MID-CYCLE VISIT
VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

251A South Barretta Street

Sonora, CA 95370

Sonora Union High School District

Date of Original Self-Study Visit - March 19, 2018

March 17-19, 2019

Visiting Committee Members

Scott Nanik
County Superintendent of Schools, Calaveras County Office of Education

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I. Introduction

Include the following:
- **General comments about the school, its setting, and the school's analysis of student achievement data.**
- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**
- **Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.**
- **Describe the process used to prepare the progress report.**

Dario Cassina High School is a 9-12th grade continuation school located in the city of Sonora. Sonora is an incorporated city located in Tuolumne County. Sonora maintains its status as the largest city within the surrounding foothill counties. Sonora has a population of approximately 4,600 residents, which reflects the overall decline in the population of the foothill regions. In fact, the overall population of Tuolumne County has been reduced from a high of 56,000 in 2007 to approximately 50,530 in 2012. The economic history of the county is characterized by mining (rock and gold), timber, and tourism. Today, the county's major industries are government, service, and retail, which comprise just under 80% of the employment. Data currently shows that approximately 73% of the students receive free and reduced meals, over 14% live below the poverty rate, and median household income is well below the California average of $46,295 annually. The district is still in declining enrollment and has been since the early 2000s.

Most of the students at Cassina High School continue to be those who have transferred from Sonora High School, the district's traditional high school. Students who are referred to Cassina High School through the counseling department at Sonora High School are typically done so due to poor attendance, poor academic performance, from the probation department or for personal needs. These factors have resulted in the students falling behind in credits and alternative placement is needed to get them on track for graduation. Over 50% of the students have attended three or more high schools before arriving.

Current staffing is two full-time teachers and three part-time since the last visit. The part-time teachers are shared; two being shared with Sonora HS and one from Bird Independent Study School (also district programs). The average annual Cassina enrollment is in the mid-'40s. Currently, they maintain around 42 students in the 2018/2019 school year. This number is fluid as students move into and out of the school based on educational needs. There has been a noticeable decline in dropouts as compared to 2015-2016 (5) with zero YTD. The belief is that this is attributed to increased counseling services and special education services. More time is needed to draw significant enough conclusions.

When analyzing the English data it is notable that they increased in the number of students meeting the standard by over 7% over the 2016/2017 testing cycle. Additionally, it is noted

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that the students who scored above standard declined significantly. In reviewing their first round of Scholastic Reading Inventory testing the results showed a slight improvement of the twenty-nine students who were previously tested at Sonora High School. Seventeen showed improved scores, indicating 58% of the students improving. Overall achievement in math shows growth by over 6% in the *standard met* to *standard nearly met* columns. Continued growth was the push behind the adoption of the "Big Ideas" and supplemental program "Get More Math." The staff noted that testing initially when students arrived was challenging and that more licenses were needed to provide data sooner.

Following their probationary visit in the spring of 2018, the Cassina team met to dissect and discuss the outcomes. They all believed that the visiting team had a good picture of the district's declining enrollment and how that impacted the campus, and the effects that has on their overall program. They expressed that the district was supportive and that finances continued to be a districtwide struggle. While they state that they continue to strive to fulfill their educational charter, they continue to look for ways to maintain effective programs in an era of declining resources.

The process of writing the WASC report fell to the administrator working with the committee from the site. The members of the team included all teachers, staff, and support staff. They met regularly on Wednesday morning during the district-provided late start day. Time was dedicated to discussions centered around the development of the Action Plans, SARC, SLOs, Single Plan and the relations to their educational program as a whole. They noted also that the small size of the staff really permits the active involvement of each team member during discussions.

In light of having been placed on *probationary status* as a result of the 2016 visit, their committee were proud of the accomplishments made in addressing many concerns from the report and to the most recent visit of 2018. Therefore, their report will address the continued refinement of efforts to address the 2016 visiting team concerns and continued efforts to address the 2018 visiting team recommendations.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.**
- **Note the evidence supporting the progress made and the impact made on student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.**
- ➜ **Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.**

The following is an update on each critical area identified, actions and results taken, and the correlating action plan components since the spring of 2016 (March 2016 visit). This information is being provided as the school has been on a vigorous WASC cycle and the current team (March 2019) feels it's relevant to demonstrate the schools progress in such a short time.

