DARIO CASSINA HIGH SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2013-2014

INTRODUCTION

This 2013-2014 Consolidated Application Programs Single Plan for Student Achievement is in its ninth year as a plan for Dario Cassina High School. It is to be used in conjunction with two other documents that are released annually. Rather than reprint pages of information here, reference is made to the fact that they exist, they are on file at school, and they have been made available to the School Advisory Council and to all stakeholder groups in our school community.

The first is the School Accountability Report Card (SARC), compiled by the school staff and published each winter. In this report is a wealth of demographic and assessment data on Dario Cassina High School, including statistics on attendance, dropout rates, ethnicity, language proficiency, student discipline, and school API and AYP information. The report also includes multi-year results from a variety of assessment instruments that include the California High School Exit Exam (CAHSEE).

The second document that supports the Single Plan for Student Achievement is the District Local Education Agency Plan (LEA Plan). In it is an outline of how the Sonora Union High School District addressed five key Performance Goals.

DESCRIPTION OF THE SCHOOL

(Dario) Cassina High School is the continuation high school within the Sonora Union High School District (SUHSD). The district also contains a comprehensive high school (Sonora High School, and an independent study high school (Theodore Bird High School). The SUHSD is the largest of two high school districts in Tuolumne County; it serves students from six of nine elementary school districts.

Dario Cassina High School averaged approximately 65 students throughout the year from 2004-2005 to 2009-2010; enrollment jumped in 2011-2012, with a high of 82 students at one point and an average of 70 students throughout the year. For the school year 2012-2013, the average enrollment was 58 students. The population is predominantly white and English speaking. Currently there are no LEP students enrolled in Cassina High School. About 60% of the students rely on the school bus to get to and from school. Over 72% of students qualified for Free and Reduced Lunch in the 2012-2013 school year.

Dario Cassina High School is structured to meet individual and specific needs of high school students, grades ten through twelve, who are 16-18 years of age or older. In 2012-2013, the school was staffed with two full-time teachers and three part-time teachers (staff total 3.4 FTE), one full-time secretary/registrar, and one full-time campus supervisor. There is one full-time administrator, who serves as principal for Dario Cassina High School and Theodore Bird High School. He also provides administrative support for the Community School operated by the Tuolumne County Office of Education on the Alternative Education Campus.

Special education services are provided by a part-time special education resource teacher who splits his day between the Sonora High School campus and the Alternative Education campus.

The school is staffed at a 17:1 student-teacher ratio that includes a low of 15:1 in Algebra A/B and Algebra Support up to a high of 28:1 in Physical Education. Beginning in 2010-2011 and continuing this year, students meet some of their academic requirements (World History, U.S. History, American Government and Economics, Life Science, and Physical Science, as well as several electives) through Apex Learning Systems, an on-line teaching and credit recovery resource contracted by the district.

In March 2006, Dario Cassina High School was selected as a Model Continuation High School by the California State Department of Education. In March 2010, Cassina High School completed a Self-Study Report for the Western Association of Schools and Colleges (WASC) and was awarded a six-year term of accreditation through June 2016 (with a one-day midterm visit in Spring 2013). This one day visit was completed in early 2013 and Cassina High School remains accredited throughout the remainder of their six-year term, 2016.

THE STUDENTS AT CASSINA HIGH SCHOOL

Most Dario Cassina High School students are referrals from Sonora High School, the district's comprehensive high school. An Alternative Education Referral Committee, comprised of the Sonora High School vice-principals and counselor, and the Alternative Education Principal, meets every six weeks – more often if necessary – to discuss the transfer of Sonora High School students who may have emotional, disciplinary, and/or academic problems. Students referred to Cassina High School 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.

Students new to the county are often referred to Dario Cassina High School if they have a substantial credit deficit or if they have attended a continuation high school in their former school district. Once enrolled, students usually respond favorably toward Cassina HS and often remark that the staff at Cassina HS provides a more caring atmosphere than the "big" high school.

