



DARIO CASSINA HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**251 A Barretta Street
Sonora, CA 95370**

Sonora Union High School District

March 18-19, 2019

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

DARIO CASSINA HIGH SCHOOL

WASC MID-CYCLE PROGRESS REPORT

MARCH 18-19, 2019

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and the California State Department of Education

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SONORA UNION HIGH SCHOOL DISTRICT

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DARIO CASSINA HIGH SCHOOL
2018-2019 STAFF

Roy Morlan	Principal
Donna Berry	Secretary
Ed Cassinetta	Teacher
Chris Nugier	Teacher
Dina Pinocchio	Teacher
Sandra Myers	Teacher
Brian Annett	Title 1 Aide
Eric Knapp	Counselor
Matt Leamy	Network Technician
Jimmy Dockett	Campus Supervisor

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Preface

We would like to thank the visiting team members for taking the time from their busy schedules to come and visit our school. We believe that the WASC process has helped us to become a more effective school as a whole. The past few years have often been challenging, but we believe that our students are better prepared for the future as a result of the changes we have implemented.

Through these challenges we have continued to maintain that it is important to point out some expanded information about our school site as a whole and how the many different educational models on our site have worked together to assist our students with their education.

First: Dario Cassina High School is what is often referred to as a non-traditional school within the Sonora Union High School District. Given this fact, it is important to mention that our site is actually a combination of three separate schools that work together to meet many different students' needs. Cassina High School, which years ago would have been called a continuation high school, is our more traditional high school, where students attend on a daily basis. Theodore Bird High School, also located on our site, is an independent study high school where students meet weekly. The last program located on our site is Sonora Adult School, where students work independently and have meetings with their instructor once a week. All of these programs work together to address the individual needs of our students, often transferring students from one program to another to address students' needs.

Second: With this background information, it is also important to address the overall picture of the Sonora Union High School District. Cassina High School is subject to the implications of declining enrollment which the whole district is facing. This fact has resulted in the reduction of programs and staffing over the past decade. In spite of these issues, the staff members at Cassina have worked diligently to address the concerns raised by our various visiting teams.

Third: It is relevant to relay some facts about our staffing to the visiting team. Currently, we are staffed with 3.0 FTE instructors, 1.0 FTE campus security, 1.0 FTE Academic Counselor, and 1.0 FTE Title One aide. Only two of these instructors are full-time at Cassina as they also share time with other schools in our district.

Last: It is the opinion of our Committee of the Whole, that we need to discuss the recent probationary visit conducted in March of 2018. It is our belief that the visit went well as we received notice that we earned our accreditation. Our team spent many months preparing and implementing changes to our school that were well received by the visiting team at the time. With the limited time frame since that visit, we strive to further develop and clarify their current concerns. Our report is designed and developed in a way as to show the changes we made prior to the probationary report and then updated to document our improvements since the visit.

I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

➔ **Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

INTRODUCTION TO THE SCHOOL COMMUNITY

Dario Cassina High School is 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 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. Increasingly, many of the employment opportunities center around the health field with the addition and continued expansion of the Sonora Regional Medical Center. Other industries include manufacturing, mining, construction, agriculture, tourism, and timber. Economic growth is still limited, however, by the lack of readily available natural gas needed by industry and the lack of county-wide broadband penetration.

Most of the residents of the region are considered middle class, although there is a significant, growing, lower socio-economic population. In fact, the county ranks in the lower half of the state for median income. The recent economic downturn throughout the nation and the state led to an increasing number of lost jobs in the region. This has resulted in many families leaving the area. In fact, all the local schools are experiencing declining enrollment. This has also had an impact on student demographics as well. Data currently shows that approximately 73% of our 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.

Demographic indicators for the county show a decline in population since 2006, with the exception of 2011, due to both natural decreases as well as increasing negative net migration. In and out migration is largely with the neighboring counties of Stanislaus, Calaveras, and San Joaquin. Most age groups within our county have shown increasing numbers since 2000, but the number of school-age children (5-17) and older working, family-age adults (40-54) are decreasing. In fact, between 2000 and 2010, the school-age population decreased from 8,583 to 6,803. This has had a dramatic impact on the schools within Tuolumne County. Only those in the oldest-age category (85+) grew faster than the state average since 2000.

Additionally, the county's ethnicity profile is experiencing shifts. The county is still primarily a Caucasian community at 87.5%, but many ethnic groups are showing significant growth. The

Hispanic population has increased by over 44% in the past ten years; the African American segment of the population has grown by over 54%; and the Native American and Pacific Islander segment of the population has increased by 75% since 2000. This data highlights the ever-changing profile of our community and schools.

THE SONORA UNION HIGH SCHOOL DISTRICT

In addition to Dario Cassina High School, the Sonora Union High School District (SUHSD) also contains the traditional high school - Sonora High School, enrollment 961, an independent study high school - Theodore Bird High School, enrollment 50, and an Adult Education Program, enrollment 25. These programs combine to form the largest of three high school districts in Tuolumne County. As the numbers indicate, the district is still in declining enrollment and has been since the early 2000's.

THE HISTORY AND SETTING OF CASSINA HIGH SCHOOL

Cassina High School was named after Mr. Dario Cassina, a longtime county educator and past County Superintendent of Schools. He founded the school in the mid-1970's. Cassina High School shares a campus with Theodore Bird High School and the District's Adult Education Program. The campus also includes shared facilities with the University of California Master Gardeners, the Tuolumne County Art Alliance and the Tuolumne County Community Access Cable 8 studio, a gymnasium, and adjacent playing fields. These facilities are used at various times by Sonora High School athletic teams, several community sports programs, a local fitness center and the general public.

The campus is located at the original (now historic) Sonora Grammar School campus known locally as "The Dome." It was built in 1902. Cassina High School has a classroom building with four large classrooms (built in the 1950s, but extensively remodeled in the summer of 2006), a small gymnasium, a recently renovated playing field, a food service/eating area, and several portable buildings.

THE STUDENTS AT CASSINA HIGH SCHOOL

Most of our 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 referred due to poor attendance, poor academic performance, and 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. Additionally, some students are referred to a non-traditional school due to their prior placement or history in other districts.

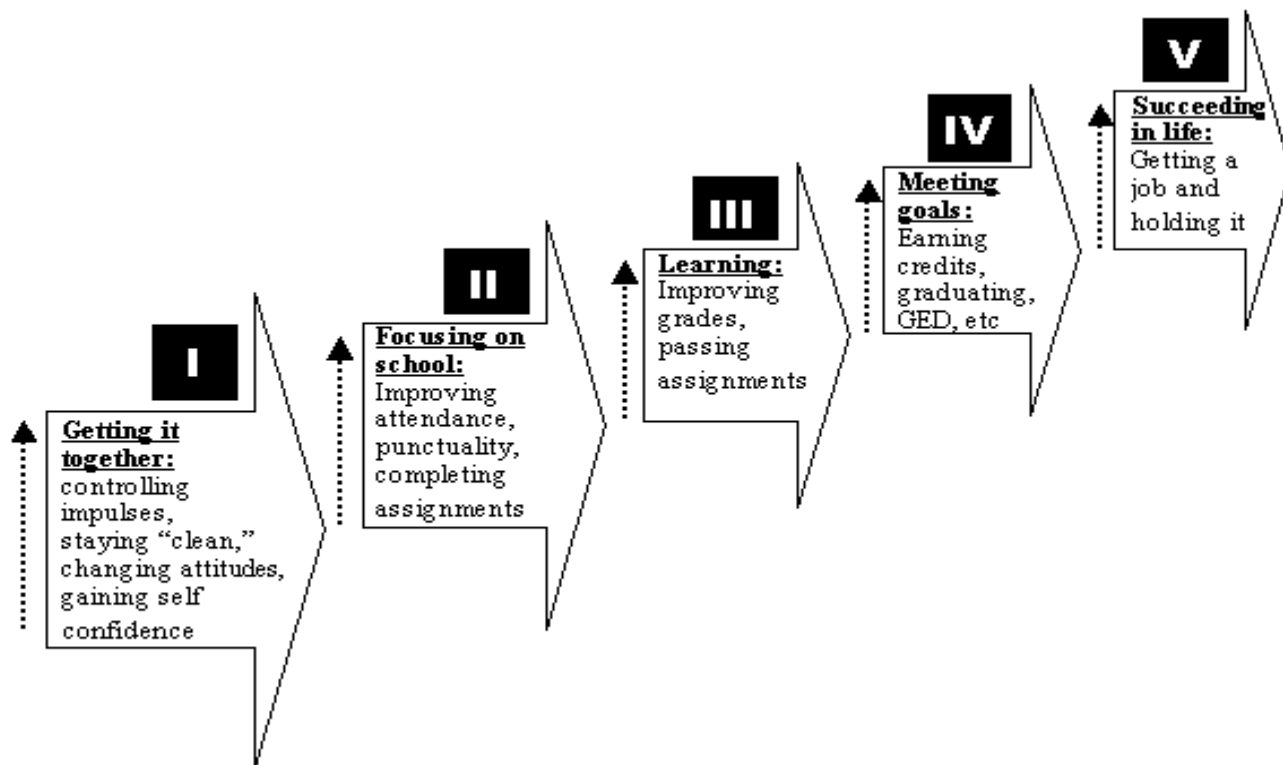
Cassina High School has also been impacted by the continued decline of population in Tuolumne County. This has resulted in a drop in the typical enrollment of roughly 65 students to an average enrollment of 40 over the past few grading periods. In conjunction with this overall decline in student population, there has been a significant change in the ethnicity of our student population. While the population is still predominantly white and English speaking, there has been a significant increase in our number of Latino students.

Additionally, a majority of our students are economically disadvantaged for various reasons. The reasons for this include single parent families, drug or alcohol infused homes, limited parental education levels, and the local economy's impact.

Student performance and evaluation at Cassina High School continues to be an ongoing process using many different measures. Our faculty has been a consistent follower of the State Alternative School Assessment Model. This model depicts much of what we believe in as a faculty and staff. It demonstrates the stages that many of our students pass through to reach eventual success. Additionally, our staff believes that this model works closely with Maslow’s hierarchy of needs, which we subscribe to as a staff. Simply put; if the student’s needs are not being met outside of school, then the student struggles to be productive in school without intervention services to meet their needs. This has consistently been an intangible point raised by many of our staff members to explain test results.

The Committee of the Whole has discussed this aspect for many years through the WASC process and has often discussed how we could measure this intangible effect on our students. Over the past few years, we elected to conduct a survey of our students and parents to determine the student support/influences outside of school. Following our Model of Alternative School Student Achievement is the data generated by our Committee of the Whole’s Survey. We believe that this data highlights the overwhelming needs of our students.

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



Dario Cassina High School ASC WASC Progress Report										
2018-19 Student Survey Results										
					Number			Percentage		
					Yes	No	Maybe	Yes	No	Maybe
1	Do you live in a two parent household?				17	18		49%	51%	
2	Do you consider school important to your future?				35	0		100%	0%	
3	Do you receive free or reduced lunch?				23	12		66%	34%	
4	What do you plan to do after graduation?									
		A. 2 year community college/junior college			15	4	9	54%	14%	32%
		B. 4 year college			13	10	7	46%	36%	25%
		C. Military			3	16	9	11%	57%	32%
		D. Full time employment			19	5	4	68%	18%	14%
		E. Vocational, technical, or trade school			11	14	2	39%	50%	7%
5	Have you ever been homeless?				13	22		37%	63%	
6	Are you or have you ever been in Foster Care?				7	28		22%	80%	
7	Do you eat three meals a day?				35	0		100%	0%	
8	Have you experienced bullying at this campus?				7	28		22%	80%	
9	Have you experienced bullying at other schools?				19	16		54%	46%	
10	Have you ever been a bully?				8	28		23%	80%	
11	What is your usual bed time during a school night?									
		A. Early			7			20%		
		B. 10:00 pm			9			26%		
		C. 11:00 or later			19			54%		
12	How many elementary schools did you attend?									
		A. 1			6			17%		
		B. 2			13			87%		
		C. 3			15			43%		
13	How many high schools did you attend?									
		A. 1			0			0%		
		B. 2			18			51%		
		C. 3			17			49%		
14	Have you ever been required to miss school to care				16	19		46%	54%	
15	Do you have internet access at home?				29	6		83%	17%	
16	Do you have a cell phone?				31	4		86%	11%	
17	Have you ever used drugs?				30	5		86%	14%	
18	How often do you use drugs?									
		A. Daily			19			54%		
		B. Weekly			4			11%		
		C. Monthly			5			14%		
19	Which drugs have you tried?									
		A. Alcohol			30			86%		
		B. Marijuana			30			86%		
		C. Acid			10			29%		
		D. Narcotics			7			20%		
		E. Mushrooms			13			37%		
		F. Salvia			1			0.03%		
		G. Crack			1			0.03%		
		H. Coke			7			20%		
		I. Horse Tranquilizer			1			0.03%		

The survey results from this year show some consistent patterns. Our students still attend way too many schools in their lives to provide positive connections, too many have been homeless, and far too many use drugs as a means to escape or cope with their reality.

