County Office of Education (TCOE) to advance the modernization of our library services.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	86	~80	67

Corcoran High School Pathways

Career Technical Education (CTE) Pathways

9TH GRADE

10TH GRADE

11TH GRADE

12TH GRADE

Agriculture & Natural Resources - Agricultural Mechanics Pathway (101)

101	Ag. Mech I	Ag. Mech II	Welding & Fabrication	Art Metal
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Agriculture & Natural Resources - Animal Science Pathway (103)

103	Intro to Ag. & Natural Resources	Animal Science	Vet Science CAPSTONE CLASS & END OF PATHWAY	Ag. Leadership - OPTIONAL
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Arts, Media, & Entertainment - Design, Visual, and Media Arts Pathway (111)

111	Art I	Art II	Graphic Design	
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Arts, Media, & Entertainment - Production and Managerial Arts Pathway (113)

113			Digital Media Prod I	Digital Media Prod II
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Business & Finance - Business Management Pathway (182)

182	Intro to Bus & Practices	Bus Management & Marketing		
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Education, Child Development, and Family Services - Education Pathway (132)

132			Careers in Ed I	Careers in Ed II
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Fashion & Interior Design - Fashion Design & Merchandising Pathway (160) can be taken any 2 years of high school

160	Fashion 140/Fashion 143	Fashion 160/Fashion 142		
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Health Science and Medical Technology - Patient Care Pathway (198)

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

*If students want to complete more than 1 Patient Care Pathway, they can start with Med Term earlier.

**198 CNA offers a Summer CNA course where students can earn a state license as a Certified Nursing Assistant

**198 EMT offers a Summer EMT course where students can earn a state license as an Emergency Medical Technician

Information & Communication Technologies - Games & Simulation (175)

175	Game Coding	Game Design I	Game Design II	
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*Pathways highlighted in yellow indicate that they are a Career Technical Education Pathway

*Classes highlighted in blue are A-G approved

*Classes highlighted in pink are dual enrollment courses (they earn the student college credit)

*ALL COURSE AVAILABILITY DEPENDENT UPON STUDENT REQUEST NUMBERS

Students completing a CTE pathway while at Corcoran High School will earn a CTE cord to be worn at graduation.

Honors/Dual Enrollment classes require a contract. Visit the counseling office for a contract.

ASB requires an application. You can find it [here](#).

Video production requires an application. You can find it [here](#).

Ag. Leadership is by instructor approval only. See Ms. Martinez to get on the list.

Corcoran High School Pathways

Arts, Media, & Entertainment – Performing Arts Pathway

BAND	Band	Band	Band	Band
CLGD	Colorguard	Colorguard	Colorguard	Colorguard

COS Dual Enrollment Pathway - THIS PATHWAY REQUIRES AN ADDITIONAL APPLICATION

COSDE	COS Language COS Language (1 period per day)	COS Area 1C/1A COS Area 2/B COS Area 3/C COS Area 4/E (2 periods per day)	COS Area 3/C COS Area 4/D COS Area 5/B COS POLS 5 (2 periods per day)	COS ENGL 1 COS ENGL 2 COS Area 3/F COS Area 4/D COS Area 5/B COS HIST 17 or 18 (3 periods per day)
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*Students may enroll in up to 11 units per semester, however, administrative changes will be made if students are not showing progress in the college courses

*Please make sure that you follow the Major Sheets provided to you to ensure the courses transfer to the university of your choice.

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

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

*COS Spanish & COS ASL classes can be taken to satisfy A-G requirements. In this instance, taking two COS Spanish or two COS ASL classes will count as three years of foreign language for A-G. Since these classes are semester classes, this can be done in 1 year.

**This pathway is under construction to better align with earning the Seal of Biliteracy. Subject to change.

Sports/Athletic Pathway

SPRT	PE or Strength	PE, Strength, or Adv PE	Strength or Adv PE	Strength or Adv PE
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Concentrated & Repetitive Classes (most of these classes require instructor approval)

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

Yearbook requires an application. You can find it [HERE](#).

***Pathways highlighted in yellow indicate that they are a Career Technical Education Pathway**

***Classes highlighted in blue are A-G approved**

***Classes highlighted in pink are dual enrollment courses (they earn the student college credit)**

***ALL COURSE AVAILABILITY DEPENDENT UPON STUDENT REQUEST NUMBERS**

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

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

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

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

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(l), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

OK	No Deficiency - Good Repair: Mark "OK" if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the inspector should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

When completing Part III of the FIT, the school district should be provided the opportunity to provide comments and utilize the Comments and Rating Explanation Section if needed.