Students at Dario Cassina High School tend to be a more transient group of individuals when compared to students at the traditional high school. For example, Cassina HS had an average enrollment in 2012-2013 of 58 but had 126 unduplicated students throughout the year. The turnover in students throughout the year results from students graduating early, transferring to other Alternative Education programs, returning to Sonora High School, or moving out of the area. Each time a student leaves, a new one takes his/her place from the "waiting list" of students wanting to attend Cassina High School.

TEACHING AND LEARNING

The staff at Dario Cassina High School tries to develop a positive school climate for the students and helps them make connections with school and the real world. To enhance self-esteem and learning, the staff delivers standards-based curricula and uses classroom strategies to facilitate students' self-understanding, communication skills, social skills, decision-making skills, and goal-setting skills.

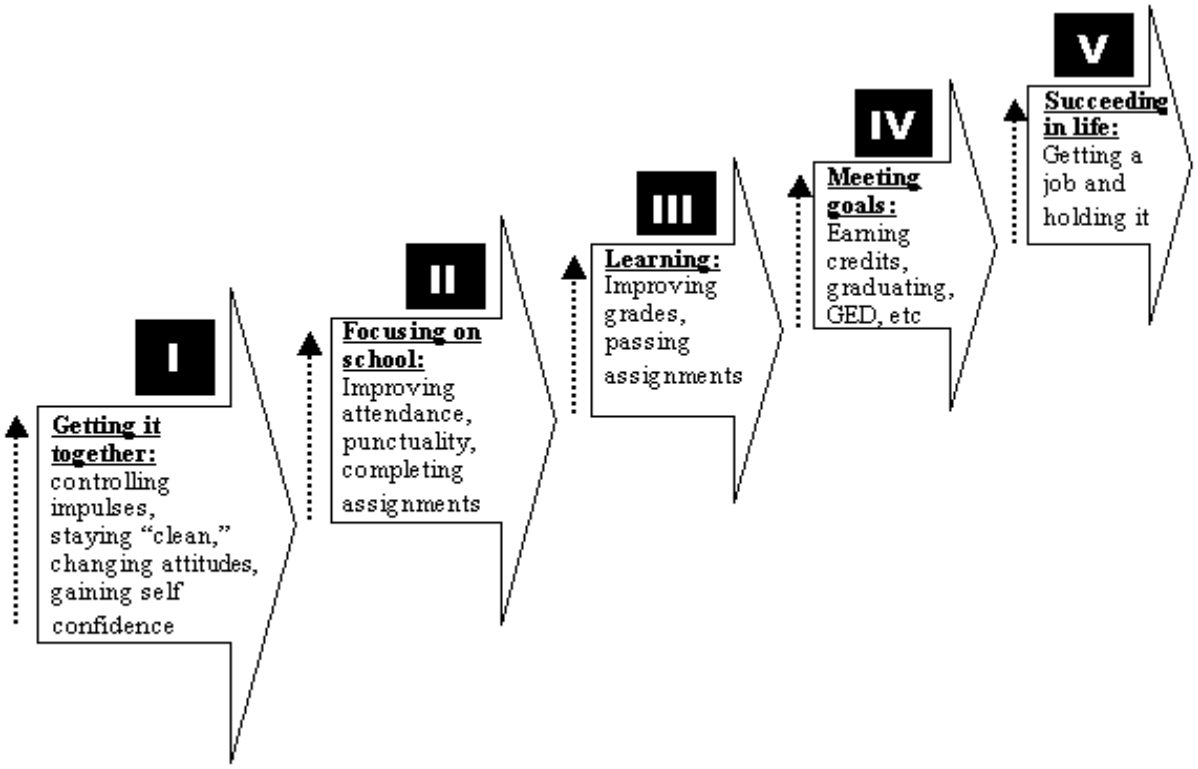
A major goal of Dario Cassina High School is to prepare students academically and socially to be productive citizens. To help reach this goal, the staff at Cassina HS invited over 40 speakers to the campus in 2012-2013; these speakers included Career Technical Education instructors from the local community college (Columbia College), recruiters from several branches of the military and several technical schools, employers from several local businesses, and former Cassina HS students who shared their successes and failures after high school.