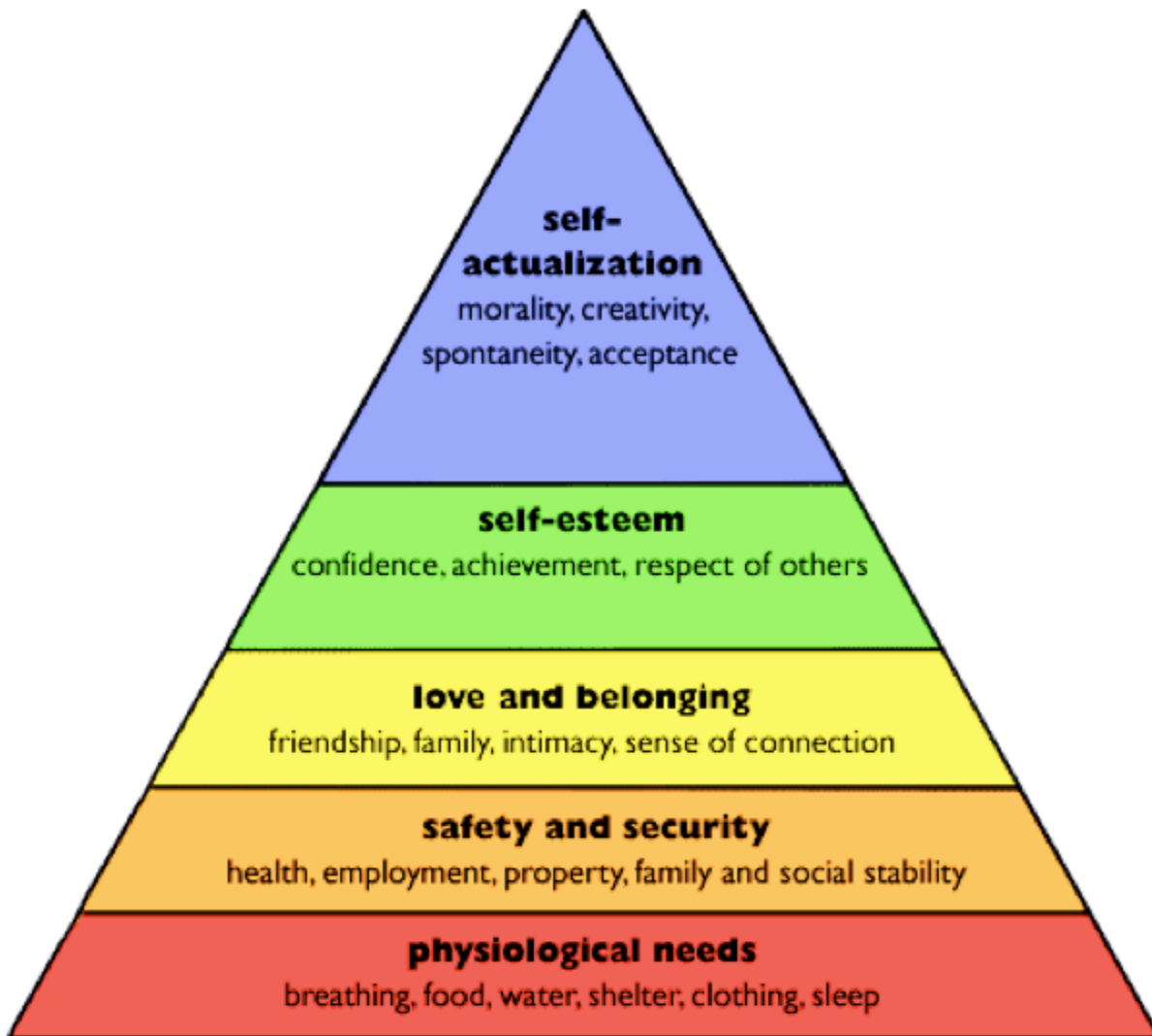
Dario Cassina High School ASC WASC Progress Report 2018 2017 Student Survey Results

		Number		Percentage	
		Yes	No	Yes	No
1	Do you live in a two parent household?	17	25	40%	60%
2	Do you consider school important to your future?	41	1	98%	2%
3	Do you receive free or reduced lunch?	34	8	81%	19%
4	What do you plan to do after graduation?				
	a. 2 year community college/junior college	23		55%	
	b. Military	5		12%	
	c. Full time employment	9		21%	
	d. Vocational, technical, or trade school	5		12%	
5	Have you ever been homeless?	13	29	31%	69%
6	Are you or have you ever been in Foster Care?	7	35	17%	83%
7	Do you eat three meals a day?	40	2	95%	5%
8	Have you experienced bullying at this campus?	11	31	26%	74%
9	Have you experienced bullying at other schools?	30	12	71%	29%
10	What is your usual bed time during a school night?				
	a. Early	3		7%	
	b. 10:00 pm	14		33%	
	c. 10:30 pm	4		10%	
	d. 11:00 pm	9		21%	
	e. Later	12		29%	
11	How many elementary schools did you attend?				
	a. 1	11		26%	
	b. 2	8		19%	
	c. 3	8		19%	
	d. 4	2		5%	
	e. 5	9		21%	
	f. More	6		14%	
12	How many high schools did you attend?				
	a. 1	0		0%	
	b. 2	21		50%	
	c. 3	12		29%	
	d. 4	4		10%	
	e. 5	3		7%	
	f. More	2		5%	
13	Have you ever been required to miss school to care for siblings or family?	26	16	62%	38%
14	Do you have computer & internet access at home?	28	14	67%	33%
15	Do you have a cell phone?	35	7	83%	17%

Data analysis: Our Committee of the Whole believes that this survey documents the increased needs of our students. The committee recognizes that even over the past year and a half the numbers have shown increases. More students receive free or reduced lunches, our homeless population is increasing, and over 50% of our students have attended three or more high schools. These realities add to the complexity of our population.

2016 STUDENT SURVEY RESULTS								
23 STUDENTS SURVEYED								
		NUMBER			PERCENT			
		YES	NO	UNSURE				
		YES	NO	UNSURE	YES	NO	UNSURE	
1	Do you live in a two parent household?	10	13		And grandma Step Parent	43%	57%	0%
2	Do you have brothers and sisters?	20	3			87%	13%	0%
3	Do you have access to the internet at home?	20	3			87%	13%	0%
4	Do your parents work outside the home?	21	2			91%	8%	0%
5	Does your family receive public assistance?	7	15	1		30%	65%	4%
6	Does your family have a reliable vehicle?	22		1	Not really	96%	0%	4%
7	Have you ever been on probation?	7	16			30%	70%	0%
8	Has anyone in your immediate family ever been incarcerated?	15	8			65%	35%	0%
9	Do you get a minimum of 8 hours of sleep per night?	7	12	4	Sometimes	30%	52%	17%
10	Outside of school, do you exercise regularly?	17	5	1		74%	22%	4%
11	Do you eat a healthy dinner most nights?	14	8	1		61%	35%	4%
12	Are both of your parents high school graduates?	10	8	5		43%	35%	22%
13	Do you live in a single family home?	15	6	1		65%	26%	4%
14	Have you ever been homeless?	8	15			35%	65%	0%
15	Have you ever had a job outside the home?	13	10			57%	43%	0%
16	Does anyone in your immediate family use illegal drugs?	4	17	2	Dad has a pot card	17%	74%	9%
17	Do you regularly use illegal drugs?	4	18	1	In the past	17%	78%	4%
18	Is there anything that motivates you to try your best on state testing?	13	9	1	Extra Credit A friend A fieldtrip Better GPA Money	57%	39%	4%

MASLOW'S HIERARCHY OF NEEDS



LEADERSHIP DISCUSSION OF STUDENT MOTIVATION

In a paper called, “A Theory of Human Motivation,” by Abraham Maslow, he outlines the stages of growth in humans. He explains the hierarchy of needs by indicating that people’s basic needs need to be met in order for people to rise to higher levels of functioning. He labels the basic needs of people as “deficiency needs.” These needs are considered fundamental to the development of person’s full potential.

Our Committee of the Whole has discussed this very issue many times over the years. We believe that many of our students do not receive the support and care needed at home to be successful. Our surveys over the past few years have highlighted the impact of our students’ needs.

Quite simply, our staff members believe that many of our students are too preoccupied with their basic needs to receive information and learn to their full potential. They report that they struggle with many of these issues with students on a daily basis. Therefore, our staff needs to recognize these issues and their impact and develop strategies to support our students. Another tremendous issue apparent from our surveys is the overall impact of drugs within our student population.

THE STAFF AT DARIO CASSINA HIGH SCHOOL

The school continues to be staffed with one principal. However many other staffing changes have occurred since our last self-study. Currently there are 3.0 FTE teachers, one secretary, one full-time campus supervisor, one full-time Title One aide, a .20 special education teacher, and 1.0 academic counselor, and a part-time custodian. All of these staff members work together to promote a positive school climate for all of our students.

Academically, the district as a whole has promoted homogeneous curriculum throughout our sites. Our staff members have been invited to participate in the adoption of standards-based curriculum with the traditional high school faculty. This has resulted in greater connectivity between the different sites in our district. Students should be able to move back and forth throughout our district as their needs change.

DEMOGRAPHICS OF STAFF

	FTE	M	F	ETHN	YRS IN ED	YRS CHS	YRS DIST	CREDENTIAL
PRINCIPAL ROY MORLAN	1.0	1		white	27	8	15	Clear Admin Svc - Adm K-12 Clear single sub – Soc Sci Clear Specialist Instruc – Learning Handicapped Clear Resource Spec Cert of Comp S1
SECRETARY DONNA BERRY	1.0		1	white	2	2	2	N/A
FACULTY DINA PINOCCHIO	1.0		1	white	24	13	15	Clear Single Sub English Clear Multiple Sub General SB 1969 Cert of Compl Staff Dvlp ELD & SDAIE
FACULTY ED CASSINETTO	.4	1		white	23	14	21	Clear sub RS1; Dept K-12 Business & Exam Clear Desig Subj Voc Ed – Crptry MAJ
FACULTY CHRIS NUGIER	1.0	1		white	26	6	25	Clear Single Sub Indus & Tech Ed Clear (Exp) Design Subj Voc Ed Drafting, Wood Tech, CLAD Certified-2018
FACULTY SANDRA MYERS	.4		1	white	23	4	18	Clear Single Sub Math R1S CLAD certified-2018
SP ED ROBERT MAYBEN	.20	1		white	21	1	21	SpEd Mild/Moderate Cred Masters in SpEd
COUNSELOR ERIC KNAPP	1.0		1	white	1	1	1	Pupil Personnel Svc Cred Masters Educational Counseling B.A.: Sociology Minor: Psychology

CLASSROOM AIDE BRIAN ANNETT	.8	1		white	4	4	4	B.A. Art Ed, Digital Graphic Cert CBEST Complete- Intern Eligible
SECURITY JIMMY DOCKETT	1.0	1		African American	5	1	5	N/A
CUSTODIAL			1	white				N/A

EXPECTED SCHOOL WIDE LEARNING OUTCOMES

The following School Wide Learner Outcomes reflect the modifications the Committee of the Whole developed for our ESLR’s/SLO’s during the WASC process over the years. The team believes, based on our prior research on Maslow’s Hierarchy of Needs and our trusted Model of Alternative School Student Achievement, that the personal needs of our students often outweigh their school success academically.

