



Dario Cassina High School

251-A South Barretta Street • Sonora, CA 95370 • 209-532-1587 • Grades 9-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Sonora Union High School District

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District Governing Board

Jeanie Smith, President
Kimberly Norton, Clerk
Dr. Robert Lyons
Jeff Norstrom
Kathy Ankrom

District Administration

Mr. Patrick Chabot
Superintendent
Dana Vaccarezza
CBO

School Description

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 traditional 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 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 2015, Cassina High School completed the self-study process directed by the Western Association of Schools and Colleges (WASC) and accreditation was extended through June 2018.

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.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	1
Grade 11	18
Grade 12	21
Total Enrollment	40

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	7.5
Asian	0
Filipino	2.5
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	2.5
White	55
Two or More Races	7.5
Socioeconomically Disadvantaged	72.5
English Learners	2.5
Students with Disabilities	5
Foster Youth	0

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.

Teacher Credentials			
Dario Cassina High School	15-16	16-17	17-18
With Full Credential	4	5	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sonora Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	38
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Dario Cassina High School	15-16	16-17	17-18
Teachers of English Learners	0	3	0
Total Teacher Misassignments	0	3	0
Vacant Teacher Positions	0	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: December 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Various novels and workbooks, from SUHSD approved book list. The district has a strong commitment to having up to date textbooks. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Prentice Hall California Algebra 1. The district has a strong commitment to having up to date textbooks. MVP - Math Vision Project The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science	Online APEX Computer program Percent of students lacking their own assigned textbook: 0
History-Social Science	Online APEX Computer program Percent of students lacking their own assigned textbook: 0
Foreign Language	n/a Percent of students lacking their own assigned textbook: 0
Health	n/a Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	n/a Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. Custodial 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 (Most Recent Year) Year and month in which data were collected: 11/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Wall board tears, chipped/torn ceiling tiles, chipped paint and counter-tops.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Parking lot has several holes/low spots
Overall Rating	Exemplary	Good	Fair	Poor

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/13/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
		X	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	--	66	68	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	11	10	63	69	48	48
Math		0	31	38	36	37

* Percentages are not calculated 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	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	20	83.33	10
Male	13	10	76.92	0
Female	11	10	90.91	20
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	18	15	83.33	13.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	15	83.33	13.33
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	13	10	76.92	0
Female	12	11	91.67	0
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	18	15	83.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	15	83.33	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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. Additionally, in the fall of 2017 the school held an open house where parents and students could meet their teachers. Furthermore, Parents have been selected to serve on the school site council where single plans for student achievement are discussed and modified. School action plans are also reviewed for relevance.

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.

School Safety Plan

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. 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 lock-down drills are conducted every year. Additionally, the Principal is now trained as an ALICE Trainer.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	36.6	39.5	29.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.9	9.0	7.7
Expulsions Rate	0.5	0.3	0.5
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2014-2015	2010-2011
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	1.0
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	.20
Other	0
Average Number of Students per Staff Member	
Academic Counselor	45

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	11	11	10	4	4	4						
Mathematics	15	15	1	2	2	1						
Science	7	7	5	3	3	4						
Social Science	6	6	6	9	3	11						

* 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.

Professional Development provided for Teachers

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. Dario Cassina High School and the other Alternative Education schools and staffs are allowed to develop a more site-specific plan if needed. In 2017-2018, staff development has focused on continued APEX curriculum offerings. Professional development is provided through staff development days, conference and workshop attendance, collaborative time on Wednesday mornings and training offered on campus.

Additionally, the District has developed Wednesday morning training sessions and Technology training on Thursday's for professional development. Administration and teachers from Cassina High School attend many of these training sessions where current education research is reviewed.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,794	\$45,374
Mid-Range Teacher Salary	\$69,441	\$67,188
Highest Teacher Salary	\$85,974	\$91,637
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$107,289
Average Principal Salary (HS)	\$118,547	\$123,947
Superintendent Salary	\$145,000	\$132,751
Percent of District Budget		
Teacher Salaries	28%	28%
Administrative Salaries	8%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Staff salaries, books and materials.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Dario Cassina High School	2013-14	2014-15	2015-16
Dropout Rate	35.7	20.8	14.3
Graduation Rate	53.57	58.33	85.71
Sonora Union High School District	2013-14	2014-15	2015-16
Dropout Rate	8.5	3.3	2.8
Graduation Rate	87.68	93.67	94.84
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	12309	2221	10089	84637
District	♦	♦	10654	\$68,625
State	♦	♦	\$6,574	\$69,964
Percent Difference: School Site/District			-5.3	23.3
Percent Difference: School Site/ State			53.5	21.0

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	58.97
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	48	87.5	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	75	88.89	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	37.5	85.79	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	0	52.17	63.9
English Learners	0	0	55.44
Students with Disabilities	50	84.15	85.45
Foster Youth	0	100	68.19

Career Technical Education Programs

Dario Cassina High School students have access to the Sonora Union High School District C. T. E. offerings which include: Auto, Construction, Cosmetology, Culinary Arts, Digital Photography, and Marketing MOCSE Credit Union. Additionally, students can take wild land fire fighter courses through our local community college on our SHS campus.

Dario Cassina High School also supports students who are unable to take C. T. E. Courses by offering academic courses that offer transitional services for our students. Through these courses, students complete resumes, applications, and scholarship packages. Additionally, our Special Education department works closely with the Workability Program for career preparation.

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 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).

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.