There has been a steady increase in the use of technology by both teachers and students. A good example of this is the decision to use Apex Learning Systems beginning in fall 2010 to supplement or replace direct instruction in several courses.

In addition to the classes offered at Dario Cassina High School, students may enroll in Sonora Union High School District's Regional Occupational Program (ROP), which offers the following classes: Automotive Technology, Construction Technology, Cosmetology, Emergency First Responder, Health Careers, Photography, and Culinary Arts (beginning in Fall Semester 2013).

Dario Cassina High School continues to evolve as a viable continuation high school. Every year the student body makes advances in academics, appropriate behavior, and positive self-esteem. Teacher expectations have also risen. By continuing the alignment of the curricula at Cassina HS to state standards, the 3.4 teachers at Cassina HS strive to provide students with the knowledge and skills needed to pass the California High School Exit Exam, graduate from high school, and compete in today’s world.

Student performance evaluation at Dario Cassina High School is an ongoing process using multiple measures. The following chart, which was developed by the California Department of Education, depicts the five stages that most students pass through as part of their education at Cassina HS. This chart (see next page) has been a guiding component for the State Alternative School Assessment Model (ASAM):



A Model of Alternative School Student Achievement:
Moving from Failure in School to Success in Life.

ATTENDANCE, ENROLLMENT, AND DROPOUT DATA

The **Average Percent Attendance** rate at Dario Cassina HS has been fairly constant over the past 11 years, typically around 80% to 85%. This is a result of the available transfer students from the comprehensive high school to alternative education.

Average Enrollment has remained constant over the past eleven years at around 60 to 65 students. In 2011-2012, the average enrollment jumped from 60 the previous year to 70 as a result of the district's decision in September 2011 to raise enrollment from 65 to 80 students. The school usually loses three to four students a block for a variety of reasons, including students being sent to juvenile hall, students transferring out of the district or within the district to Independent Study, and/or expulsion.

Unduplicated Enrollment is a key number since it reflects the total number of students enrolled for any length of time during the school year. For the past nine years, it has been approximately twice the previously targeted "cap" of 65, which reflects the ever-changing clientele at Cassina HS.

The **Dropout Rate** had declined steadily over the past nine years, as the number of dropouts decreased from approximately 2 per year to 0 in 2011-2012, however the recent decision to place the Adult Education Program on hold has resulted in an increase in the current dropout

rate. With the small population at Cassina HS any increase in the number of students dropping out cause the percent to increase dramatically.

AVERAGE PERCENT ATTENDANCE COMPARISON

MO	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
1	96.8%	88.7%	86.3%	93.8%	93.8%	93.0%	93.6%	92.4%	90.3%	90%	85.1%
2	90.3%	83.9%	88.9%	91.7%	91.7%	85.8%	85.8%	91.7%	78.0%	78%	75.5%
3	84.8%	85.2%	88.9%	90.5%	90.5%	84.0%	93.2%	90.3%	83.9%	84%	86.0%
4	93.4%	85.1%	85.5%	89.9%	89.8%	84.0%	92.0%	84.5%	86.4%	86%	78.3%
5	86.8%	82.3%	88.9%	90.3%	86.2%	83.2%	81.2%	88.3%	82.9%	83%	75.3%
6	88.9%	91.9%	88.2%	89.5%	89.5%	81.8%	88.6%	89.3%	87.1%	87%	86.9%
7	87.5%	85.1%	84.0%	86.6%	86.6%	80.8%	83.3%	85.5%	79.3%	79%	78.5%
8	89.4%	94.8%	84.4%	89.5%	89.5%	89.0%	84.6%	86.6%	86.2%	86%	90.2%
9	84.6%	81.3%	92.0%	93.5%	93.4%	87.5%	81.3%	83.5%	88.8%	89%	90.7%
10	84.2%	84.1%	84.3%	84.6%	84.6%	83.0%	92.6%	91.1%	81.9%	86%	87.4%
11	94.3%	82.3%	82.9%	68.6%	68.6%	82.2%	97.8%	91.0%	70.1%	70%	88.4%
TOTAL	**88.3%**	**85.9%**	**86.7%**	**88.0%**	**87.7%**	**84.9%**	**88.5%**	**88.6%**	**83.2%**	**83.5%**	**83.8%**