The team wished to develop measurable indicators to the SLO’s so that data could be analyzed in future WASC processes. The team believes that if the indicators are met by the students, then the overall goals of the SLO’s should be successfully completed.

**DARIO CASSINA HIGH SCHOOL’S
ESLR’S / SCHOOL WIDE LEARNER OUTCOMES**

THE GRADUATES OF CASSINA HIGH SCHOOL WILL:

➤ **DEMONSTRATE THE ABILITY TO READ, WRITE, AND SPEAK EFFECTIVELY**

- Convey thoughts effectively in writing
- Read with comprehension and fluency
- Speak and listen effectively and respectfully to others
- Apply reading, writing, and speaking skills reflectively

MEASURABLE INDICATORS:

- Informal common assessments, interactive journals, and class participation
- Formal assessment data

➤ **USE KNOWLEDGE AND TECHNOLOGY TO SOLVE PROBLEMS, MAKE DECISIONS, AND COMPLETE PROJECTS**

- Apply problem solving processes to real-life situations
- Identify, organize, analyze, and assess information
- Understand the role of technology in higher education and the work place

MEASURABLE INDICATORS:

- Successful completion of coursework through Apex program
- Appropriate performance on teacher assessments requiring technology

➤ **GAIN THE KNOWLEDGE, SKILLS, AND EXPERIENCE NEEDED TO ENTER A CAREER FIELD, A TECHNICAL INSTITUTION, A COMMUNITY COLLEGE SYSTEM, OR MILITARY SERVICE**

- Set and achieve goals
- Be aware of future opportunities
- Utilize test-taking strategies

- Write resumes and fill out applications

MEASURABLE INDICATORS:

- Successful completion of college applications, applying for scholarships, and attendance at Claim Jumper Day
- Participation in the ASVAB and earning credits through work experience toward graduation

➤ **DEMONSTRATE PERSONAL AND CIVIC RESPONSIBILITY**

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

MEASURABLE INDICATORS:

- Attendance records and credit reduction due to attendance
- Reduction of suspension and increase in earned off-campus passes
- Reduction of tardies

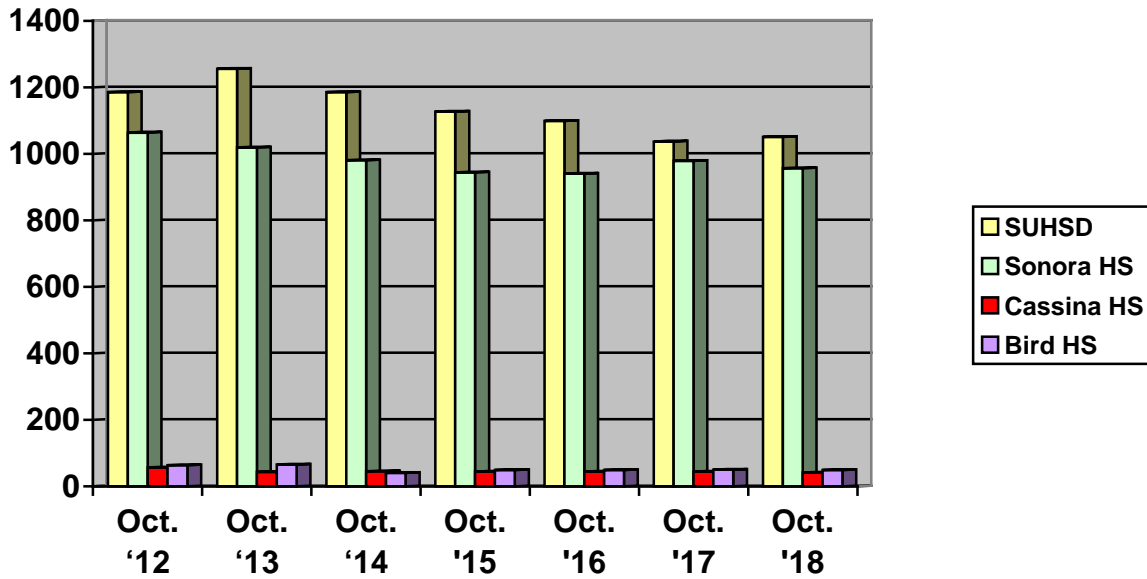
STUDENT DEMOGRAPHIC DATA

The Sonora Union High School District has continued to experience a significant decline in enrollment over the past decade. Prior to 2005, enrollment at Cassina High School was closer to 75 students with four full-time teachers. Since that peak, the target enrollment has dropped to 55 with the loss of a partial FTE in spring 2005. The continuing decline of district enrollment has led to further reductions in staffing to 3.0 FTE teachers and an average Cassina enrollment in the mid 40’s in 2018. Currently, we are continuing to maintain around 45 students for the 2018/2019 school year.

ENROLLMENT FOR SONORA UNION HIGH SCHOOL DISTRICT 2012 - Present (Oct. CALPADS)

	Oct. 2012	Oct. 2013	Oct. 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018
SUHSD	1186	1127	1099	1037	1036	1079	1051
Sonora HS	1064	1019	981	944	940	979	961
Cassina HS	57	43	45	44	44	44	41
Bird HS	63	65	40	49	49	50	49

ENROLLMENT COMPARISON ALL DISTRICT SCHOOLS



This chart shows the steady decline of students from a high of over 1200 students in 2013 to where we are today- just over 1000 students for the district. Currently, we have started to notice a relative slowdown in the decline witnessed in recent years.

CBEDS

2015 CBEDS @ Cassina High School

	Male				Female			
	Hispanic	Amer. Indian	White	Multiple	Hispanic	Amer. Indian	White	Multiple
Grade 10	0	0	1	0	0	0	0	0
Grade 11	2	0	9	1	3	1	2	0
Grade 12	7	1	10	0	1	0	6	0
TOT.	9	1	20	1	4	1	8	0
44	3.96%	.44%	8.8%	.44%	1.76%	.44%	3.52%	0

2016 CBEDS @ Cassina High School

	Male				Female			
	Hispanic	Amer. Indian	White	Multiple	Hispanic	Amer. Indian	White	Multiple
Grade 10	1	0	0	0	0	0	0	0
Grade 11	2	1	6	2	3	1	2	0
Grade 12	2	0	12	0	1	1	2	1
TOT.	5	1	18	2	4	2	4	1
40	2.2%	.40%	7.2%	.80%	1.6%	.80%	1.60%	.40%

2017 CBEDS @ Cassina High School

	Male				Female			
	Hispanic	Amer. Indian	White	Multiple	Hispanic	Amer. Indian	White	Multiple
Grade 10	0	0	0	1	0	0	2	0
Grade 11	3	0	8	2	3	0	1	0
Grade 12	2	0	6	2	4	1	9	0
TOT.	5	0	14	5	7	1	12	0
44	2.2%	0	6.16%	2.2%	3.08%	.44%	5.28%	0

2018 CBEDS @ Cassina High School

	Male				Female			
	Hispanic	Amer. Indian	White	Multiple	Hispanic	Amer. Indian	White	Multiple
Grade 10	0	0	0	0	0	0	0	0
Grade 11	7	1	20	2	1	0	7	0
Grade 12	2	1	5	1	1	0	2	1
TOT.	9	2	25	3	2	0	9	1
51	4.59%	1.02%	12.75%	1.53%	1.02%	0	4.59%	.51%

This series of charts shows the changes in our school's ethnicity. It is hard to describe an overall pattern as it changes from year to year. Multiple ethnicities is showing an increase while the Hispanic and White population continue to fluctuate.

ATTENDANCE, ENROLLMENT, AND DROPOUT RATE

The **Average Percent Attendance** rate has been relatively consistent over the past ten years. Typically, our attendance rate is in the mid-80s to mid-90s. However, the average attendance rate has shown a decline this year compared to past years.

AVERAGE PERCENT ATTENDANCE COMPARISON

Mo	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1	85%	83%	93%	91%	87%	85%	87%
2	60%	85%	92%	89%	83%	84%	83%
3	86%	86%	88%	79%	75%	84%	75%
4	78%	78%	89%	81%	76%	84%	76%
5	75%	95%	91%	83%	86%	79%	86%
6	87%	92%	91%	84%	86%	82%	
7	79%	84%	81%	83%	68%	80%	
8	90%	87%	95%	85%	81%	92%	
9	91%	89%	93%	98%	88%	88%	
10	87%	93%	92%	80%	92%	88%	
11	88%	96%	86%	73%	96%	88%	
AVG	85%	83%	90%	91%	84%	84%	

AVERAGE ENROLLMENT & DROPOUT RATE

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
AVG. ENROLL	55	49.6	49	40	42	44
UNDUPLICATED	126	110	100	90	94	93
DROPOUTS	5	7	5	5	3	0
DROP. RATE	6.3%	7.7%	5%	4.5%	2.82%	0%

There has been a noticeable decline in dropouts as compared to 2015-2016. This could possibly be attributed to the increased counseling services. Two years of data is not significant enough to draw conclusions.

FREE AND REDUCED LUNCH

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	As of Oct 2018
TOTAL UNDUPL. ENRL	126	110	100	44	44	88	38
QUALIFYING STUDENTS	90	84	68	28	27	49	28
PERCENTAGE	72%	76%	68%	63%	61%	57%	73%

With the continued decline of the local economy, the Committee of the Whole believes that the Free and Reduced Lunch program will remain consistent with over two-thirds of our students needing this support. There might be slight adjustments to the percentage, but the need is clearly evident.

**CAASPP RESULTS (ALL STUDENTS)
ENGLISH LANGUAGE ARTS/LITERACY**

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	21	24	17	19	20	16	18	20	16	90.5	83.3	94.1
All Grades	21	24	17	19	20	16	18	20	16	90.5	83.3	94.1

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2495.	2473.	2448.	0	5.00	0.00	11	5.00	12.50	33	25.00	18.75	56	65.00	68.75
All Grades	N/A	N/A	N/A	0	5.00	0.00	11	5.00	12.50	33	25.00	18.75	56	65.00	68.75

Reading

Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	5.00	6.25	61	35.00	43.75	28	60.00	50.00
All Grades	11	5.00	6.25	61	35.00	43.75	28	60.00	50.00

Writing

Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	5.00	0.00	17	25.00	25.00	83	70.00	75.00
All Grades	0	5.00	0.00	17	25.00	25.00	83	70.00	75.00

Listening

Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	10.00	0.00	39	55.00	50.00	50	35.00	50.00
All Grades	11	10.00	0.00	39	55.00	50.00	50	35.00	50.00

Research/Inquiry

Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	5.00	0.00	50	25.00	31.25	50	70.00	68.75
All Grades	0	5.00	0.00	50	25.00	31.25	50	70.00	68.75

Analysis of English testing results:

Our Committee of the Whole discussed last years CAASPP testing results in English Language Arts/Literacy as a group. We think it is fair to discuss the reality that many students are referred to our site often right before testing and their results can often be attributed to their past school of attendance, but we are aware of our own duties to assist students with their continued development. When analyzing the English data it is notable that we increased in the number of students meeting the standard by over 7% over the 2016/2017 testing cycle. Additionally, we noted that our students who scored above standard declined significantly. The Committee maintains that due to our transient and ever changing population it is extremely difficult to ascertain constants or trends.

