Dario Cassina High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Dario Cassina High School
Street	251-A South Barretta Street
City, State, Zip	Sonora, CA 95370
Phone Number	209-532-1587
Principal	Robert Mayben
Email Address	rmayben@sonorahs.k12.ca.us
School Website	http://sonorahs.k12.ca.us/chs/dario-cassina/
County-District-School (CDS) Code	553-0019

2023-24 District Contact Information

District Name	Sonora Union High School District
Phone Number	209-533-8510 ex. 12
Superintendent	Edward Pelfrey
Email Address	ccostello@sonorahs.k12.ca.us
District Website	sonorahs.k12.ca.us

2023-24 School Description and Mission Statement

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 High School students are referrals from Sonora High School, the district's traditional high school. 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 high school in four years.

2023-24 School Description and Mission Statement

The staff at Cassina High School works 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 High School 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 August of 2022, all staff participated in a two day trauma informed practice workshop called the Personal Brain Model. In groups, students and staff have discussed and taken the Adverse Childhood Experiences (ACEs) worksheet. Social Emotional Learning is a priority at Cassina and our staff is commited to developing strong student staff relationships.

In March 2023, Cassina High School completed a Western Association of Schools and Colleges (WASC) visit and a 6 year accreditation with a 3 year revist was granted through June 30, 2029.

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	26
Grade 12	38
Total Enrollment	64

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.1%
Male	60.9%
American Indian or Alaska Native	1.6%
Hispanic or Latino	31.3%
Two or More Races	1.6%
White	64.1%
English Learners	4.7%
Socioeconomically Disadvantaged	60.9%
Students with Disabilities	18.8%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	39.43	29.60	68.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.20	9.78	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	60.57	4.70	11.04	12115.80	4.41
Unknown	0.00	0.00	4.30	10.15	18854.30	6.86
Total Teaching Positions	2.70	100.00	42.90	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.10	46.86	33.00	74.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.30	5.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	35.98	3.90	9.06	11953.10	4.28
Unknown	0.40	16.74	4.60	10.61	15831.90	5.67
Total Teaching Positions	2.30	100.00	44.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.60	0.80
Total Out-of-Field Teachers	1.60	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Online APEX computer program, New York Times Upfront magazine and various novels and workbooks from SUHSD approved book list and Freckle by Renaissance	Yes	0

Mathematics	Big ideas Learning, LLC, Erie, Pennsylvania, 2016 and Freckle by Renaissance	Yes	0
Science	Online APEX computer program, Earth Science Globe Fearon, Holt Environmental Science and teacherengineering.org	No	0
History-Social Science	Online APEX computer program and Exploring World History Globe Book Company, Teacher's Curriculum Institute (TCI) and Freckle by Renaissance	No	0
Foreign Language	n/a		0
Health	n/a		0
Visual and Performing Arts	n/a		0

School Facility Conditions and Planned Improvements

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. Cassina High Schools Administrators office and Counselors office are in 25+ year old portables. 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 and campus garden are used by various community groups in both formal and informal partnerships.

Year and month of the most recent FIT report	12/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Portables are old and showing wear both inside and out. Overall, campus is in good condition
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

	B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	8	4	52	47	47	46
Mathematics (grades 3-8 and 11)	0	0	21	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus 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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	28	87.50	12.50	3.57
Female	11	9	81.82	18.18	--
Male	21	19	90.48	9.52	5.26
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	8.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	18	81.82	18.18	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	33	30	90.91	9.09	0.00
Female	11	10	90.91	9.09	--
Male	22	20	90.91	9.09	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	13	86.67	13.33	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	20	86.96	13.04	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.56	5.17	26.58	23.59	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	58	95.08	4.92	5.17
Female	20	18	90.00	10.00	0.00
Male	41	40	97.56	2.44	7.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	21	19	90.48	9.52	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	31	96.88	3.12	9.68
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	33	91.67	8.33	3.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2022-23 Career Technical Education Programs