Critical Need 1: Counseling services to support the specific needs of the student population.

> **Actions:** Following the WASC visit of 2016 and continuing through this year the district has maintained a full-time counseling position for the site. This position has expanded to provide much more than just the typical academic/ career/ transition counseling that was identified in the original report. Now the counselor provides career assessment, planning, and transition to CTE/College, organization of support services like Empower Peers, Inspire Communities (EPIC) county wide mentoring program, a food bank, and the school Advisory speaker program.

> **Results:** The leadership committee of Cassina believes the addition of the counselor has increased positive behavior in students and has increased the number of students participating in limited CTE courses, obtaining jobs, and taking college courses.

> **Correlations:** Action Plan goals number one and two.

Critical Need 2: Current educational research that emphasizes working with alternative student populations and providing an instructional program for career and life readiness.

> **Actions:** The staff at Cassina High School has read/discussed many articles about non-traditional high schools centering around what constitutes rigor and discipline issues related to the topic of *Restorative Justice*. The staff believes the focus should be not only on problem solving but also teaching relevance in the curriculum for each student's individual needs. Additionally, it provides a pathway for student's to get excited about their futures.

> **Results:** Discovering a student's individual needs and desires has promoted some to work harder towards developing future plans. Students now take courses through CTE, attend college classes, and seek employment. These are all skills that demonstrate the goal of relevance to individual students needs.

> **Correlations:** Action Plan goals number one, two and three.

Critical Need 3: Evaluation and alignment of APEX curriculum to Common Core Standards.

> **Actions:** Staff has worked to align the newest APEX curriculum (as of 2018) with Common Core Standards with support from the social studies department at the comprehensive high school. The semester-long course work has been divided and assigned to align with the six week grading periods at the site.

> **Results:** The alignment of the curriculum to Common Core Standards and the grading period allows students to access appropriate curriculum that helps prepare them for state testing.

> **Correlations:** Action Plan goal number one.

Critical Need 4: Utilization of direct instruction methods that support students in achieving success in Common Core Standards.

> **Actions:** In addition to the implementation of *Big Ideas Math* curriculum and the continued direct instruction in English and science, the school has increased direct instruction through the use of their Title One aide in a pull out program and through a newly added direct instruction with the use of APEX and the special education instructor.

> **Results:** The increase of a part-time special education teacher one day a week has allowed resource students to receive more remediation and support in APEX. Additionally, this teacher has been able to model instructional techniques which has been a benefit to the program and students as a whole. Furthermore, the mathematics teacher has added *Get More Math,* a free math support program that helps target struggling students.

> **Correlations:** Action Plan goal number one.

Critical Need 5. Explore ways to use local data like pre and post-testing to monitor students' achievement of SLO's, Common Core Standards and college and career readiness.

> **Actions:** In addition to still having access to the placement data provided through the Aeries program for most students, the staff has also implemented data gathering using other methods. Currently, they are assessing all students through Scholastic Reading and comparing those results to prior testing results administered through Sonora High School. They are also using *Get More Math* and the new APEX pre-testing data to help identify struggling students. This identification process allows referring them for pull-out or special education teacher for remediation support.

> **Results**: The math and special education teacher report that their new support systems have provided more skills to achieve better results while increasing production.

> **Correlations:** Action Plan goals number one and two.

Critical Need 6: Develop lessons that use technology in ways beyond research and word processing to engage students.

The items below, although repeated in other sections of the report, reflects what the staff of Cassina HS wanted the visiting committee to know had been implemented since the 2016 full self-study and the pride they had in addressing this critical need in all areas of instruction.

> **Actions:** In an effort to fully articulate the use of technology within various programs the Committee of the Whole would like to separate the different subjects and identify
the efforts made to increase the use of technology within our curriculum.

> > *English*- Students were selected (for English credits) to participate in the English Radio class where they work with sound booth equipment, to produce a thirty minute broadcast with the local radio station focusing on journalism writing. The California Career Zone website is utilized to offer assessments in skills and interests online. Additionally, through this website, students research job choices and use chromebooks to edit writings, the students work on learning

to complete job applications, use Glogster program to prepare class presentations, M.U.G. (independent grammar correction class collaboration) program, use Tween News for articles of the week, and journal entry through which some are internet based. Also utilized are Podcasts which allow for questions and responses, YouTube videos linked to PowerPoint presentation, Ted Talks, Prezis and other powerpoint presentations.