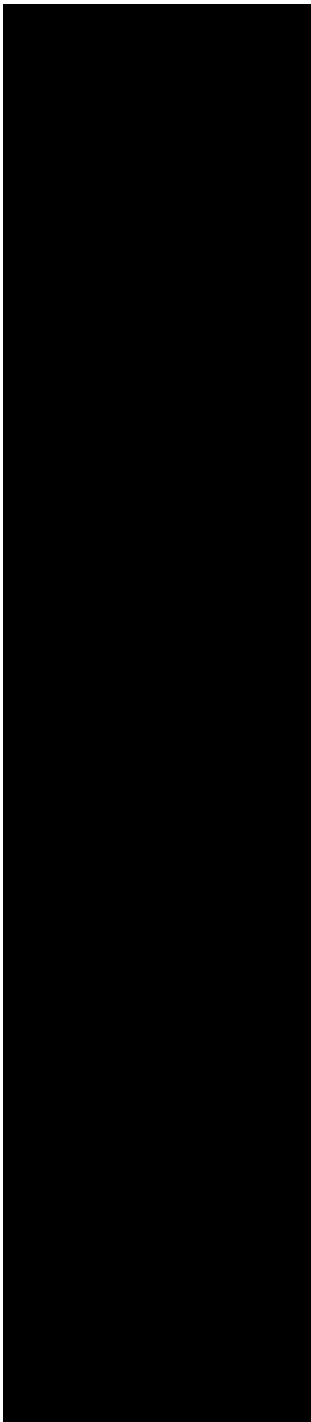
CAASPP RESULTS (ALL STUDENTS) MATHEMATICS

Overall Participation for All Students															
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 11	21	25	18	19	21	17	17	21	17	90.5	84	94.4			
All Grades	21	25	18	19	21	17	17	21	17	90.5	84	94.4			
Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2440.	2422.	2445.	0	0.00	0.00	0	0.00	5.88	0	4.76	11.76	100	95.24	82.35
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	5.88	0	4.76	11.76	100	95.24	82.35
Concepts & Procedures															
Applying mathematical concepts and procedures															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	0	0.00	0.00	0	0.00	17.65	100	100.0	82.35						
All Grades	0	0.00	0.00	0	0.00	17.65	100	100.0	82.35						
Problem Solving & Modeling/Data Analysis															
Using appropriate tools and strategies to solve real world and mathematical problems															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	0	0.00	0.00	24	19.05	17.65	76	80.95	82.35						
All Grades	0	0.00	0.00	24	19.05	17.65	76	80.95	82.35						
Communicating Reasoning															
Demonstrating ability to support mathematical conclusions															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 11	0	0.00	0.00	29	33.33	47.06	71	66.67	52.94						
All Grades	0	0.00	0.00	29	33.33	47.06	71	66.67	52.94						

Analysis of Math testing results:

Our Committee analyzed the results for mathematics and found similar results as English. Overall achievement shows growth by over 6% in the standard met to standard nearly met columns. This documents movement in the right direction. Continued growth is why we adopted the “Big Ideas” and supplemental program “Get More Math.” The improved results could be attributed to the changes. More data over the years will hopefully provide us with trend information. Specifically, this data shows growth in communicating, reasoning, concepts and procedures.

Reading Inventory, Scholastic Reading Test Results



	2/18/16	205	493	+288
				0
10/24/18	1479		1479	0
				0
2/18/16	910		890	-20
4/13/15	511		991	+480
2/23/16	921		607	-314
2/18/15	1198		1277	+79
12/4/18	1163		1163	0
2/24/16	983		824	-159
2/19/15	1152		1358	+206
12/18/16	953		399	-554
10/30/18	1283		1283	0
2/24/16	1340		1383	+43
2/19/16	920		920	0
9/27/17	828		828	0
2/23/16	692		480	-212
2/24/15	845		1141	+296
2/19/15	1227		1345	+118
2/24/16	1012		1069	+57
8/12/15	910		830	-80
2/16/16	948		790	-158
2/26/15	1144		1144	0
2/19/16	1213		1321	+108
2/19/16	1317		1181	-136
2/26/15	1191		1191	0
8/15/16	1082		1310	+228
2/24/16	851		961	+110
10/24/18	580		580	0
11/2/18	1289		718	-571
11/2/18	830		830	0
10/26/16	1067		1212	+145
2/18/16	905		1203	+298
2/19/16	819		1173	+354
12/1/16	1191		1191	0
2/16/16	843		781	-62
2/24/16	1043		861	-182
2/23/15	1062		922	-140
8/15/16	374		793	+419
2/24/15	1311		1257	-54

Testing-Reading

In looking over our first round of scholastic reading testing the results show slight improvement of the twenty nine students who were previously tested at Sonora High School. Seventeen showed improved scores. This rounds out to 58% of the students improving. The team is optimistic about the results, but further testing is needed to determine a pattern or trend.

II: Significant Changes and Developments

- **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.**

In light of the circumstances, being placed on probationary status as a result of our 2016 visiting team report, our Committee of the Whole would like to separate the accomplishments made between 2016 and our most recent visit of 2018 where we addressed many concerns in this year's Mid Term Report. Therefore, our report will address the continued refinement of our efforts to address the 2016 visiting team concerns and our continued efforts to address the 2018 visiting team recommendations. We will attempt to clarify our accomplishments by using timeline headings to identify the different dates of our continued efforts.

The visiting team from 2016 had the following concerns which were addressed in March 2018 during our probationary report:

- There was a concern about teacher credentialing: All of our teachers are highly qualified in their areas of instruction with the exception of physical education. Teachers either have degrees in their field or were HOUSSED in the instructional field.
- There was a concern raised about counseling services: Since our last "Self Study" the district has supported a full-time counselor at our site beginning in the fall of 2016.
- Concern was raised about participation of parents, staff, and students in process: Much effort was made to begin a Site Council, conduct surveys of parents and students and hold a parent night to increase participation in the process.
- Concern was raised over clarification of SLO's to students: SLO's are presented to students at our family meeting at the beginning of each grading block by the Principal and teachers have incorporated discussions of specific SLO's during their lesson plans.
- Analysis of data was a concern of V.C. team: Data has been reviewed by Committee of the Whole and outcomes were incorporated into action plans, used to modify SLO's and related to LCAP development, ie: addition of counselor position in 2016.
- Alignment of Long Range Plans to areas of need: Staff and District worked to increase services to meet the needs of our school such as adding a full-time counselor position.
- Concern was raised about lack of Site Council: Site Council was added for the entire site in 2016-2017 school year and continues into 2018-2019.
- Concerns were raised about reviewing Action Plans, SLO's, SPSA, and LCAP goals: All of these plans are reviewed annually by the Committee of the Whole and staff for alignment to goals.
- Concerns were raised about Professional Development: The district provides professional development for all staff, rigorous curriculum development and other trainings. Additionally, our staff embarked on a more site-based article review program to address the social/emotional needs of our students.
- Concern was raised about the correlation between resource allocation to achieve our vision, mission, and SLO's in relation to our LCAP: Staff and Administration discussed needed counseling support for our students and it was included in District LCAP along with professional development of curricular needs to meet Common Core Standards.

- Concerns were raised around APEX's effectiveness with regards to standards and learning: Staff worked to develop new APEX courses, prescriptive/core, which allows pre-testing of students existing knowledge and post-testing to establish learning results. This helps to document the effectiveness of our program.
- Concern was raised around formal learning plans for our students: Our counselor has worked with all students to explore learning goals and establish college and career pathways for all of our students.
- Concerns about rigorous curriculum were raised: English and Mathematics instructors participated in rigorous curriculum design training. APEX was evaluated for Common Core alignment and prescriptive APEX program was adopted to ensure effectiveness to standards of program.
- Concerns were raised about technology use in courses: Our site instituted a new radio course where students worked to broadcast, through the use of technology, a show over the radio. Teachers have additionally worked with our district technology technician to increase technology use to more than word processing skills through our Technology Thursday Program.
- Concerns were raised about the physical facility: District and site continue to add improvements and maintain the facility.

Specific Staffing Changes:

Addition of full-time counselor

Hiring of a new site secretary

Impacts:

Counselor position allows significant changes to our campus. Counselor meets with all students to develop schedules for academics, develops career/college transition plans, supports students emotionally and addresses career exploration.

Progress since March, 2018 Visiting Team Report

Background: In addition to the previous section of concerns from the 2016 report that we addressed in 2017-2018, our team specifically addressed the latest concerns from the 2018 report. The following is a breakdown of those critical areas identified and the actions taken to address them.

Critical Areas:

1: Need for counseling services to support the specific needs of the student population.

Actions: The district has continued to maintain a full time counselor for our school site. The primary focus areas identified for our counselor include; career interest surveys, developing four year/post high school plans, counseling for interpersonal needs, academic counseling, CTE counseling, mentor development, transitioning to community college, providing a food bank, and organizing an Advisory Speaker Program.

2: Exposure to current educational research that emphasized working with alternative student populations and providing an instructional program that prepares students for college, career and life.

Actions: Continuing in our educational research we have read/discussed multiple articles about working with our student populations. Much of our research has focused on rigor and discipline issues. In addition, we have

embarked on working with a behaviorist to discover strategies in working with our population of students to help support their growth in education and life. Access to this Behaviorist was gained through a grant from the Tuolumne County Office of Education.

3: Evaluation and alignment of the online Apex curriculum to the Common Core Standards.

Actions: Once again, the Apex program went through changes last summer. Our staff responded by adapting this changed curriculum to our grading periods and to align the components to Common Core Standards by consulting with subject specific staff at our comprehensive high school.

4: Utilization of direct instruction methods to provide the unique student population at Dario Cassina with the support they need in achieving Common Core Standards.

Actions: The circumstances of declining enrolment have impacted our delivery model over the years. Despite these realities our staff has worked to modify how we do things where possible. In addition to keeping up with Common Core curriculum ex: “Big Ideas” in mathematics we have also added “Get More Math” this year to supplement the program. Get More Math targets weak areas identified through student interaction with the problems online. It generates problems until students successfully answer the problem a designated number of times on their first attempt. Additionally in English we have worked with a new focus on “Rigor” being more related to motivating topics by adding a Radio Broadcasting class. Through these efforts, we hope to increase their excitement through interesting and beneficial activities. Furthermore, we have continued to address student performance in Apex. While we have continued to provide pull out support through our Title One aide, we have also added a class section being taught by our special education teacher. We have found that this helps increase student performance.

5: Explore ways to use local data like pre and post testing to monitor students’ achievement of Schoolwide Learner Outcomes, Common Core standards and readiness for college and career.

Actions: We are pleased with the changes within Apex that allow us to now document the effectiveness of the program. The current pre/post testing results allow us to document the growth of our students through Apex. Additionally, the new “Get More Math” program allows us to target student areas of need and support students through struggling areas of focus. Furthermore, we have tested all of our students with scholastic reading assessments with the goal of further assessment to record progress.

6: Develop lessons that use technology in ways beyond research and word processing.

Actions: In an effort to fully articulate the use of technology within our 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- In addition to continuing with our English Radio class where students work with sound booth equipment to produce a thirty minute broadcast with our local radio station, we have incorporated many other technology based instructional methods. Our English teacher has broadened our program to work with the California Career Zone website where assessments in skills and interests are investigated online. Additionally, through this website, students research job choices. Furthermore, in addition to working with chrome books to edit writings, the students work to complete job applications, use Glogster program to prepare class presentations, M.U.G. (independent grammar correction/class collaboration) sentences, use Tween News for articles of the week, and journal entry through which some are internet based.

Additionally, our English teacher has incorporated Podcasts (questions and response), You Tube videos linked to PowerPoint presentations, Ted Talks, Prezis and other Power Point presentations. Our English teacher would also like to share that she is currently doing a Football and concussion research unit where students conduct independent research on chrome books, will collaboratively list pros and cons through shared documents using Google. Students will then share as a class results and compile a summative position statement working with partners.

Apex Program- This program includes many technology facets which help develop students' skills. Apex includes interactives such as maps, timelines, primary source photos, videos, matching, fill in the blank activities, surveys and short response questions. Apex is also available auditorilly to all the students, allows for pre-testing, refers students to further websites and primary source materials.

Art- Through our Art program technology has been incorporated by having students use chrome books to design their projects, print examples, and research artists. The students also do word processing with pictures for their presentation layouts. The teacher scans student work, shows slide shows, videos, previous student's work using the projector. Additionally, the teacher uses the desktop camera for lessons.

Science- The 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 You Tube ad Khan Academy diagrams, videos and charts.

Counseling- Our counselor incorporates Careerstop.com to conduct interest assessments for all of our students. He also accesses the ASVAB for career development research. Furthermore, the students work with online programs to complete our community college application and online FAFSA application.

Math- Students in the first block are given the Big Ideas prerequisite skills test to determine student areas of strength and weakness that need to be addressed in the Math 1 coursework. The teacher also looks at the student transcripts to determine whether their Algebra 1 requirements have been met. If it has, those students are allowed to work independently on Geometry, Math 2, or Practical Math.

