

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

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

## II. About This School

### Contact Information (School Year 2012–13)

| School                  |  | District              |  |
|-------------------------|--|-----------------------|--|
| <b>School Name</b>      | Dario Cassina High   | <b>District Name</b>  | Sonora Union High  |
| <b>Street</b>           | 251 South Baretta St.  | <b>Phone Number</b>   | (209) 533-8510   |
| <b>City, State, Zip</b> | Sonora, CA, 95370-5042   | <b>Web Site</b>       | <a href="http://www.sonorahs.k12.ca.us">www.sonorahs.k12.ca.us</a>       |
| <b>Phone Number</b>     | (209) 532-1587   | <b>Superintendent</b> | Michael McCoy  |
| <b>Principal</b>        | Roy Morlan, Principal  | <b>E-mail Address</b> | <a href="mailto:mmccoy@sonorahs.k12.ca.us">mmccoy@sonorahs.k12.ca.us</a> |
| <b>E-mail Address</b>   | <a href="mailto:rmorlan@sonorahs.k12.ca.us">rmorlan@sonorahs.k12.ca.us</a> | <b>CDS Code</b>       | 55723895530019   |

### School Description and Mission Statement (School Year 2011–12)

*The primary mission of Dario Cassina High School is to help high school age students who are behind in credit and at risk of not graduating get back on track for a high school diploma. Most Cassina HS students are referrals from Sonora High School, the district's comprehensive high school. Students referred to Cassina HS are in need of an alternative academic setting due to poor attendance, poor academic performance, or a myriad of other personal needs. The "bottom line" is that they are behind in credits, and they are not on-track to graduate from Sonora High School in four years.*

*The staff at Cassina HS tries to develop a positive school climate for their students and helps them make connections with school and the real world. To ensure preparedness, the staff delivers standards-based curriculum and uses creative classroom strategies to facilitate students'*

*self-understanding, communication skills, social skills, decision-making skills, and goal-setting skills. A major goal of Cassina HS is to prepare students academically and socially to be productive citizens. Various teaching approaches are employed so that students may experience their education through diverse learning styles.*

*In March 2006, Cassina HS was recognized as a Model Continuation High School by the California Continuing Education Association. In March 2010, Cassina High School completed the self-study process directed by the Western Association of Schools and Colleges (WASC) and accreditation was extended through June 2016.*

*Mission Statement: Cassina High School, a place where students feel a sense of ownership and recognition, is committed to providing a personal educational program that engages students in a challenging, academic/core subject-based curriculum so they recognize the value of their education and can define success for themselves.*

**Opportunities for Parental Involvement (School Year 2011–12)**

*The administration and staff at Dario Cassina High School encourage parents to get involved with campus activities and their child's education. Parent involvement includes, but is not limited to, observing school activities, volunteering time in the classroom, and participating in parent surveys or focus groups.*

**Student Enrollment by Student Group (School Year 2011-12)**

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.0%                        |
| American Indian or Alaska Native    | 5.1%                        |
| Asian                               | 0.0%                        |
| Filipino                            | 0.0%                        |
| Hispanic or Latino                  | 16.5%                       |
| Native Hawaiian or Pacific Islander | 0.0%                        |
| White                               | 78.5%                       |
| Two or More Races                   | 0.0%                        |
| Socioeconomically Disadvantaged     | 84.8%                       |
| English Learners                    | 1.3%                        |
| Students with Disabilities          | 2.5%                        |

**Average Class Size and Class Size Distribution (Secondary)**

| Subject        | Avg. Class Size | 2009–10 Number of Classes* |       |     | Avg. Class Size | 2010–11 Number of Classes* |       |     | Avg. Class Size | 2011–12 Number of Classes* |       |     |
|----------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
|                |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |                 | 1-22                       | 23-32 | 33+ |
| English        |                 | 4                          | 0     | 0   | 13.5            | 4                          | 0     | 0   | 17.8            | 4                          | 0     | 0   |
| Mathematics    |                 | 3                          | 0     | 0   | 13.0            | 3                          | 0     | 0   | 16.3            | 3                          | 0     | 0   |
| Science        |                 | 2                          | 0     | 0   | 0.0             | 0                          | 3     | 0   | 18.5            | 0                          | 3     | 0   |
| Social Science |                 | 3                          | 0     | 0   | 18.0            | 0                          | 3     | 0   | 22.0            | 0                          | 3     | 0   |

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

**III. School Climate**

**School Safety Plan (School Year 2011–12)**

*Dario Cassina High School's safety plan is part of the Sonora Union High School District's comprehensive safety plan. The Alternative Education Campus, of which Cassina HS is a part, has a full-time campus supervisor and a second part-time campus supervisor during lunch. Several probation officers from Tuolumne County Probation Department visit campus on a regular basis to*