AVERAGE % ADA TO ENROLLMENT

2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
88.26%	87.12%	87.65%	87.88%	84.95%	89.98%	72.30%	67.75%	84.16%	83.83%	69.21%

AVERAGE ENROLLMENT & DROPOUT RATE

Year	'03–'04	'04-'05	'05 - '06	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13
AVG. ENROLL.	68.9	64.7	66.5	62.7	62.1	56.5	64	60	70	58
UNDUPLICATED ENROLLMENT	154	146	132	130	143	131	141	139	137	126
DROP OUTS	3	3	3	2	2	1	1	5	0	10
DROP. RATE	1.9%	2.1%	2.3%	1.5%	1.4%	0.8%	.7%	3.6%	0	* 7.9%

* Adult Ed was not available for students 18 and over who did not have enough credits to graduate.

Since students referred to continuation high schools often have a history of poor attendance, Dario Cassina High School has several strategies in place to improve attendance. They include a system of variable credit and an awards/recognition program with certificates and T-shirts

given to students earning the full number of credits available in a grading block. Best of all, students with full credit and no suspensions also earn an off-campus pass for the next grading block.

FREE AND REDUCED LUNCH

The transient nature of our students coupled with family/guardian or documentation issues means that some qualifying students do not apply for the free and reduced program. In 2011-2012, SUHSD implemented a Home-to-School Transportation Fee with waivers granted to students who qualified for Free and Reduced Lunch; as a result, the number of qualified students jumped from an average in the mid-50's to 85%.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
TOTAL UNDUPLICATED ENROLLMENT	154	146	132	130	143	131	141	139	137	126
QUALIFYING STUDENTS	N/A	85	74	75	72	66	55	37	116	91
PERCENTAGE	N/A	58%	56%	58%	50%	50%	56%	27%	85%	72%

CBEDS

The CBEDS numbers show little significant change in the male-female ratio over the past nine years, which is consistent with the typical make-up of a continuation high school (significantly more males than females). For most of the past nine years, there has been little change in the ethnic diversity on this campus, which was consistent with the demographics throughout the county.

2003 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10				3	3			3	1
Grade 11		1	16					3	2
Grade 12	1	5	15	1	1		2	4	2

2004 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	African Amer.	Hispanic	White	Multiple-No Response
Grade 10		1	3			1	1	3	
Grade 11	1	1	15	3			2	7	3
Grade 12	1		15	2			1	8	3

2005 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10			5	1				1	1
Grade 11	1	4	12	2	1	1	2	9	
Grade 12	1	1	13	4	1			3	

2006 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Asian	Hispanic	White	Multiple-No Response
Grade 10		1 (Filipino)	2		2			3	
Grade 11	1	1	11	1				10	1
Grade 12		7	15	2	2	1		4	2

2007 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10		2	3					3	
Grade 11	2	1	13		3			11	
Grade 12	1	3	14	3	1		1	4	1

2008 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10			1				1	3	
Grade 11	1		16					8	1
Grade 12	1		12		1		1	11	

2009 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10	2		4		1			2	
Grade 11	1	1	16		1			4	1
Grade 12	1		21		2			14	

2010 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10			2					0	
Grade 11	2	1	15	1	1		1	11	1
Grade 12		2	16	1			1	3	

2011 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10		0	3					1	
Grade 11		6	15		4		1	4	
Grade 12	1	5	15		1		1	12	1

2012 CBEDS @ CASSINA HIGH SCHOOL

	Male				Female				
	Amer. Indian	Hispanic	White	Multiple-No Response	Amer. Indian	Filipino	Hispanic	White	Multiple-No Response
Grade 10	1		1					1	
Grade 11	1	1	12				1	5	
Grade 12	2	4	19			1	1	7	

ENGLISH PROFICIENCY

The predominant language in the school, home, and community is English. The only other language currently spoken in some students' homes is Spanish, but all of Dario Cassina High School's students are proficient in English.