The teacher has received training in using "Get More Math" in the classroom. Get More Math allows students to do math work online using individual chrome books and generates problems for students to attempt in chosen math topics. Problems are generated until a student successfully answers the problems a designated number of times on their first attempt. This program provides immediate feedback to both the student and teacher on their efforts. Get More Math will be used to familiarize students with doing work online, which should help them be more successful in their 11th grade math CAASPP testing. Students will also take the Smarter Balanced Practice tests to become more familiar with the testing format and the types of problems that they will encounter on those exams.

The teacher also uses Turning Technology's Mobi tablet to create documents that can be projected on the board and has an interactive pen which allows the teacher or students to demonstrate work on the board. Some of the students working independently in Math 2 are using and becoming more familiar with graphing calculators, such as the TI-83 and TI-84.

7: Promote student awareness of Schoolwide Learner Outcomes.

Actions: The staff and principal are continuing to emphasize SLO's within their classrooms discussing them during schoolwide "family meetings" and the counselor discussing through individual meetings with students.

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

Actions: The school facility annually goes through inspection. The staff finds that repairs are done in a timely manner by maintenance staff and the facility is in good order. Additionally, the bell system is functioning and in good working order.

The Visiting Team of 2018 also had the following recommendations.

Background: In addition to the previous eight critical areas discussed, the Visiting team from 2018 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. To avoid being repetitious, we opted to not repeat this information.

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 technology methods to address remediation and support for academics. Within mathematics we now use Get More Math which is similar to Khan Academy. It allows for targeted support for students in weak mathematic skill areas. In another arena, our counselor is accessing freeware to conduct career assessments for all our students, Furthermore, our English teacher, with the support of our Title One aide is using Scholastic Reading to assess and monitor the academic success of our students. Finally, our Apex instructors are utilizing the pre-testing derived data to recognize students for our pull out support programs.

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 and English.

Actions: Math: Mathematics is an extremely challenging component for our school. Most of our students come to us with failing grades in this subject. With 18 years of experience at comprehensive high schools and a B.A in Mathematics and a Master's degree in education, she is qualified to teach at a high level, but most of our students have many deficits. Therefore, our 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 she follows the Common Core Standards for Integrated Mathematics, she prioritizes students' needs in the areas of order of operations, Seeing Structure in Expressions, Creating Equations, Reasoning with Equations, Inequalities, and Interpreting Functions. These topics are all covered in our Big Ideas textbook which was recently adopted by our District. While working on these priorities, she also supplements with "Get More Math" which is an intuitive program that focuses on filling in the gaps of the students' mathematical

skills. Additionally, she accelerates students with higher skills to address their individual levels when appropriate.

English: We have always maintained a priority to have English courses taught directly by an instructor. The fact that we have a proficient instructor who worked at Sonora High School for many years provides us with an advantage in this area. Her familiarity with the subject is one of our strengths. The reality of the “revolving door” of our students has significant impacts on the flow and design of our English courses. Additionally, she instructs students who are in 10th – 12th grades within a small amount of allocated sections.

With this in mind, she prioritizes reading and writing standards within her sections. She works on listening strategies daily and has determined that her weakest strand is the speaking strand. She works to maintain consistent flow, despite the ever changing population which is a constant challenge. Her priorities are often shuffled due to these changes and the individual needs of her students, and the goals of getting students to produce work.

The following is a list of her prioritized standards:

- | | |
|-------------------------------------|-----------|
| Standards for Reading- | CCRA.R.1 |
| | CCRA.R.2 |
| | CCRA.R.6 |
| | CCRA.R.7 |
| | CCRA.R.10 |
| Standards for Writing- | CCRA.W.2 |
| | CCRA.W.3 |
| | CCRA.W.4 |
| | CCRA.W.6 |
| | CCRA.W.7 |
| | CCRA.W.9 |
| | CCRA.W.10 |
| Standards for Speaking and Writing- | CCRA.SL.3 |
| Standards for Language- | CCRA.L.1 |
| | CCRA.L.2 |
| | CCRA.L.4 |
| | CCRA.L.5 |

Furthermore, our English instructor investigated how her curriculum addresses our SLOs. One and two are addressed in every lesson. SLO three is addressed through her separate Senior English Class that centers around career exploration, scholarships, employment applications, and college exploration. She also believes that SLO number four is addressed every day in her classroom.

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 commitments that arise. Therefore, we 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 alternate approaches to meet the needs of our students. In addition, our counselor is arranging a site visit to Calaveras County to examine other non-traditional sites to see where we can make changes to improve our program.

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 School.

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 aligned to the comprehensive high school as a priority. Therefore, we work hard to use our limited resources to support our students. Below are a few of the resources we use to benefit the students.

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

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the school wide action plan.
- Describe the process used to prepare the progress report.

Process used to prepare the progress report:

Following the probationary visit in the spring of 2018, our team met initially to discuss the outcomes. We were very pleased with the visit's outcomes. We all believed that the visiting team had a good picture of the District's declining enrollment and how that impacts our campus, and the effects that has on the overall program. While we strive to fulfill our educational charter, we still look for ways to maintain effective programs in an era of declining resources.

The process of writing our WASC reports often falls to the administrator working with the Committee of the Whole from the site. The members of the team include all teachers, staff, and support staff. We meet almost every Wednesday morning during our district-provided late start day. This allows us the time to discuss development of the Action Plans, SARC, SLOS, Single Plan and most importantly our educational program as a whole. We are thankful for this time to allow us to accomplish these tasks. Additionally, the small size of our staff permits active involvement of each team member during the discussions.

Furthermore, the team discussed the following issues in relation to the overall WASC process:

- LCAP needs of the site
- Rigor of program- Article reviews and curriculum design
- Behavioral concerns of students
- Staffing needs
- Evaluating effective continuation schools through article discussions and site visits
- Working with the new behaviorist- Judy Simon
- Addition of a special education support class
- Support of new counselor
- Planning of Parent Night
- Apex- pre-testing system
- Continued Radio Program
- Mentoring program- "6 Cups to Success"
- Parent/Student survey development and analysis
- Wednesday Advisory program
- Field Trip to Community College
- New detention/ study hall program
- Parent Involvement- how to increase this?
- Working with local support agencies such as probation, county, mental health and others
- Discuss CAASPP testing results and actions
- New EPIC Program
- New Big Brother Program

In addition, and more specifically, we discussed in great detail the results of the new pre-testing data in regards to Apex. Apex is a valuable curriculum delivery system that we use as a direct result of budget cuts we have received over the years. The program's effectiveness needed to be scrutinized to insure that learning is happening. Through analysis of this program it has been determined to be an effective approach.

Additionally, "Get More Math" and "Scholastic Reading" have provided us with new effective ways to access data that we can actually use to adjust curriculum. Now we can target specific weaknesses in math and direct supports to help students who struggle. Additionally, Scholastic Reading results show us which students are progressing in reading and those who may need further interventions through our pull out programs and our new special education supported Apex delivery model.

Furthermore, both our English and Math teachers are now accessing the pre-testing programs provided through the CAASPP testing system. We hope that this yields improved performance from our students in this years testing cycle.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted 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 this issue and provide supporting evidence, including the impact on student achievement.
- **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.*

Background: Once again, following our last visit in the spring of 2018, our team continued to address the critical areas for follow up originating from the original visit of 2016. We continue to address these concerns as a staff through our Committee of the Whole model. The following is an update on each critical area identified with our actions and results taken since our last visit in the spring of 2018.

1: A need for counseling services to support the specific needs of the student population.

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

Results: The Committee of the Whole believes that this position has increased positive behavior in some of our students and has increased the number of student's participating in CTE, jobs, and college courses.

This area of critical need is directly supported in our Action Plan Goals Number One and Two.

2: Exposure to current educational research that emphasized working with alternative student population and providing an instructional program for career and life.

Actions: Continuing since our last visit the staff at Cassina High School has read/discussed many articles about non-traditional high schools. Many of our articles centered around rigor and what constitutes rigor and discipline issues related to the topic of Restorative Justice. There have been many productive discussions regarding rigor within our group. Rigor is not just increasing problem solving curriculum; it also includes finding the relevance of curriculum and connecting it to the individual student's needs. This definition of rigor seems to work well with our students and staff. Additionally, it provides a pathway for our student's to get excited about their futures.

Results: It is apparent that discovering student's individual needs and desires has promoted some to work harder to attain their futures. Some of our students now take courses through CTE, attend college classes, and seek employment. These are all skills that demonstrate rigor by our new definition.

This area of critical need is directly supported in our Action Plan Goals Number One, Two and Three.

3. Evaluation and alignment of the online Apex curriculum to the Common Core Standards.

Actions: Continuing over the past year, our staff has worked to align the newest Apex curriculum with Common Core Standards. The staff members continue to access support from the social studies department at

our comprehensive high school to achieve alignment of this curriculum. Additionally, the staff has to break up the semester-long course work to align to our shorter grading periods at our site.

Results: The staff notes that the alignment of our curriculum to Common Core Standards and our grading period allows for our students to access appropriate curriculum to prepare them for testing and their futures.

This area of critical need is directly supported in our Action Plan Goals Number One.

4. Utilization of direct instruction methods to provide the unique student population at Dario Cassina with the support they need in achieving Common Core Standards.

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

Results: The increase of the special education teacher to our staff has allowed students to receive more remediation and support in Apex. Additionally, the special education teacher has been able to model instructional technique for our Title One aide which has been a benefit to our program and students as a whole. Furthermore, our mathematics teacher has added “Get More Math,” a free math support program that helps target struggling students in their areas of need.

This area of critical need is directly supported in our Action Plan Goals Number One.

5. Explore ways to use local data like pre and post testing to monitor students’ achievement of Schoolwide Learner Outcomes, Common Core Standards and readiness for college and career.

Actions: In addition to still having access to the placement data provided through the Aeries program for most of our students, the staff has also implemented data gathering using other methods. Currently, we are assessing all of our students through Scholastic Reading and comparing those results to prior testing results administered through Sonora High School. We are using “Get More Math,” an intuitive support program which identifies and targets support for students in math. Furthermore, our new Apex pre-testing data helps us to identify students who are struggling and allows us to refer them to our pull-out or special education teacher for remediation support.

Results: The Math teacher and special education teacher have reported that their new support systems have provided more skills to achieve better results while increasing production. Our English teacher reports that the reading data allows for her to know who is struggling with reading and where they need support.

This area of critical need is directly supported in our Action Plan Goals Number One and Two.

6. Develop lessons that use technology in ways beyond research and word processing

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

English- In addition to continuing with our English Radio class where students work with sound booth equipment to produce a thirty minute broadcast with our local radio station we have incorporated many other technologies based instructional methods. Our English teacher has broadened our program to work with the California Career Zone website where assessments in skills and interests are investigated online. Additionally,

through this website, students research job choices. Furthermore, in addition to working with chrome books to edit writings, the students work with completing 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.

Lastly, our English teacher has incorporated Podcasts (questions and response), You Tube videos linked to PowerPoint presentation, Ted Talks, Prezis and other power point presentations. Our English teacher would also like to share that she is currently doing a Football and concussion research unit where students conduct independent research on chrome books, will collaboratively list pros and cons through shared documents using Google. Students will then share as a class results and compile a summative position statement working with partners.

Apex Program- This program includes many technology facets which help develop students' skills. Apex 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.

Art- Through our Art program technology has been incorporated by having students use chrome books to design their projects, print examples, and research artists. The students also do word processing with pictures for their presentation layouts. The teacher scans student work, shows slide shows, videos, previous student's work using the projector. Additionally, the teacher uses the desktop camera for lessons.

Science- The 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 You Tube ad Khan Academy diagrams, videos and charts.

Counseling- Our counselor incorporates Careerstop.com to conduct interest assessments for all of our students. He also accesses the ASVAB for career development research. Furthermore, the students work with online programs to complete our community college application and online FAFSA application.

Math- Students in the first block are given the Big Ideas pre-requisite skills test to determine student areas of strength and weakness that need to be addressed in the Math 1 coursework. The teacher also looks at the student transcripts to determine whether their Algebra 1 requirements have been met. If it has, those students are allowed to work independently on Geometry, Math 2, or Practical Math.