Dario Cassina High School students currently have access to the Sonora Union High School District Career Technology Educational (CTE) Cosmetology class and the College Career Access Pathway (CCAP) classes taught at Sonora High. The CCAP courses include Welding, Fabrication, EMT, CNA, and Fire Science . Students can also participate in Cassina work experience that offers students credit for working in the community. Our Cassina High School counselor uses career assessments to provide each student an opportunity to realize career interests and explore those interests. Students are able to work on job applications, resumes and scholarship applications with their Cassina High School counselor.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	53.97
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent input is encouraged welcome at Cassina High School and parents often stop by to check on their students' academic and social progress. Parents have easy access to teachers, counselors and administration and appreciate the quick response they get from Cassina Staff. Parents are often involved in student activities such as end of block and Holiday celebrations. Parents are notified of their students' academic progress with a total of twelve formal notifications that include six progress reports and six report cards throughout the school year. Parents are also notified of Cassina activites through a Parent Newsletter as well as the Parent Communicator through Aeries. A Parent Open House and Dinner was held this school year to inform parents about Cassina High School and answer any questions they might have about the school.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school Dropout Rates; • High school Graduation Rates; and • Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	39	24.1	22.7	13.6	6.1	8.4	9.4	7.8	8.2
Graduation Rate	56.1	75.9	77.3	82.6	93.5	90.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	44	34	77.3
Female	18	16	88.9
Male	26	18	69.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	31	25	80.6
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	33	24	72.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	12	7	58.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	92	79	67	84.8
Female	37	30	27	90.0
Male	55	49	40	81.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	1	100.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	29	27	25	92.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	2	2	100.0
White	56	46	38	82.6
English Learners	4	4	3	75.0
Foster Youth	1	1	1	100.0
Homeless	8	8	6	75.0
Socioeconomically Disadvantaged	58	52	44	84.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	17	15	12	80.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.41	31.82	40.22	4.20	15.32	13.88	0.20	3.17	3.60
Expulsions	0.00	1.14	1.09	0.00	0.44	0.35	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	40.22	1.09
Female	29.73	0
Male	47.27	1.82
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	37.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	42.86	1.79
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	41.38	1.72
Students Receiving Migrant Education Services	0	0
Students with Disabilities	47.06	0

2023-24 School Safety Plan

Dario Cassina High School Safety Plan is part of the Sonora Union High School District's Comprehensive School Safety Plan. This Comprehensive School Safety Plan was developed collaboratively with all district schools and adopted by the Board of Trustees of the Sonora Union High School District on February 2023.

Safety Plan Vision:
To support the philosophy and goals of the Sonora Union High School District we strive for a safe learning environment where students are empowered to achieve through strong connectedness to their school and community. Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that improve our schools' social and physical climate.

Components of the Safety Plan:
(A) Child Abuse Reporting Procedures
(B) Emergency Preparedness and Crisis Response Plan
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
(D) Procedures to Notify Teachers of Dangerous Pupils
(E) Discrimination and Harassment Policies
(F) School-wide Dress Code
(G) Procedure for Safe Ingress and Egress to and from School
(H) Emergency Action Plan for Extra Curricular Activities
(I) School Discipline Rules and Consequences
(J) A Safe and Orderly School Environment Conducive to Learning

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	5		
Mathematics	12	2		
Science	6	4		
Social Science	5	12		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	3		
Mathematics	10	3		
Science	7	5		
Social Science	5	13		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	7	1	0
Mathematics	17	2	0	0
Science	6	8	0	0
Social Science	5	19	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	64

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,820	$2,547	$11,272	$89,514
District	N/A	N/A	$16,672	$79,380
Percent Difference - School Site and District	N/A	N/A	-38.6	-4.4
State	N/A	N/A	$7,607	$78,566
Percent Difference - School Site and State	N/A	N/A	52.4	12.1

Fiscal Year 2022-23 Types of Services Funded

Funded staff salaries include, 3.5 FTE teachers, office clerical, guidance counselor, mental health clinician support, paraprofessional, campus supervisor and a site principal. Other types of services funded to support students include student computers, textbooks, consumable educational materials and online technologies such as Suite 360 and the APEX credit recovery program. The Hero student positive behavior reward system as well as the rewards earned by students are funded.

For the 2023-24 school year, Cassina High School has qualified for the Comprehensive Support and Improvment Grant (CSI). The CSI grant will bring $178,351 to the Cassina campus.
These funds will be used to:
1. Grant funded 1.0 FTE Youth Advocate position that will support student attendance, work completion, credit recover, data collection, vocational opportunities, help students access basic services and help support student mental health.
2. Cassina campus technology and device connections along with student and teacher computers will be updated or improved.
3. Professional Development will be provided to support staff better understanding the needs of our students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$43,216	$49,934
Mid-Range Teacher Salary	$74,436	$66,543
Highest Teacher Salary	$93,365	$98,389
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$133,248	$125,276
Superintendent Salary	$160,726	$150,478
Percent of Budget for Teacher Salaries	28.08%	25.54%
Percent of Budget for Administrative Salaries	7.75%	5.68%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

Professional development is supported as identified by the needs of the Alternative Education staff. The Sonora Unified High School District supports Wednesday morning meetings as the means to deliver continued ongoing professional development. The focus areas of our professional development have been around curriculum/rigor, technology and serving students who are at risk. Staff have had access to technology training opportunities and have had opportunities to work with SUHSD social emotional staff and develop strategies to support students. Most all Cassina Teachers, the Counselor and Student Advocate

Professional Development

have attended a Social Emotional Learning Personal Development training and currently participate in SEL activities on a regular basis.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	