*check on students who are on probation. The Cassina HS staff meets on a regular basis with the principal to discuss safety and security issues and concerns. Evacuation and lockdown drills are conducted every year.*

**Suspensions and Expulsions**

| Rate*       | School 2009-10 | School 2010-11 | School 2011-12 | District 2009-10 | District 2010-11 | District 2011-12 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Suspensions | 3.0            | 2.9            | 2.28           | 22.8             | 28.8             | 44.0             |
| Expulsions  | .8             | .1             | .2             | 0.9              | 1.0              | 1.0              |

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

**IV. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2012-13)**

*The facilities at Cassina High School are old but clean and spacious. The original buildings consist of a four-room classroom building (completely remodeled in summer 2006), a gym and a food service kitchen. The school office, computer lab, and video studio are in 25+ year old portables. The roof on the school office portable was redone in the summer of 2010. Janitorial service is provided by a member of the Sonora Union High School District assigned part-time to the Alternative Education Campus. Several campus facilities, including the gym, baseball field, video studio, and campus garden are used by various community groups in both formal and informal partnerships.*

**School Facility Good Repair Status (School Year 2012-13)**

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

Note: Cells shaded in black do not require data.

**V. Teachers**

**Teacher Credentials**

| Teachers   | School 2009-10 | School 2010-11 | School 2011-12 | District 2011-12 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 4              | 4              | 4              | 55               |
| Without Full Credential  | 0              | 0              | 0              | 0                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2010-11 | 2011-12 | 2012-13 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)**

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School                      | 100%   | 0  |
| All Schools in District          | 100%   | 0  |
| High-Poverty Schools in District | 100%   | 0  |
| Low-Poverty Schools in District  | 100%   | 0  |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

**VI. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2011-12)**

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  | 0                                 | 0   |
| Counselor (Social/Behavioral or Career Development) | 0                                 |   |
| Library Media Teacher (librarian)                   | 0                                 |   |
| Library Media Services Staff (paraprofessional)     | 0                                 |   |
| Psychologist  | 0                                 |   |
| Social Worker                                       | 0                                 |   |
| Nurse   | 0                                 |   |
| Speech/Language/Hearing Specialist                  | 0                                 |   |
| Resource Specialist (non-teaching)                  | .2                                |   |
| Other   | 0                                 |   |

Note: Cells shaded in black do not require data.

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** \_\_\_\_\_

| Core Curriculum Area                       | Textbooks and instructional materials/year of adoption  | From most recent adoption? | Percent students lacking own assigned copy |
|--|---|----------------------------|--|
| Reading/Language Arts                      | Various novels and workbooks, from SUHSD approved book list. The district has a strong commitment to having up to date textbooks. |                            | 0  |
| Mathematics                                | Prentice Hall California Algebra 1. The district has a strong commitment to having up to date textbooks.                          | 2009                       | 0  |
| Science                                    | APEX on-line training system  | N/A                        | 0  |
| History-Social Science                     | APEX on-line training system  | N/A                        | 0  |
| Foreign Language                           | APEX on-line training system  | N/A                        | 0  |
| Health                                     | N/A   | N/A                        | 0  |
| Visual and Performing Arts                 | N/A   | N/A                        | 0  |
| Science Laboratory Equipment (grades 9-12) | N/A   | N/A                        | 0  |

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site                                   | \$9,650                      | \$2,763  | \$6,887                                       | \$72,248               |
| District                                      |                              |  | \$6,370                                       | \$67,634               |
| Percent Difference – School Site and District |                              |  | 8%  | 6.8%                   |
| State   |                              |  | \$5,455                                       | \$69,265               |
| Percent Difference – School Site and State    |                              |  | 26%   | 4.3%                   |

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011–12)

*Title 1 funds covered .4 FT counselor and .2 FTE of two Teachers*

**Teacher and Administrative Salaries (Fiscal Year 2010–11)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$36,686        | \$41,866                                     |
| Mid-Range Teacher Salary                      | \$64,016        | \$66,197                                     |
| Highest Teacher Salary                        | \$79,259        | \$85,232                                     |
| Average Principal Salary (High)               | \$120,206       | \$116,591                                    |
| Superintendent Salary                         | \$129,369       | \$151,264                                    |
| Percent of Budget for Teacher Salaries        | 34.00%          | 36.00%                                       |
| Percent of Budget for Administrative Salaries | 7.00%           | 6.00%  |

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

**IX. Student Performance**

**Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students – Three-Year Comparison**

**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**

| Subject                | School  |         |         | District |         |         | State   |         |         |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | 2009–10 | 2010–11 | 2011–12 | 2009–10  | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts  | 16%     | 15%     | 14%     | 42%      | 53%     | 57%     | 52%     | 54%     | 56%     |
| Mathematics            | 6%      | 0%      | 0%      | 19%      | 22%     | 25%     | 48%     | 50%     | 51%     |
| Science                | 19%     | 0%      | 0%      | 48%      | 60%     | 59%     | 54%     | 57%     | 60%     |
| History-Social Science | 28%     | 16%     | 19%     | 41%      | 47%     | 49%     | 44%     | 48%     | 49%     |

Note: Scores are not shown 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.