APEX Program- This program includes interactive activities such as maps, timelines, primary source photos, videos, matching, fill in the blank activities, surveys and short response questions. APEX is also available audibly to all the students, allows for pre-testing, and refers students to further websites and primary source materials. It is also available to be translated.

Art- Students use chromebooks to design projects, print examples, and research artists. The students also do word processing with pictures for their presentation layouts. The teacher scans student work, shows slideshows, videos, previous student's work using the projector. The desktop camera is used for lessons.

Science- Students work with computers to plan and organize experiments. They also use multi-meters to diagnose and test electrical circuits for voltage, amperage, and resistance. Additionally, the students work with infrared temperature probes, students also work with computer and projectors to access YouTube ad Khan Academy diagrams, videos, and charts.

Math- Students in the first block are given the *Big Ideas* pre-requisite skills test to determine student areas of strength and weakness to be addressed in the during their Math 1 coursework. Student transcripts are used to determine if Algebra 1 requirements have been met. If it has, students are allowed to work independently on Geometry, Math 2, or Practical Math as needed.

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Teachers received training in using *Get More Math*. This program allows students to do math work online that generates problems to attempt in their chosen area. Problems continue until a student successfully answers a designated of problems on their first attempt. *Get More Math* will be used to students with doing work online. This goal supports helping successful in the 11th-grade math CAASPP testing.

who are
becoming more
TI-84.

Students also take the Smarter Balanced Practice tests to become familiar with the testing format and the types of problems that they will encounter on those exams. Additionally, Turning Technology's Mobi tablet software is used to create documents that can be projected and done in real time. Finally, students advanced can work independently in Math 2 and are using and familiar using graphing calculators, such as the TI-83 and

Counseling- Careerstop.com is used to conduct interest assessments for all students. Results from the ASVAB test used for career development research. Furthermore, the students work with online programs to complete community

college applications and the online FAFSA application.

Results: All of these activities have resulted in greater learning for all students. Some students get excited about a certain type of activity and others do not, but important thing to observe is that they are bringing a wide variety of technology to support all students.

Correlations: Action Plan goals number one and four.

Critical Need 7: Promote student awareness of the Schoolwide Learner Outcomes (SLO's).

Actions: The staff and students have embraced the ideas behind the SLO's in that they are goals for our school and students' futures. Through this mindset, the staff has incorporated the SLO's into lessons on a daily/weekly basis. The principal and counselor also incorporated the SLO's into discipline discussions and career/ school guidance activities.

Results: The incorporation of the SLO's has helped to provide a clear picture to students of what the mission and goals are to be a Cassina Bulldog. The SLO discussions helps to clarify the purpose as a school to the students.

Correlations: Action Plan goals number one and two.

Critical Need 8: Update the aging facility and maintain a bell system that works consistently.

Actions: The school staff and district continue to support and maintain the facility at Cassina High School. Through an annual, independent, audit; deficiencies and repairs are identified and remediated. The maintenance department is fully staffed and provides for timely repairs when they are needed. Maintenance of the bell system and fire alarm systems are a high priority and both have functioned for years properly.

Results: In addition to providing a safe and quality environment, the bell system encourages self-responsibility amongst the students. Individual responsibility is a lifelong needed trait.

Correlations: This was taken care of immediately and is no longer deemed as an area of critical need.

The visiting team of 2018 also had the following recommendations:

1. The staff of Dario Cassina needs to continue to expand their use of technology in the classroom. They need to expand beyond basic substitution.

> This recommendation was previously explained in the critical area #6 (above). To avoid being repetitious, it was opted to not repeat this information again here.

2. Staff should explore freeware and open source software such as Google Suite, Desmos, and Khan Academy, to help organize and communicate class activities, as well as, advance and remediate for students.

> **Actions:** The staff has instituted a number of technical methods to address remediation and support for academics. Within mathematics, they now use *Get more Math* which is similar to Khan Academy. It allows for targeted support for students in weak mathematical skill areas. In another arena, the counselor is accessing freeware to conduct career assessments for all our students, Furthermore, the English teacher, with the support of the Title One aide is using Scholastic Reading to assess and monitor the academic success of our students. Finally, the APEX instructors are utilizing the pre-testing derived data to recognize students for pull out support programs.