The teacher has received training in using "Get More Math" in the classroom. Get More Math allows students to do math work online using individual chrome books and generates problems for students to attempt in chosen math topics. Problems are generated until a student successfully answers the problems a designated number of times on their first attempt. This program provides immediate feedback to both the student and teacher on their efforts. Get More Math will be used to familiarize students with doing work online, which should help them be more successful in their 11th grade math CAASPP testing. Students will also take the Smarter Balanced Practice tests to become more familiar with the testing format and the types of problems that they will encounter on those exams. The teacher also uses Turning Technology's Mobi tablet to create documents that can be projected on the board and has an interactive pen which allows the teacher or students

to demonstrate work on the board. Some of the students work independently in Math 2 are using and becoming more familiar with graphing calculators, such as the TI-83 and TI-84.

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

This area of critical need is directly supported in our Action Plan Goals Number One and Four.

7. Promote student awareness of the Schoolwide Learner Outcomes.

Actions: The staff and most students have embraced the ideas behind the SLO's in that they are goals for our students' futures. Through this mind set out staff had incorporated the SLO's into their lessons on a daily/weekly basis. The principal and counselor also incorporated the SLO's into discipline discussions and career/ post high school guidance activities.

Results: The incorporation of our SLO's has helped to provide a clear picture to our students of what we are trying to do through our school. Often times students struggle with why they are here. SLO discussion helps to clarify their/our purpose as a school to the students.

This area of critical need is directly supported in our Action Plan Goals Number One and Two,

8. Update 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 our bell system and firm alarm system are a high priority and both have functioned for years properly.

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

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. To avoid being repetitious, we opted to not repeat this information.

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 technology methods to address remediation and support for academics. Within mathematics we now use "Get more Math" which is similar to Khan Academy. It allows for targeted support for students in weak mathematic skill areas. In another arena, our counselor is accessing freeware to conduct career assessments for all our students, Furthermore, our English teacher, with the support of our Title One aide is using Scholastic Reading to assess and monitor the academic success of our students. Finally, our Apex instructors are utilizing the pre-testing derived data to recognize students for our pull out support programs.

Results: All of these methods have allowed us 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.

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 and English

Actions: Math: Mathematics is an extremely challenging component for our school. Most of our students come to us with failing grades in this subject. With 18 years of experience at comprehensive high schools and a BA in Mathematics and a Master’s degree in education, she is qualified to teach at a high level, but most of our students have many deficits. Therefore, our 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 she follows the Common Core Standards for Integrated Mathematics, she prioritizes students’ needs in the areas of order of operations, Seeing Structure in Expressions, Creating Equations, Reasoning with Equations, Inequalities, and Interpreting Functions. These topics are all covered in our Big Ideas textbook which was recently adopted by our District. While working on these priorities, she also supplements with “Get More Math” which is an intuitive program that focuses on filling in the gaps of the students’ mathematical skills. Additionally, she accelerates students with higher skills to address their individual levels when appropriate.

English: We have always maintained a priority to have English courses taught directly by an instructor. The fact that we have a proficient instructor who worked at Sonora High School for many years provides us with an advantage in this area. Her familiarity with the subject is one of our strengths. The reality of the “revolving door” of our students has significant impacts on the flow and design of our English courses. Additionally, she instructs students who are in 10th – 12th grades within a small amount of allocated sections.

With this in mind, she prioritizes reading and writing standards within her sections. She works on listening strategies daily and has determined that her weakest strand is the speaking strand. She works to maintain consistent flow, despite the ever changing population which is a constant challenge. Her priorities are often shuffled due to these changes and the individual needs of her students, and the goals of getting students to produce work.

The following is a list of her prioritized standards:

- | | |
|------------------------|-----------|
| Standards for Reading- | CCRA.R.1 |
| | CCRA.R.2 |
| | CCRA.R.6 |
| | CCRA.R.7 |
| | CCRA.R.10 |
| Standards for Writing- | CCRA.W.2 |
| | CCRA.W.3 |
| | CCRA.W.4 |

CCRA.W.6

CCRA.W.7

CCRA.W.9

CCRA.W.10

Standards for Speaking and Writing-

CCRA.SL.3

Standards for Language-

CCRA.L.1

CCRA.L.2

CCRA.L.4

CCRA.L.5

Furthermore, our English instructor investigated how her curriculum addresses our SLOs. One and two are addressed in every lesson. SLO three is addressed through her separate Senior English Class that centers around career exploration, scholarships, employment applications, and college exploration. She also believes that SLO number four is addressed every day in her classroom.

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 such as 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.

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, we 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 trainings provided strategies centered around showing how to document what we do well for our visiting teams. The trainings 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.

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 aligned to the comprehensive high school as a priority. Therefore, we work hard to use our limited resources to support our students. Below are a few of the resources we use to benefit the students.

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

Results: These continued supports all work together to make our program successful.

V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school's latest updated schoolwide action plan.

CASSINA HIGH SCHOOL REVISED ACTION PLANS 2017/2018

Background Discussion:

Following our Self Study visit in the Spring Semester of 2016, our Committee of the Whole revisited our Action Plans and submitted the revisions to WASC. We completely revised the plans to address the concerns of the V.C. Team, and we strongly included the Critical Needs recommendations in our plans. This past fall, we also met to review the plans to see what we had accomplished and revised them again after we went through our probationary process in the spring of 2018. These revised goals are a result of this process and are a continued effort to address the V.C. concerns from our visits.

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 OUR CURRICULUM TO COMMON CORE STANDARDS AND CAASPP TESTING FOCUS AREAS IN MATHEMATICS, ENGLISH, AND SOCIAL STUDIES.

SUPPORTING 2017 DATA:

- SELF-STUDY DOCUMENTED THAT IN 2017, 5% OF OUR STUDENTS SCORED ABOVE STANDARD IN READING.
- SELF-STUDY DOCUMENTED THAT IN 2017 ONLY 5% OF OUR STUDENTS SCORED ABOVE STANDARD IN WRITING.
- SELF-STUDY DOCUMENTED THAT IN 2017, 0% OF OUR STUDENTS SCORED ABOVE STANDARD IN MATHEMATIC CONCEPTS AND PROCEDURES, PROBLEM SOLVING, AND COMMUNICATING REASONING.
- SELF-STUDY DATA REVIEWED ADDITIONAL CONCERNS WITHIN OUR SOCIAL STUDIES DEPARTMENT EVEN THOUGH OUR MOST CURRENT DATA WAS INSIGNIFICANT DUE TO OUR SAMPLE SIZE.

GROWTH TARGET(S):

- Spring, 2018: Students in Mathematics and English will increase in number of Advanced or Above Standard by 5%.
- Spring, 2018: In Mathematics and English 5% of our students will move from Below Standard-At/Near Standard-Above Standard.
- Spring, 2018: Social Science testing will document increased performance of our students by reducing the numbers of students who perform in the Below Standard/Far Below Basic category by 5%.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: This portion of the Action Plan addresses ESLR/SLO number one, “Demonstrate the Ability to Read, Write, and Speak Effectively”. Additionally, this goal in our Action Plan aligns seamlessly with our LCAP goal number one.

Impact on student learning of academic standards & ESLRs/SLOs: The Committee of the Whole believes that this goal will have a direct impact on our students’ learning and achievement of our students’ goals laid out in our SLOs. Increased rigor and common core alignment should better prepare our students.

MONITOR PROGRESS TOOLS:

- CAASPP TESTING RESULTS
- CURRICULUM EMBEDDED ASSESSMENTS
- ENROLLMENT OF STUDENTS IN HIGHER LEVEL MATH COURSES
- MORE STUDENTS COMPLETING HIGHER LEVEL CURRICULUM WITHIN OUR APEX SYSTEM

REPORT PROGRESS:

- FOCUS GROUPS AND LEADERSHIP TEAM WILL EVALUATE PROGRAM/PERFORMANCE FOR INCREASED RIGOR AND PERFORMANCE
- ACTION PLAN PROGRESS WILL BE 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	TIME LINE	REPORTING
1a. English teacher will continue to apply rigor to our program by implementing the concepts presented from the rigorous curriculum training received	Principal & Staff	Our district is committed to continuing with Rigorous Curriculum Training application to our curriculum	Informal assessment will be attendance of staff at the trainings and discussions with staff about increasing rigor within our English Dept. Formal assessment will be from CAASPP testing	2017-2018	Monthly/weekly Leadership Team/Committee of the Whole Meetings as well as District Lead Team Meetings
1b. English teacher will analyze data for incoming students and differentiate courses based on performance	Principal and Staff	None	English course offerings/sections will be distinguished by performance data of students	2017/2018	Every grading period, 6-7 weeks, meeting with English Teacher and Principal
1c. Mathematics teacher will participate in the new textbook adoption process and trainings through the traditional high school on new curriculum	Principal and Staff	Our district is committed to trainings through our main campus on the new mathematics curriculum	Mathematics teacher attendance at curriculum adoption/training meetings through the traditional high school	2016-2018	Monthly/weekly Leadership Team/Committee of the Whole Meetings as well as 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	2017-2018	Every grading period, 6-7 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 testing system	Principal and Staff	None	After meeting with the Social Science Department, our staff will produce new pacing guides/course outlines for our APEX program to better align with the CAASPP testing	2017-2018	Fall, 2016: Social Science Teacher will report to the Committee of the Whole about the Social Science Curriculum alignment status
1f. Our counselor will meet with students to increase the number of students who participate in dual enrollment at our local junior college and enrollment in our district CTE programs	Principal and Counselor	None	We hope to increase the number of students who are dual enrolled or attending CTE courses by 10%	2017-2018	Counselor will report to the Committee of the Whole about enrollment of our students in CTE and college courses weekly
1g. Our school will 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 testing last year, and we would like to attempt it in Mathematics and English this year	2017-2018	Mathematics and English Teachers will report to the Committee of the Whole a timeline and completing date of testing

Goal One Reflections: The V.C. team of 2016 voiced concerns about our overall rigor and individualization of curriculum as one primary concern. In the fall of 2016 our district made the commitment to fund a full-time counselor position at our school. This was done under Title One Funding and vastly increased the services and analysis of student placement. This service increase allowed for evaluation of our students' individual performance and true individual placement in higher levels of appropriate rigor, potential CTE courses, and junior college participation of our students. Participation in both of these program options increased in 2016-2017. Additionally, in the fall of 2016 our district formally adopted the Big Ideas Curriculum for mathematics, which our school included in the adoption process. Furthermore, individualized analysis of performance in mathematics is now used as a placement process for our 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 ESLRs/SLOs document lower achievement, performance, and motivation of our students. Data shows fewer students going to college, attending CTE courses, and participating in training programs after high school.

SUPPORTING 2017 DATA:

- <5% OF OUR STUDENTS WERE CONCURRENTLY ENROLLED AT COLUMBIA COLLEGE.
- <5% OF OUR STUDENTS WERE ENROLLED IN CTE COURSES OFFERED THROUGH OUR TRADITIONAL HIGH SCHOOL.
- LOWER TESTING RESULTS AS NOTED EARLIER ON GOAL #1 ON CAASPP.
- DROP OUT DATA INDICATES AN INCREASE OF 5% SINCE 2011-12 SCHOOL YEAR.

GROWTH TARGET(S):

- Spring, 2018: 100% of students will have a formal learning plan/transition plan to guide them to their future after high school.
- Continuing every fall all of our students will attend the Columbia College Field Trip, Claim Jumper Day.
- Spring, 2018: Student attendance and motivation on the CAASPP testing will be observed.
- Survey data will show an increase in numbers of students with a post high school plan.
- CTE participation will increase by over 5%.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: This portion of the Action Plan addresses ESLRs/SLOs numbers 1-4 in our Committee of the Whole’s opinion. We believe that motivation, achievement, and performance impact every goal of our SLOs. This goal is directly supported through LCAP goals numbers one and three.