**Standardized Testing and Reporting Results by Student Group – Most Recent Year**

| Group   | Percent of Students Scoring at Proficient or Advanced |             |         |                        |
|---|---|-------------|---------|------------------------|
|   | English-Language Arts                                 | Mathematics | Science | History-Social Science |
| All Students in the LEA                       | 57%   | 25%         | 59%     | 49%                    |
| All Students at the School                    | 14%   | 0%          | 0%      | 19%                    |
| Male  | 9%  | 0%          | 0%      | 26%                    |
| Female  | 22%   | 0%          | 0%      | 10%                    |
| Black or African American                     |   |             |         |                        |
| American Indian or Alaska Native              | 0%  | 0%          | 0%      | 0%                     |
| Asian   |   |             |         |                        |
| Filipino                                      |   |             |         |                        |
| Hispanic or Latino                            | 0%  | 0%          | 0%      | 0%                     |
| Native Hawaiian or Pacific Islander           | 0%  | 0%          | 0%      | 0%                     |
| White   | 16%   | 0%          | 0%      | 23%                    |
| Two or More Races                             |   |             |         |                        |
| Socioeconomically Disadvantaged               | 12%   | 0%          | 0%      | 18%                    |
| English Learners                              |   |             |         |                        |
| Students with Disabilities                    | 0%  | 0%          | 0%      | 0%                     |
| Students Receiving Migrant Education Services |   |             |         |                        |

Note: Scores are not shown 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.

**California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School  |         |         | District |         |         | State   |         |         |
|                       | 2009–10   | 2010–11 | 2011–12 | 2009–10  | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | 18%   | 15%     | *       | 55%      | 63%     | 58%     | 54%     | 59%     | 56%     |
| Mathematics           | 13%   | 25%     | *       | 46%      | 52%     | 52%     | 54%     | 56%     | 58%     |

Note: Scores are not shown 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.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

| Group | English-Language Arts | Mathematics |
|-------|-----------------------|-------------|
|-------|-----------------------|-------------|

|   | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
|---|----------------|------------|----------|----------------|------------|----------|
| All Students in the LEA                       | 42%            | 27%        | 31%      | 48%            | 40%        | 11%      |
| All Students at the School                    |                |            |          |                |            |          |
| Male  |                |            |          |                |            |          |
| Female  |                |            |          |                |            |          |
| Black or African American                     |                |            |          |                |            |          |
| American Indian or Alaska Native              |                |            |          |                |            |          |
| Asian   |                |            |          |                |            |          |
| Filipino                                      |                |            |          |                |            |          |
| Hispanic or Latino                            |                |            |          |                |            |          |
| Native Hawaiian or Pacific Islander           |                |            |          |                |            |          |
| White   |                |            |          |                |            |          |
| Two or More Races                             |                |            |          |                |            |          |
| Socioeconomically Disadvantaged               |                |            |          |                |            |          |
| English Learners                              |                |            |          |                |            |          |
| Students with Disabilities                    |                |            |          |                |            |          |
| Students Receiving Migrant Education Services |                |            |          |                |            |          |

Note: Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

| API Rank        | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide       | B    | B    | B    |
| Similar Schools | B    | B    | B    |

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                               | Actual API Change 2009–10 | Actual API Change 2010–11 | Actual API Change 2011–12 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School          | -12                       | 9                         | 12                        |
| Black or African American           |                           |                           |                           |
| American Indian or Alaska Native    |                           |                           |                           |
| Asian                               |                           |                           |                           |
| Filipino                            |                           |                           |                           |
| Hispanic or Latino                  |                           |                           |                           |
| Native Hawaiian or Pacific Islander |                           |                           |                           |
| White                               |                           |                           |                           |
| Two or More Races                   |                           |                           |                           |
| Socioeconomically Disadvantaged     |                           |                           |                           |
| English Learners                    |                           |                           |                           |
| Students with Disabilities          |                           |                           |                           |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Academic Performance Index Growth by Student Group – 2012 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