CALIFORNIA HIGH SCHOOL EXIT EXAM

The CAHSEE pass rates have remained high over the past seven years with a declining number of students having to settle for a Certificate of Completion instead of a Diploma. This coincides with the decision to offer CAHSEE Intensive Intervention classes or pull out instruction with aides in English and math in 2006-2007 and 2007-2008. In 2008-2009, Cassina HS lost an Instructional Aide and only provided intervention in math. For the past four years, 2009-2010 through 2012-2013, Dario Cassina High School has offered CAHSEE Intensive Intervention classes in both English and math.

In 2012-2013, one student still had not passed the CAHSEE math test, pending results from the May 2013 administration of the test; she does not have an IEP or 504.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
TOTAL # OF GRADUATES	35	28	19	24	18	14	15	21
# WHO PASSED BOTH TESTS AND RECEIVED DIPLOMAS	31	27	17	24	16	14	14	18
% WHO PASSED BOTH TESTS AND RECEIVED DIPLOMAS	88%	96%	89%	100%	90%	100%	93.3%	85.7%
# WHO RECEIVED CERTIFICATES OF COMPLETION	4	1	2	0	1	0	1	1
% WHO RECEIVED CERTIFICATES OF COMPLETION	11%	4%	11%	0%	5%	0%	6%	4%
DID NOT PASS CAHSEE ENGLISH	0	0	1	0	0	0	0	0
DID NOT PASS CAHSEE MATH	3	1	1	0	2	0	1	1
DID NOT PASS CAHSEE ENGLISH & MATH	1	0	0	0	0	0	0	0

ACADEMIC PERFORMANCE INDEX (API)

Dario Cassina HS raised its API for four consecutive years, 2003-2006, reaching an impressive 635 in 2006, the year it received recognition as a Model Continuation High School in the State of California. There was an abrupt drop in 2007, when an unusually high number of students brought in notes to not take the tests and thus received Far Below Basic on all tests. The veteran teachers on the staff also said the students in 2006 were among the brightest they had ever seen at Cassina HS and the group that followed the next year was among the lowest-skilled they had ever seen. Whatever the reasons for the decline in 2007, scores climbed significantly the following three years to 544 in 2009 before leveling off between 2009-2012. The staff at Cassina HS elected to move to computer-based instruction in science and social science courses in school year 2011-2012 to hopefully have a positive impact on student learning and assessment.

API 2003	API 2004	API 2005	API 2006	API 2007	API 2008	API 2009	API 2010	API 2010-2011	API 2011-2012
534	545	573	635	489	492	544	531	526	523

PROGRAM EVALUATION AND PLANNING (2012-2013)

Each school year the Administrator and staff discusses the needs of Dario Cassina High School. The very nature of school improvement lends itself to a continuous assessment of needs and an attempt to address them.

In 2012-2013, Cassina High School underwent a mid-term WASC review. The Visiting Committee found that the school had made significant progress addressing the five Critical Areas for Follow-up specified in the WASC Visiting Committee Report of March 2010. The Midterm Visiting Committee Report of March 2013 left no new, additional recommendations. Therefore, the school site is continuing to work on the following critical areas from the 2010 WASC report:

1. The development of a comprehensive staff development plan.
2. Develop strategies to deal with the state and district budget crises which may have a negative impact on staffing, course offerings, and support services.
3. Math classes need to use standards-based textbook, and teach Algebra concepts in the A & B class, then back fill with basic math skills/functions.
4. The expected performance levels, in the mathematic classes, need to be reevaluated.
5. The teaching staff needs to review the disaggregated testing data as it applies to their subject areas to improve curriculum delivery.

During the 2012-2013 school year, Dario Cassina High School continued to offer a Senior English class with several "culminating" assignments and activities that helped students capture their stories of personal and academic growth while taking concrete steps to prepare for their immediate futures. Cassina HS continued to offer Algebra A and Algebra B, with Title 1-funded Support Classes, in place of the previously offered Pre-Algebra and Algebra.

In 2012-2013, the staff at Cassina High School met regularly through the fall and winter months to compile a thorough mid-term WASC Report for the Western Association of Schools and Colleges and prepare for a one-day visit by a committee of administrators.