> **Results:** All of these methods have allowed the school to identify students and areas of instruction that need further support. Teachers and students report that these actions have led to more success for students.

> **Correlations**: Action Plan goal number four

3. The staff needs to identify grade level priority standards for Math and English and explore ways to use local data to monitor students' achievement of these standards, the Schoolwide Learner Outcomes, and readiness for college and career.

> The following actions have been divided to address the specific areas of Math/ English

> **Actions in Math:** Mathematics is an extremely challenging component for the school. Most of the students arrive with failing grades in this subject. The instructor balances most of the student's basic needs but is also able to offer an advanced math option for those who have the skill set. While following the Common Core Standards for Integrated Mathematics, the teacher prioritizes students' needs to follow state standards in the areas of the *Order of Operations, Seeing Structure in Expressions, Creating Equations, Reasoning with Equations, Inequalities, and Interpreting Functions*. These topics are all covered also, in the Big Ideas textbook which was recently adopted by the district. While working on these priorities, students can get supplemental support through the Get More Math program while others can be accelerated who have higher skills to address their individual levels as deemed appropriate.

> **Actions in English:** Cassina HS has always maintained a priority to have English courses taught by an instructor. A long-standing teacher who has worked in the district for many years of stability in this area. The familiarity with the subject is one of the school's

strengths. The reality of the "revolving door" of their students has significant impacts on the flow and design of their English courses. Additionally, students who are in 10th – 12th grades are provided lessons within specialized sections because of tailored instruction.

With this in mind, work is prioritized in reading and writing standards within the varied sections. The teacher works on listening strategies daily and has determined that an area of focus for all students is the speaking strand.

The following is a list of identified prioritized standards:

(1) *Standards for Reading*:

CCRA.R.1, CCRA.R.2, CCRA.R.6, CCRA.R.7, CCRA.R.10

(2) *Standards for Writing*:

CCRA.W.2, CCRA.W.3, CCRA.W.4, CCRA.W.6, CCRA.W.7, CCRA.W.9, CCRA.W.10

(3) *Standards for Speaking and Writing*:

CCRA.SL.3

(4) *Standards for Language*:

CCRA.L.1, CCRA.L.2, CCRA.L.4, CCRA.L.5

The English teacher worked with the administration to determine how the SLO's and curriculum could be aligned. One and two are addressed in every lesson. SLO three is addressed through the separate Senior English Class that centers around career exploration, scholarships, employment applications, and college exploration.

Results: Our state testing data documents the changing needs of our students well. It shows the inconsistent nature of the skills that the students bring to the table. While our testing shows slight improvements in some areas and lesser skills in others, we believe it is often due to a lack of effort. We believe that a better measure of our effectiveness is our use of local assessments Scholastic Reading and Scholastic Math. Additionally, our teachers are embarking on conducting pre-testing through the state testing system and implementing "Get More Math" in mathematics, which helps improve skills.

Correlations: SLO number four is addressed every day in the classroom. Action Plan number one.

4. Staff and administration are encouraged to participate in the WASC visiting teams and/or visit model continuation schools with the purpose of learning about how other continuation programs meet the needs of their at-risk student populations.

Actions: The administration has participated in the WASC online training programs. The staff members have been encouraged to join WASC visiting teams, but have yet to join one. This is due to various factors; one being the small number of faculty members and the lack of security at the start of this school year. Quite simply, staff did not believe they could be gone from school considering all our other commitment that arise. Therefore, they utilized our article reviews to discuss how other programs work with our student population. We found those discussions were very beneficial and the articles

provided our site with some other approaches to what we do each day to meet the needs of our students.

Results: The WASC training provided strategies centered around showing how to document what we do well for our visiting teams. The training also provided strategies as to how to engage all stakeholders in the WASC process. The article discussions provided new ideas to our staff as to how to work with our population. We believe that the largest impact was to just discuss how we were doing in relation to successful schools outside of our district.

Correlations: The principal has attended online training and this is no longer deemed as a critical need, but staff have expressed interest in being on a committee in the future.

5. The Sonora Union High School District needs to continue to work toward creatively using its limited resources to both provide equitable programs and to support the teachers and students at Dario Cassina High.