MONITOR PROGRESS TOOLS:

- CAASPP 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 COMMITTEE AS A WHOLE 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, who are able to attend participate in the Claim Jumper Day	Principal and Staff	None	Attendance logs	Fall, 2017	Attendance and participation reported to the Committee of the whole and the 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 our students with documentation of Learning Plan, Post High School, and CTE exploration plans	2017-2018	Data and information will be distributed to the Committee of the Whole
2c. Staff and Principal will work to develop a reward system to motivate students to perform their best on CAASPP Testing and in courses	Principal and Staff	None	Assessment of rewards system will be documented with increase in participation, observed effort, and testing data	2017-2018	Data and observations will be reported to the Committee of the Whole after testing
2d. Staff will continue to encourage connections between	Principal and Staff	None	Assessment of our connections with local service	2017-2018	Observations and data will be reported to the

local service organizations; Probation Department, Job Connection, and support the Big Brother Program			organizations will be through observation and log of visiting organizations		Committee of the Whole
2e. Counselor will work to develop our advisory period to address increasing motivation of our students	Counselor	None	Record of advisories scheduled	2017-2018	

GOAL TWO REFLECTIONS: THE V.C. TEAM REPORT OF 2016 ACKNOWLEDGED THE STRUGGLES WITH MOTIVATION WITHIN OUR POPULATION. THE COMMITTEE OF THE WHOLE INFERS THAT MUCH OF THE MOTIVATION ISSUES ARE RELATED TO THE STUDENTS NOT HAVING REAL GOALS FOR THEIR FUTURES. IT IS THE GOAL OF OUR COMMITTEE THAT ALL STUDENTS WILL MEET WITH OUR COUNSELOR TO EXPLORE THEIR POST HIGH SCHOOL PLANS, DEVISE A PATHWAY FOR THEMSELVES, AND EXPLORE OPTIONS AVAILABLE. WE CONTINUE TO TAKE A WHOLE SCHOOL FIELD TRIP TO COLUMBIA COLLEGE WHERE THE STUDENTS SEE FIRSTHAND THE OPTIONS AVAILABLE LOCALLY FOR THEM. ALL OF THESE STRATEGIES, ALONG WITH OUR ADVISORY PERIOD, ARE USED WITH THE INTENTION OF INCREASING STUDENT MOTIVATION AND AWARENESS.

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 SLO'S FOR OUR POPULATION OF STUDENTS INDICATES THE CONTINUED NEED FOR FURTHER SEEK AND SERVE STRATEGIES TO BE DEVELOPED BY OUR STAFF AND DISTRICT TO ADDRESS THE GROWING NEEDS OF OUR COMMUNITY. ADDITIONALLY, PARENT PARTICIPATION IN THE PROCESS IS A CRITICAL COMPONENT OF A STUDENT'S SUCCESS AND NEEDS TO BE A FOCUS OF OUR STUDY/EFFORTS.

SUPPORTING 2017-2018 DATA:

- 79% OF OUR STUDENTS RECEIVE LUNCH THROUGH THE FREE AND REDUCED LUNCH PROGRAM.
- OUR SCHOOL DROPOUT RATE IS HOLDING AROUND 5%.
- 36% OF OUR POPULATION HAS BEEN HOMELESS.
- 57% OF OUR POPULATION DOES NOT LIVE IN A TWO PARENT HOUSEHOLD.

GROWTH TARGET(S):

- 2017-2018: School Site Council will be formed to monitor Title One Funding.
- 2017-2018: Parents, as stakeholders, will have increased involvement with school operation through Site Council and Parent Night.

- 2017-2018: All students/parents will have the option to access knowledge of community support services through our counselor and staff.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: THE COMMITTEE AS A WHOLE BELIEVES THAT PARENT SUPPORT AND INVOLVEMENT IS CONDUCTIVE TO SUPPORT ALL THE AREAS OF OUR ESLRS/SLOS. THIS GOAL IS ALSO SUPPORTED THROUGH LCAP GOAL NUMBER THREE.

MONITOR PROGRESS TOOLS:

- FORMATION 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:

- FORMATION OF SCHOOL SITE COUNCIL WILL BE REPORTED TO THE COMMITTEE OF THE WHOLE AND THE SCHOOL LEADERSHIP TEAM AND THE BOARD
- ATTENDANCE WILL BE REPORTED TO COMMITTEE OF THE WHOLE

TASKS	RESPONSIBLE PERSON(S) INVOLVED	PROFESSIONAL DEVELOPMENT RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
3a. Principal will develop a plan and form a School Site Council for compliance to Title One Funding	Principal	None	Creation of School Site Council	Ongoing 2017-2018	School Site Council development will be reported to the Supt., Committee of the Whole, and the School 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	2017-2018	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 students' needs more clearly	Principal and Staff	None	Completed Survey	2017-2018	

Goal Three Reflections: The V.C. identified concerns about the level of our school's parent involvement. Specifically, the committee wanted us to establish a Site Council. This was accomplished in the 2016-2017 school year and has continued into the 2017-2018 school year. Due to the size of the alternative site, we devised a single Site Council 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. We held a brief general meeting with the parents where we discussed the goals for their students. In addition to the above changes to our school, the Committee of the Whole would like to point out another asset our school has regarding communication: The simple truth is that because of the size of our 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. For example, daily conversations occur about school and attendance with our students and their parents or guardians.

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 COMMITTEE OF THE WHOLE INDICATE THAT DARIO CASSINA HIGH SCHOOL NEEDS AN INCREASE IN COUNSELING SERVICES. STAFF ALSO NEEDS EXPOSURE TO CURRENT EDUCATIONAL RESEARCH AND TECHNOLOGY USE IN THE CLASSROOM FOR TEACHERS AND STUDENTS.

SUPPORTING 2017 DATA:

- Observations from the Committee of the Whole and the Visiting Team indicated a need for increased counseling services.
- Observations from the Visiting Team, and evaluation of student work samples, documented a need for increased technology training for our staff.
- Visiting Team and Committee of the Whole supports assertions that the staff at Cassina High School would benefit from increased exposure to current educational research related to teaching and working with needs of alternative education students.
- Visiting Team documented that administration would benefit from participation in the WASC, Self-Study Training Program.

GROWTH TARGET(S):

- MAINTAINING OF A 1.0 COUNSELING POSITION.
- ALL STAFF WILL PARTICIPATE IN A BOOK/PROFESSIONAL ARTICLES CLUB CENTERED ON CURRENT EDUCATIONAL RESEARCH RELATED TO WORKING WITH AT RISK STUDENTS.
- ALL STAFF WILL PARTICIPATE IN TECHNOLOGY TRAININGS OFFERED THROUGH THE DISTRICT.
- ADMINISTRATION WILL PARTICIPATE IN THE FULL, SELF-STUDY, WASC TRAINING PROGRAM.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: THE COMMITTEE OF THE WHOLE STRONGLY BELIEVES THAT THIS GOAL IMPACTS EACH ONE OF OUR ESLRs/SLOs. ADDITIONALLY, THIS GOAL IS SUPPORTED BY LCAP GOALS NUMBERS ONE AND THREE.

TASKS	RESPONSIBLE PERSON(S) INVOLVES	PROFESSIONAL DEVELOPMENT/ RESOURCES	MEANS TO ASSESS IMPROVEMENT	TIMELINE	REPORTING
4a.Counseling services will be maintained for Cassina High School	Principal, Supt., and Board	None	Continued position	Completed, increased to 1.0 position, ongoing	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	2017-2018	Participation in professional development will be discussed at District Lead Team Meetings
4c.Staff will participate in District Wide Technology Trainings and Tech Thursdays	Principal and Staff	None	Increased use of technology will be observed by principal in classrooms	2017-2018	Observations of Principal will be shared with Supt. at District Lead Team Meetings
4d.Administration will participate in Self-Study Training offered through WASC	Principal	None	100% completion of WASC, Self-Study Training Program	Completed in summer of 2016, ongoing	Completion of training program will be reported to the Supt.

Goal Four Reflections: Following the V.C. report of 2016, our staff and principal began a campaign to increase our counseling services to full-time. We were rewarded for our efforts and now have a full-time counselor. With the district facing declining enrollment, the committee believes this will be an ongoing campaign. In the spring/fall of 2017, our staff began reviewing current educational research articles about working with at risk students. Additionally, our technology support staff has worked with personnel to increase technology use and effectiveness. Lastly, our principal attended an online training program on the self-study process.

CASSINA HIGH SCHOOL REVISED ACTION PLANS 2018/2019

Background Discussion:

Cassina High School staff, meeting as a Committee of the Whole, has worked diligently to revise our action plans many times over the past few years. We believe we have developed a plan which addresses the Critical Needs identified by the various visitation groups we have worked with these past few years. Through this process we have grown as a school. This fall we have also met to review the plans to see what we had accomplished through our probationary visit process as well. These revised goals are a result of this process and are a continued effort to address the V.C. concerns.

Additionally, the Committee of the Whole would like to point out some direct accomplishments towards the Critical Learner Needs identified by the V.C. Teams from the site visits in both March of 2016 and March of 2018.

Critical Needs Identified: (These Critical Learner Needs come from the 2016 report)

1. In the spring of 2016, as a result of the Critical Learner Need identified, we posted and hired a full-time counselor for the Alternative Campus beginning in the fall of 2016. Our counselor conducts career interest surveys, develops four year/post high school plans, and counsels students for interpersonal issues. This is a continued annual effort and has made positive improvements to our school site.
2. In 2016-2017 our staff embarked on an educational research pathway to explore strategies and techniques to better work with nontraditional students. Through this process, we read and discussed over ten articles related to supporting students who are at risk. We are continuing this process into the 2018-2019 school year focusing on rigor and discipline issues related to the changes in state laws around non-denial of education and restorative justice models.
3. In school years 2016-2017 and 2017-2018, our APEX program went through an extensive modification process. First, our staff has worked directly with the Social Studies Department at our traditional high school to align the APEX curriculum to the Core Standards. This was accomplished, but then the APEX Corp. dropped the use of the Literacy Advantage level of their program. As a result of this, our staff began using the Prescriptive level of their program for our social studies program. This level of the program allows for pre-testing and the staff is now able to document the mastery of concepts through the APEX system, which addresses one Critical Need identified in the visiting team report from spring of 2016. The staff has evaluated this curriculum and is in the process of modifying the curriculum pacing offered through APEX to address the focused curriculum designed by our staff. This will once again allow our staff to pre-test the students on current knowledge and develop a method to document the learning which has occurred through using the APEX programs. In the summer of 2018, Apex again went through some course modifications and our staff had to once again revise their program to meet the changes.

4. We continue to evaluate our program to deliver high quality Common Core curriculum. We adopted the Big Ideas mathematics curriculum to address our math needs, increased the rigor of the APEX program course outlines, and encouraged our English teacher to attend the Rigorous Curriculum Design trainings. Additionally, we had modified our Master Schedule to have different levels within our limited sections. An example of this is having higher level skilled math students all in one section. Furthermore, we have adapted our English courses to more directly appeal to the individual needs of the students. Through this approach, we offered a radio-based English course, a senior-based transition/career course, and we offered a Leadership course in the spring of 2016. In the 2018-2019 school year we are continuing to look for course offerings to meet our diverse student population needs. In addition to the above offerings, we are also offering A-G courses as needed to our higher functioning students. These courses have been approved by our Site Council and will be approved by the A-G system by the time of our WASC visit in 2019.
5. Our school has also experienced growth in the pre/post evaluation arena. We now can access the testing results from the traditional high school on line. This is in addition to other performance information we can access. When students enter our district, they are all given a pre-test in Math and English, which is now recorded in Aeries. We are also able to access CAASPP testing results. As a site, we are also working to test each student in reading using the same entry level test so we can document growth. Additionally, beginning in the fall of 2018 we are accessing the Scholastic Reading 180 Program from Sonora High School to assess our students reading levels bi-annually to determine growth in their reading skills. Furthermore, the mathematics and English staff are administering the pre-testing offerings through the CAASPP testing system.
6. In an effort to increase our technology based curriculum for our students, the district supports having what we refer to as Tech-Thursdays. This is a time when our district technology person is available to assist all teachers in implementing the use of current technological devices and programs for instruction. Additionally, our staff maintains that APEX is an asset to our school because students access files for research, discovery, and application through technology. Another strategy change for our site under technology was the development of a radio class for English credit. This allowed our students to apply English skills to writing skills for an actual radio program that they recorded for transmission. Additionally, our staff is attending technology breakout sessions offered through our district to enhance technology use in their classrooms and there has been tremendous improvements.
7. In regards to working to insure that our students are familiar with the goals we have developed for them as a staff, we have implemented a few strategies. In addition to posting the SLOs in the office and classrooms, the staff has been instructed to review the SLOs with their students explaining what the goals mean and why they were developed. The principal has also committed to using our Family Meeting time to discuss the SLOs with the students, and the counselor has worked to review the SLOs with students that he meets.
8. The physical facility goes under an annual inspection by an independent auditor. It is always found to be in good/aged condition but well maintained. Additionally, the bell system was updated in 2017 and is in good working order.