Since 2010-2011 the focus has been to "do more with less" as the school responds to significant changes in staffing, which have resulted in significant cuts to the support services available to students.

SCHOOL IMPROVEMENT PLAN: 2013-2014 GOALS

For 2013-2014, the school leadership team supported as its goals the following:

1. Find ways to maintain existing student support services to meet the physical, emotional, social, academic, vocational, and medial needs of students.
2. Expand the use and improve the effectiveness of Apex Learning Systems to provide computer-based instruction for all students in core science and social studies courses.
3. Focus Staff Development on the full implementation and expansion of Apex Learning Systems for all students.
4. Improve Algebra instruction and support, and raise expectations for students and staff in Algebra.
5. Continue ongoing instruction for students needing remediation in math, reading, and writing, with the emphasis on Intensive CAHSEE Intervention.
6. Disaggregate data on a regular basis to improve curriculum design and delivery.

The leadership team arrived at these goals following a series of discussions, mostly during Wednesday morning collaborative time. The leadership team understands that the continued budget impacts may threaten the implementation of one or more of these.

PROGRAM DESCRIPTIONS – 2012-2013

Dario Cassina High School is a School-Based Coordinated Programs school. By participating in the SBCP model, the school is able to use programs to complement each other in our attempt to address the needs of many different students.

Title I

Students to be served by the Title I program will be identified by three criteria gathered from Aeries, the districts' computer-based student data system:

1. The student's percentage of credits earned divided by credits attempted is under 85%.
2. The student has not passed or not taken one or both of the CAHSEE's.
3. The student's cumulative GPA is under 2.00.

Title I instructional assistance will be offered to students identified as in need of reading and math remediation to pass the CAHSEE or at risk of not graduating.

2012-2013 CONSOLIDATED PROGRAMS BUDGET

CASSINA HIGH SCHOOL TITLE I BUDGET

Category		
1100 Certificated Salaries	$ 44,695	(.6 FTE Algebra Support)
Certificated Benefits	$9,591	
Supplies	$10,458	
Total	$64,744	

EXPECTED SCHOOL WIDE LEARNING RESULTS
(ESLRS)

THE GRADUATES OF CASSINA HIGH SCHOOL WILL:

- **DEMONSTRATE THE ABILITY TO READ, WRITE, AND SPEAK EFFECTIVELY**
  - Convey thoughts effectively in writing
  - Read with comprehension and fluency
  - Speak and listen effectively and respectfully to others
  - Apply reading, writing, and speaking skills reflectively

- **USE KNOWLEDGE AND TECHNOLOGY TO SOLVE PROBLEMS, MAKE DECISIONS, AND COMPLETE PROJECTS**
  - Apply problem-solving processes to real-life situations
  - Identify, organize, analyze, and assess information
  - Understand the role of technology in higher education and the work place

- **GAIN THE KNOWLEDGE, SKILLS, AND EXPERIENCE NEEDED TO ENTER A CAREER FIELD, A TECHNICAL INSTITUTION, A COMMUNITY COLLEGE SYSTEM, OR MILITARY SERVICE**
  - Set and achieve goals
  - Be aware of future opportunities
  - Utilize test-taking strategies
  - Write resumes and fill out applications

- **DEMONSTRATE PERSONAL AND CIVIC RESPONSIBILITY**
  - Exhibit good attendance, behavior, and productivity
  - Show respect for self and others
  - Value education now and in the future
  - Develop an understanding of civic responsibilities

VISION STATEMENT

All students at Cassina High School will graduate and be academically, socially, emotionally, culturally, and physically prepared to be life-long learners in our global society.

MISSION STATEMENT

Dario 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.

BELIEF STATEMENT

- That personal accountability and integrity are fundamental
- That a strong work ethic benefits the individual and society
- That successful relationships are based on honesty and respect
- That every individual has the potential to make a positive contribution
- That families share the responsibility for a successful society
- That community service benefits all
- That learning is a continuous process

Approved by the Board of Trustees: June 25, 2013