Actions: This topic, support for continuation schools, is often a point of contention where staff and students believe that most of the focus of the district is the comprehensive high school as a priority. Therefore, the staff works hard to use limited resources to support students. Below are a few of the resources allotted to benefit the students:

- Full-time counselor
- Full-time security
- Full-time Title One aide
- Increase in Special Education
- Curriculum alignment
- Facility upkeep/maintenance
- Full-time support staff
- Release time for staff development

Results: These continued supports all work together to make the staff and students successful.

Correlations: Action Plan number one, two and four

CASSINA HIGH SCHOOL REVISED ACTION PLANS 2018/2019

> **Goal 1** (Area of Improvement): **Student Academic Performance, Increased rigor of curriculum and development of individualized curriculum to meet student's individual performance levels.**

Rationale: Critical Need: Self Study analysis of ESLRS/SLOs, testing data and perceptions document the need for developing increased rigor/alignment of curriculum to Common Core Standards and CAASPP testing focus areas in Mathematics, English, and Social Studies.

Supporting 2018 Data:
- CAASPP data documented that in 2018, 6.25% of our students scored above standard in reading.
- CAASPP data documented that in 2018, 0% of our students scored above standard in writing.
- CAASPP data Documented that in 2018, 0% of our students scored above standard in Mathematic Concepts and Procedures, Problem Solving, and Communicating Reasoning.

Growth Target(s):
- Spring, 2019: Students in Mathematics and English will increase in the number of Advanced or Above Standard by 5%.
- Spring, 2019: In Mathematics and English 5% of our students will move from Below Standard-To At/Near Standard-Above Standard.

School-wide Learner Outcomes addressed: This portion of the Action Plan addresses SLO number one, "*Demonstrate the Ability to Read, Write, and Speak Effectively*". Additionally, this goal in the Action Plan aligns seamlessly with LCAP goal number one.

Impact on student learning of academic standards and SLOs: The Dario Cassina staff believes that this goal will have a direct impact on the students' learning and achievement of their students' goals as laid out in their SLOs. Increased rigor and Common Core alignment should better prepare students for a future that is career and college ready.

Monitor Progress Tools:
- CAASPP testing results
- Curriculum-embedded assessments
- Enrollment of students in higher level math courses
- More students completing higher level curriculum within APEX system.

Report Progress:
- Focus Groups and Leadership Team will evaluate program/performance for increased rigor and performance
- Action Plan Progress is evaluated annually by the Leadership Team and will be presented to the board/public along with the Single Plan for Student Achievement

Tasks	Responsible person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
1a. The entire staff will continue to apply rigor, through various models, by implementing a more practical definition of rigor through making curriculum more meaningful for students	Principal and staff	The district is committed to increasing rigor. Staff will attend technology trainings offered through the district, use *Tech Thursdays* for increased application, and work to research the fidelity of the rigor and apply this knowledge to courses	Informal assessments will be attendance of staff at the trainings and discussions with staff about increasing rigor within courses Formal assessment will be from CAASPP testing data	2018-2019	Monthly and weekly Leadership Team Meetings as well as District Lead Team Meetings

1b. English teacher will continue to analyze data for incoming students and differentiate courses based on performance	Principal and staff	None	English course offerings/ sections are distinguished by performance data of students	2018-2019	Every grading period - six weeks, meeting with English teacher and principal
1c. Mathematics teacher will attend *Get More Math* trainings offered through the district and implement program with students	Principal and staff	Attend mathematics trainings being offered at Sonora High School.	Formal assessment will be from CAASPP/ MAPS testing data	2018-2019	Monthly/ weekly Leadership Team Meetings and District Lead Team Meetings
1d. Mathematics teacher will analyze performance data for students and structure differentiated curriculum and coursework to meet student's performance levels individually	Principal and staff	None	After data analysis, the mathematics teacher will structure sections to meet the individual performance level of students	2018-2019	Every grading period - 6 weeks, meeting with Mathematics Teacher and Principal
1e. Social Science staff will work with the Social Science Department from the traditional high school to align the existing APEX course outlines to the new CAASPP/MAPS testing system.	Principal and staff	None	After meeting with the Social Science Department, staff will produce new pacing guides/course outlines for the APEX program to better align	2018-2019	Fall 2018: Social Science teacher will report to the Leadership Team about the Social Science curriculum alignment status