| Group                               | 2012 Growth API    |        |                    |     |                    |       |
|-------------------------------------|--------------------|--------|--------------------|-----|--------------------|-------|
|                                     | Number of Students | School | Number of Students | LEA | Number of Students | State |
| All Students at the School          | 27                 | 538    | 863                | 765 | 4,664,264          | 788   |
| Black or African American           | 0                  |        | 7                  |     | 313,201            | 710   |
| American Indian or Alaska Native    | 1                  |        | 22                 | 674 | 31,606             | 742   |
| Asian                               | 0                  |        | 8                  |     | 404,670            | 905   |
| Filipino                            | 0                  |        | 3                  |     | 124,824            | 869   |
| Hispanic or Latino                  | 6                  |        | 110                | 738 | 2,425,230          | 740   |
| Native Hawaiian or Pacific Islander | 0                  |        | 4                  |     | 26,563             | 775   |
| White                               | 20                 | 551    | 701                | 771 | 1,221,860          | 853   |
| Two or More Races                   | 0                  |        | 5                  |     | 88,428             | 849   |
| Socioeconomically Disadvantaged     | 24                 | 547    | 363                | 692 | 2,779,680          | 737   |
| English Learners                    | 1                  |        | 9                  |     | 1,530,297          | 716   |
| Students with Disabilities          | 1                  |        | 79                 | 561 | 530,935            | 607   |

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator

· Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

| AYP Criteria                                   | School | District |
|--|--------|----------|
| Made AYP Overall                               | Yes    | No       |
| Met Participation Rate - English-Language Arts | Yes    | No       |
| Met Participation Rate - Mathematics           | Yes    | Yes      |
| Met Percent Proficient - English-Language Arts | Yes    | No       |
| Met Percent Proficient - Mathematics           | Yes    | No       |
| Met API Criteria                               | N/A    | Yes      |
| Met Graduation Rate                            | N/A    | No       |

#### Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   | N/A       | 2010-2011 |
| Year in Program Improvement                         | N/A       | Year 3    |
| Number of Schools Currently in Program Improvement  |           | 1         |
| Percent of Schools Currently in Program Improvement |           | 33.3%     |

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 Web page* at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2008-09 | 2009-10 | 2010-11 | 2008-09  | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Dropout Rate    | 1.8     | 4.6     | 5.9     |          | 6.9     | 5.9     |         | 16.6    | 14.4    |
| Graduation Rate |         | 100%    | 94%     |          | 90.99   | 91.72   |         | 74.72   | 76.26   |

Note: Cells shaded in black do not require data.

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group                               | Graduating Class of 2012 |          |       |
|-------------------------------------|--------------------------|----------|-------|
|                                     | School                   | District | State |
| All Students                        | 14                       | 290      | N/D   |
| Black or African American           | 0                        | 1        | N/D   |
| American Indian or Alaska Native    | 1                        | 5        | N/D   |
| Asian                               | 0                        | 7        | N/D   |
| Filipino                            | 0                        | 1        | N/D   |
| Hispanic or Latino                  | 1                        | 33       | N/D   |
| Native Hawaiian or Pacific Islander | 0                        | 1        | N/D   |
| White                               | 12                       | 242      | N/D   |
| Two or More Races                   | 0                        | 1        | N/D   |
| Socioeconomically Disadvantaged     | 10                       | 87       | N/D   |
| English Learners                    | 0                        | 5        | N/D   |
| Students with Disabilities          | 2                        | 19       | N/D   |

Note: "N/D" means that no data were available to the CDE or LEA to report.

**Career Technical Education Programs (School Year 2011-12)**

*Sonora Union High School District currently has the following ROP offerings: Automotive Technology, Construction Technology, Wild Land Fire, Health Careers, Emergency First Responder, Marketing, Photography, Sports Medicine, Ag Welding and Culinary Arts.*

**Career Technical Education Participation (School Year 2011-12)**

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 14                        |
| Percent of pupils completing a CTE program and earning a high school diploma                                   | 3                         |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | N/A                       |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2011-12 Students Enrolled in Courses Required for UC/CSU Admission        | 4.8%    |
| 2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0%    |

**Advanced Placement Courses (School Year 2011–12)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             |                                   |
| English                  | 0                             |                                   |
| Fine and Performing Arts | 0                             |                                   |
| Foreign Language         | 0                             |                                   |
| Mathematics              | 0                             |                                   |
| Science                  | 0                             |                                   |
| Social Science           | 0                             |                                   |
| All courses              | 0                             | 0.0%                              |

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

**XII. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

***In Spring 2011, the district and the Sonora Union High School Federation of Teachers negotiated to create a Staff Development Committee for all teachers in the district. Theodore Bird High School and the other Alternative Education schools and staffs are allowed to develop a more site-specific plan if needed. In 2011-2012, staff development has focused on expanding APEX curriculum offerings and incorporating two long-term subs into 3.6 FTE.***

|                           |  |
|---------------------------|--|
| <b>Dario Cassina High</b> | <b>School Accountability Report Card, 2011-2012</b>                                    |
| Sonora Union High         | <b><i>Provided by the Ed-Data Partnership</i></b>                                      |
|                           | <i>For more information visit <a href="http://www.ed-data.org">www.ed-data.org</a></i> |