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Additionally, staff will work to encourage students to access the college and career readiness courses offered through APEX			with the CAASPP/ MAPS testing. Also, increased college and career readiness skills will be observed		
1f. The counselor will meet with students to increase the number of students who participate in dual enrollment at Columbia junior college and enrollment in district CTE programs	Principal and Counselor	None	Increase the number of students who are dual enrolled or attending CTE courses by 10%	2018-2019	Counselor will report to the Leadership Team the status of CTE and college courses weekly
1g. The school will continue to access the pre-testing option from the CAASPP system to provide more timely data to be used to improve our program	Principal and staff	None	The traditional high school conducted pre-testing on the CAASPP/ MAPS testing last year, and will do the same in Mathematics and English this year	2018-2019	Mathematics and English teachers will report to the Leadership Team a timeline of testing dates

Goal One Reflections: The V.C. team of 2016 voiced concerns about the overall rigor and individualization of the curriculum as one primary concern. In the fall of 2016, the district made the commitment to fund a full-time counselor position at Dario Cassina and this continues into the 2018/2019 school year. This was done under *Title One Funding* and vastly increased the services and analysis of student placement. This service allowed for evaluation of students' individual performance and true individual placement in higher levels of appropriate rigor, potential CTE courses, and junior college participation. Participation in both of these program

options increased in 2016-2017 and 2017-2018. Additionally, in the fall of 2016, the district formally adopted the *Big Ideas* curriculum for mathematics and the program continues into the 2018-2019 school year. In support of this program, the district also endorsed the *Get More Math* program which they are using to address the identified areas of concern within each students' math skills. Furthermore, individualized analysis of performance in mathematics is now used as a placement process for two math sections.

Goal Two (Area of Improvement): Develop a comprehensive system which addresses student achievement, performance, and motivation.

Rationale: Critical Need: The self-study process and analysis of SLOs documents identified lower achievement, performance, and motivation results of the students. Data shows fewer students going to college, attending CTE courses, and participating in training programs after high school. The Leadership Team attributes the nature of their school and the students' entered deficiencies as a major contributing factor.

Supporting 2018 Data:
- <5% of DCHS students are concurrently enrolled at Columbia College.
- <5% of students are enrolled in CTE courses offered through Sonora high school.
- Lower testing results as noted earlier on Goal #1 on CAASPP.
- Drop out data indicates an increase of 5% since the 2011-12 school year.

Growth Target(s):
- Spring 2019: 100% of students will have a formal learning /transition plan to guide them post-high school.
- Continuing every fall, over 95% of students will attend Columbia College Field Trip: Claim Jumper Day.
- Spring 2019: Student attendance and completion rate on the CAASPP testing will be observed to increase to over 95% participation.
- CTE participation and offerings will increase by over 5%.

School-wide Learner Outcomes addressed: This area of the Action Plan addresses SLOs numbers one-four. Cassina staff believes that motivation, achievement, and performance have an impact on every goal of their SLOs.

Monitor Progress Tools:
- CAASPP/MAPS data
- Attendance at Claim Jumper Day
- Post high school plan in place, data
- Enrollment in CTE courses data

Report Progress:
- Data reporting to the Leadership Team and the District Leadership Team
- Report to the board/public on data generated

Tasks	Responsible person(s) Involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting
2a. Staff and Counselor will work to ensure that all students, will be able to attend and participate in the Claim Jumper Day	Principal and staff	None	Attendance logs	Fall, 2018	Attendance and participation reported to the Leadership Team and the School Board
2b. Counselor will meet with all students to discuss a Formal Learning Plan, Post High School Plan, and potential CTE participation with every student	Principal and Counselor	None	File in place for 100% of the students with documentation of Learning Plan, Post High School, and CTE exploration plans	2018-2019	Data and information will be distributed to the Leadership Team
2c. Staff and Principal will work to develop a reward system to motivate students to perform on CAASPP	Principal and staff	None	Assessment of rewards system will be documented with increase in participation,	2018-2019	Data and information will be distributed to the Leadership Team after testing

Testing, to increase credits for improved scores			observed effort, and testing data		
2d. Staff will continue to encourage connections between local service organizations: Probation Department, Job Connection, and support the Big Brother Program	Principal and Staff	None	Assessment of connections with local service organizations will be through observation and log of visiting organizations	2018-2019	Observations and data will be reported to the Leadership Team
2e. Counselor will work to develop an advisory period to inform and educate, to increase motivation of students	Counselor	None	Record of advisories scheduled	2018-2019	In operation with 15 guest speakers for the 18-19 year. -Probation dept -Narcotics Anon -Inmates

Goal Two Reflections: The V.C. Team report of 2016 acknowledged the struggles of motivation by the students. The Leadership Team infers that much of the motivation issues are related to students lack of goals for their futures. It is the desire of the committee that all students will utilize the new counselor to explore school plans, devise a pathway for a career, and explore all options available. The team of DCHS continues to take a whole-school field trip to Columbia College where the students see firsthand the options available to them locally. With the awardance of the local grant, students are allotted their first year of college there tuition free. All of these strategies, along with an advisory period, are used with the intention of increasing student motivation. Furthermore, the counselor is working with students to develop a renewed passion for their future. It is believed that career exploration and planning is key for motivating students**.**

> **Goal Three (Area of Improvement): Student/Parent Support Services and involvement. Methods of securing more parent participation will be implemented to help foster greater support for their students.**

Rationale: Critical Need: Self-study analysis of data and the SLOs for the population of students documents the continued need for further seek-and-serve strategies to be developed by the staff and district to address the growing needs of the community. Additionally, parent participation in the process is a critical component of a student's success and needs to be a focus of study/efforts.

Supporting 2017-2018 Data:
- 79% of students receive lunch through the Free and Reduced Lunch Program.
- Cassina school dropout rate is holding around 5%.
- 36% of the student population has been homeless.
- 57% of the students do not live in a two-parent household.

Growth Target(s):

- 2018-2019: School Site Council will continue to monitor Title One Funding.
- 2018-2019: Parents, as stakeholders, will have increased involvement with school operation through Parent Night where we will have 5% parent participation.
- 2018-2019: All students/parents will have the option to access community support services through our counselor and staff.

School-wide Learner Outcomes addressed: It is the belief of the Leadership Team that parent support and involvement is conducive to support all the areas of the SLOs.

Monitor Progress Tools:
- Continued use of School Site Council
- Attendance at school-wide parent events
- Charting of increased access from parents to resources available locally
- Parent participation in Parent Night

Report Progress:
- Continued use of School Site Council will be reported to the school Leadership Team and the Board
- Attendance will be reported to Leadership Team

Tasks	Responsible Person(s) involved	Professional Development Resources	Means to Assess Improvement	Timeline	Reporting

3a. Principal will develop a plan to continue with a School Site Council for compliance to Title One Funding	Principal	None	Maintenance of School Site Council	Ongoing 2018-2019	School Site Council development will be reported to the Supt., Leadership Team, and the Board
3b. Principal and staff will offer parent information nights on a yearly basis	Principal and staff	None	Holding of parent meeting and attendance log	2018-2019	Attendance and relevant information will be forwarded to the Committee of the Whole and the Supt.
3c. Staff will develop a student needs survey to understand our student needs more clearly	Principal and staff	None	Completed Survey	2018-2019	
3d. Staff will inform web master to add information related to social services support available to our students and parents through our web page	Principal and Staff	None	Completed Web page update	2018-2019	Web Site will be available to the School Board

Goal Three Reflections: The V.C. identified concerns about parent involvement level in 2016 and 2018. Specifically, the committee from 2016 wanted Cassina to establish a Site Council.

This was accomplished in the 2016-2017 school year and has continued to now. Due to the size of the alternative site, a single Site Council team was devised to address the whole campus. The committee is composed of parents and staff from both Theodore Bird High School and Cassina High School. The Site Council reviews the district LCAP, Action Plans, and the Single Plan for both schools. Additionally, the Site Council discussed the self-review process in general. Furthermore, in the fall of 2017, the staff and administration organized a parent night for Cassina High School parents. They held a brief general meeting to discuss the goals developed for the students. As well as the afore above additions, the Leadership Team would like to point out another asset to the school around communication: because of the size of school and campus, the principal is available to meet with parents and students almost daily if needed. Appointments are often not scheduled because of the availability of staff to parents. Daily conversations occur about school and attendance.

Goal Four (Area of Improvement): **Develop a comprehensive professional development plan. This plan will be site-specific and complement the LCAP goals of the district.**

Rationale: Critical Need: Self Study findings, from the visiting committee and the Leadership Team indicate that DCHS needs an increase in counseling services. Staff also needs training in current educational research and technology use in the classroom for teachers and students.

Supporting 2018 Data:
- Observations from the Visiting Team and evaluation of student work samples documented a need for increased technology training for staff.
- Visiting Team and Leadership Team supports assertions that the staff at Cassina High School would benefit from increased exposure to current educational research related to teaching and working with the needs of alternative education students.

Growth Target(s):
- Maintaining of a 1.0 counseling position
- All staff will participate in a book/professional article club centered on current educational research related to working with at-risk students and relevant rigor.
- All staff will participate in technology training offered through the district and access Tech Thursday support.

School-wide Learner Outcomes addressed: The Leadership Team strongly believes that this goal impacts each one of their established SLOs.

Monitor Progress Tools:
- Counseling services will be maintained with Board and Supt. approval
- All staff will participate in book/professional articles activities
- Staff will attend technology trainings offered through the district

Report Progress:
- Leadership Team will monitor each of the tools and report to the Supt.
- Administration will monitor attendance at trainings for all staff

Tasks	Responsible Person(s) Involves	Professional Development/ Resources	Means to Assess Improvement	Time line	Reporting
4a. Counseling services will be maintained for Cassina High School	Principal, Supt., and Board	None	Continued position	2018-2019	Counseling performance will be reported to the Supt. and Board
4b. Create a professional learning community around current educational research	Principal and staff	Purchase books/articles	Participation of staff in group discussions	2018-2019	Participation in professional development will be discussed at District Lead Team Meetings
4c. Staff will participate in District Wide Technology Trainings and	Principal and staff	None	Increased use of technology will be observed by principal in classrooms	2018-2019	Observations of Principal will be shared with Supt. at District Lead Team Meetings

Tech Thursdays					
4d. All staff will be CLAD certified	Staff	None	All teachers are currently CLAD certified.	2018-2019	Completion of training program will be reported to the Supt.

Goal Four Reflections: Following the last full study report, the staff and principal began a campaign to increase counseling services to full-time. DCHS were rewarded for their efforts and now have a full-time counselor that continues into the 2018-2019 school year. With the district facing declining enrollment, the committee believes this will continue to be an ongoing campaign. Since the spring/fall of 2017 staff began and continues reviewing relevant educational research articles about working with at-risk students. Additionally, the technology support staff has worked with personnel to increase technology use and effectiveness. Lastly, the principal attended an online training program on the self-study process in the spring of 2016 following the WASC visit in March of that year.

III. Commendations and Recommendations

A. Commendations:
- **Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.**

With a long list of items to address DCHS has worked diligently to meet all of the past VC requests from 2016 and 2018 visits. The school needs time to transition away from VC only recommendations to items they feel will be most beneficial to the school and the students.

- The staff has begun to integrate Google classroom, APEX online curriculum, Kahoot, and scholastic testing and are actively looking for ways to integrate technology into meaningful and relevant lessons.
- Students have access to chromebooks and desktop computers which are used for APEX work, research, careers assessments and writing documents.
- Priority standards are completed for ELA and can be tied to local benchmarks and SLO's.
- Core subjects are aligned with offerings on the main campus to ensure an easier return path.
- Teachers and administration are working as one Leadership Team to review, assess and prioritize student needs.
- The addition of a counselor and a campus monitor have improved the visibility for students to see additional caring adults on campus.
- The staff and administration moral is high as they work together through the many changes being explored and implemented.

B. Recommendations:

- **Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.**
- **Identify any new areas of concerns, if applicable.**
  - Adjust goals to reflect long-range planning (into the 2022 school year)
  - Continue to expand CTE offerings at the DCHS campus.
  - Confirm having DCHS classified as an ASAM school, if it is not, for dashboard purposes
  - Create a consistent assessment (benchmark) schedule for ELA & Math (3 times a year) to demonstrate student growth other than through CAASPP.
  - Continue to work with the district to provide easier ways to support technology on campus, including more seats for Scholastic testing. Possibly dedicating 7-10 seats to DCHS.
  - Continue to work to develop alternatives to suspension and incentivize attendance.
  - Expand professional development opportunities for staff, especially those that will expose them to other programs (serve on a WASC team, visit other programs, etc).