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 OUR 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 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.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: This portion of the Action Plan addresses ESLR/SLO number one, “Demonstrate the Ability to Read, Write, and Speak Effectively”. Additionally, this goal in our Action Plan aligns seamlessly with our LCAP goal number one.

Impact on student learning of academic standards & ESLRs/SLOs: The Committee of the Whole believes that this goal will have a direct impact on our students’ learning and achievement of our students’ goals laid out in our SLOs. Increased rigor and Common Core alignment should better prepare our students.

MONITOR PROGRESS TOOLS:

- CAASPP TESTING RESULTS
- CURRICULUM EMBEDDED ASSESSMENTS
- ENROLLMENT OF STUDENTS IN HIGHER LEVEL MATH COURSES
- MORE STUDENTS COMPLETING HIGHER LEVEL CURRICULUM WITHIN OUR APEX SYSTEM

REPORT PROGRESS:

- FOCUS GROUPS AND LEADERSHIP TEAM WILL EVALUATE PROGRAM/PERFORMANCE FOR INCREASED RIGOR AND PERFORMANCE
- ACTION PLAN PROGRESS WILL BE 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, to our program by implementing a more practical definition of rigor through making curriculum more meaningful for students	Principal and staff	Our district is committed to increasing rigor. We will attend technology trainings offered through the district, use our Tech Thursdays for increased application, and work to research what rigor really is and apply this knowledge to our courses	<p>Informal assessment will be attendance of staff at the trainings and discussions with staff about increasing rigor within our courses</p> <p>Formal assessment will be from CAASPP testing data</p>	2018-2019	Monthly/weekly Leadership Team/Committee of the Whole 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 will be distinguished by performance data of students	2018-2019	Every grading period, 6-7 weeks, meeting with English Teacher and Principal
1c. Mathematics teacher will attend Get More Math trainings offered through our district and implement program with her students	Principal and staff	Attend mathematics trainings being offered through Sonora High School.	Formal assessment will be from CAASPP testing data	2018-2019	Monthly/weekly Leadership Team/Committee of the Whole Meetings as well as 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, 6-7 weeks, meeting with Mathematics Teacher and Principal

<p>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 testing system. Additionally, staff will work to encourage students to access the college and career readiness courses offered through APEX</p>	<p>Principal and staff</p>	<p>None</p>	<p>After meeting with the Social Science Department, our staff will produce new pacing guides/course outlines for our APEX program to better align with the CAASPP testing. Also, increased college and career readiness skills will be observed</p>	<p>2018-2019</p>	<p>Fall, 2018: Social Science Teacher will report to the Committee of the Whole about the Social Science Curriculum alignment status</p>
<p>1f. Our counselor will meet with students to increase the number of students who participate in dual enrollment at our local junior college and enrollment in our district CTE programs</p>	<p>Principal and Counselor</p>	<p>None</p>	<p>We hope to increase the numbers of students who are dual enrolled or attending CTE courses by 10%</p>	<p>2018-2019</p>	<p>Counselor will report to the Committee of the Whole about enrollment of our students in CTE and college courses weekly</p>
<p>1g. Our 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</p>	<p>Principal and staff</p>	<p>None</p>	<p>The traditional high school conducted pre-testing on the CAASPP testing last year, and we would like to attempt it in Mathematics and English this year</p>	<p>2018-2019</p>	<p>Mathematics and English Teachers will report to the Committee of the Whole a timeline and completing date of testing</p>

Goal One Reflections: The V.C. team of 2016 voiced concerns about our overall rigor and individualization of curriculum as one primary concern. In the fall of 2016 our district made the commitment to fund a full-time counselor position at our school 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 our 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 2016-2017 and 2017-2018. Additionally, in the fall of 2016, our district formally adopted the Big Ideas Curriculum for mathematics and the program continues into the 2018-2019 school year. In support of this program, our district also endorsed the "Get More Math" program which we are using to address the identified areas of concern within their math skills. Furthermore, individualized analysis of performance in mathematics is now used as a placement process for our 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 ESLRs/SLOs document lower achievement, performance, and motivation of our students. Data shows fewer students going to college, attending CTE courses, and participating in training programs after high school.

SUPPORTING 2018 DATA:

- <5% OF OUR STUDENTS ARE CONCURRENTLY ENROLLED AT COLUMBIA COLLEGE.
- <5% OF OUR STUDENTS ARE ENROLLED IN CTE COURSES OFFERED THROUGH OUR TRADITIONAL HIGH SCHOOL.
- LOWER TESTING RESULTS AS NOTED EARLIER ON GOAL #1 ON CAASPP.
- DROP OUT DATA INDICATES AN INCREASE OF 5% SINCE 2011-12 SCHOOL YEAR.

GROWTH TARGET(S):

- Spring 2019: 100% of students will have a formal learning plan/transition plan to guide them after high school.
- Continuing every fall, over 95% of our 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.
- Data will show an increase to over 95% participation in the number of students who have met with counselor to develop an official post high school plan.
- CTE participation will increase by over 5%.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: This portion of the Action Plan addresses ESLRs/SLOs numbers 1-4. We believe that motivation, achievement, and performance impact every goal of our SLOs.

MONITOR PROGRESS TOOLS:

- CAASPP 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 COMMITTEE OF THE WHOLE 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 Committee of the Whole and the 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 our students with documentation of Learning Plan, Post High School, and CTE exploration plans	2018-2019	Data and information will be distributed to the Committee of the Whole
2c. Staff and Principal will work to develop a reward system to motivate students to perform	Principal and staff	None	Assessment of rewards system will be documented with	2018-2019	Data and observations will be reported to the

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their best on CAASPP Testing, such as increased credits for improved scores			increase in participation, observed effort, and testing data		Committee of the Whole after testing
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 our connections with local service organizations will be through observation and log of visiting organizations	2018-2019	Observations and data will be reported to the Committee of the Whole
2e. Counselor will work to develop our advisory period to inform and educate, in the hopes of increasing motivation of our students	Counselor	None	Record of advisories scheduled	2018-2019	

GOAL TWO REFLECTIONS: THE V.C. TEAM REPORT OF 2016 ACKNOWLEDGED THE STRUGGLES OF MOTIVATION WITHIN OUR POPULATION. THE COMMITTEE OF THE WHOLE INFERS THAT MUCH OF THE MOTIVATION ISSUES ARE RELATED TO THE STUDENTS NOT HAVING REAL GOALS FOR THEIR FUTURES. IT IS THE GOAL OF OUR COMMITTEE THAT ALL STUDENTS WILL MEET WITH OUR COUNSELOR TO EXPLORE THEIR POST HIGH SCHOOL PLANS, DEVISE A PATHWAY FOR THEMSELVES, AND EXPLORE OPTIONS AVAILABLE. WE CONTINUE TO TAKE A WHOLE SCHOOL FIELD TRIP TO COLUMBIA COLLEGE WHERE THE STUDENTS SEE FIRSTHAND THE OPTIONS AVAILABLE LOCALLY FOR THEM. ALL OF THESE STRATEGIES, ALONG WITH OUR ADVISORY PERIOD, ARE USED WITH THE INTENTION OF INCREASING STUDENT MOTIVATION. FURTHERMORE, OUR COUNSELOR IS WORKING WITH STUDENTS TO DEVELOP THEIR PASSIONS FOR THEIR FUTURE. IT IS BELIEVED BY OUR COMMITTEE OF THE WHOLE THAT CAREER EXPLORATION AND PLANNING IS A 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 OUR POPULATION OF STUDENTS CONTINUE TO DOCUMENT THE CONTINUED NEED FOR FURTHER SEEK AND SERVE STRATEGIES TO BE DEVELOPED BY OUR STAFF AND DISTRICT TO ADDRESS THE GROWING NEEDS OF OUR COMMUNITY. ADDITIONALLY, PARENT PARTICIPATION IN THE PROCESS IS A CRITICAL COMPONENT OF A STUDENT’S SUCCESS AND NEEDS TO BE A FOCUS OF OUR STUDY/EFFORTS.

SUPPORTING 2017-2018 DATA:

- 79% OF OUR STUDENTS RECEIVE LUNCH THROUGH THE FREE AND REDUCED LUNCH PROGRAM.
- OUR SCHOOL DROPOUT RATE IS HOLDING AROUND 5%.
- 36% OF OUR POPULATION HAS BEEN HOMELESS.
- 57% OF OUR POPULATION DOES 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.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: THE COMMITTEE OF THE WHOLE BELIEVES THAT PARENT SUPPORT AND INVOLVEMENT IS CONDUCIVE TO SUPPORT ALL THE AREAS OF OUR ESLRS/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 COMMITTEE OF THE WHOLE AND THE SCHOOL LEADERSHIP TEAM AND THE BOARD
- ATTENDANCE WILL BE REPORTED TO COMMITTEE OF THE WHOLE

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., Committee of the Whole, and the School 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	
4d. 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 our school's parent involvement level in 2016 and 2018. Specifically, the committee from 2016 wanted us to establish a Site Council. This was accomplished in the 2016-2017 school year and has continued to the 2018-2019 school year. Due to the size of the alternative site, we devised a single Site Council 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. We held a brief general meeting with the parents and discussed our goals for their students. As well as to the above additions to our school, the Committee of the Whole would like to point out another asset our school has around communication: Because of the size of our 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 as an example.

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 COMMITTEE OF THE WHOLE, INDICATE THAT DARIO CASSINA HIGH SCHOOL 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 Committee of the Whole and the Visiting Team indicate the continued need for increased counseling services.
- Observations from the Visiting Team and evaluation of student work samples, documented a need for increased technology training for our staff.
- Visiting Team and Committee of the Whole supports assertions that the staff at Cassina High School would benefit from increased exposure to current educational research related to teaching and working with 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 TRAININGS OFFERED THROUGH THE DISTRICT AND ACCESS TECH THURSDAY SUPPORT.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED: THE COMMITTEE OF THE WHOLE STRONGLY BELIEVES THAT THIS GOAL IMPACTS EACH ONE OF OUR ESLRS/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:

- COMMITTEE OF THE WHOLE 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	TIMELINE	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 Tech Thursdays	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
4d. All staff will be CLAD certified	Staff	None	Programs completed	2018-2019	Completion of training program will be reported to the Supt.

Goal Four Reflections: Following the V.C. report of 2016 our staff and principal began a campaign to increase our counseling services to full-time. We were rewarded for our 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. In the spring/fall of 2017 our staff began, and continues into 2018-2019 school year, reviewing current educational research articles about working with at risk students. Additionally, our technology support staff has worked with personnel to increase technology use and effectiveness. Lastly, our 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.

Appendix

Dario Cassina High School Vision and Mission Statement
Sonora Union High School Career Day Participants for Jan 30, 2019
Columbia College Claim Jumper Day Flyer for Sep 30, 2018
Articles Reviewed by Staff for Site Staff Development
2016-2017 Advisor Community Participants
2017-2018 Advisory Community Participants
2018-2019 Advisory Community Participants
Transcript Example
Student Test Scores Example
Dario Cassina High School Spring Master Schedule for 2018-19
Dario Cassina Bell Schedule
Dario Cassina High Student Handbook
The Single Plan
The SARC

DARIO CASSINA HIGH SCHOOL

VISION STATEMENT:

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

MISSION STATEMENT:

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

2019 Career Day Participants

Sonora High

Construction

Cosmetology

Culinary Arts

Digital Photography

Mocse

AG Mechanics/Welding

AG ~ Careers

Middle College

Columbia College

Automotive Technology 3

Computer Programming 1

Child Development/Child

Development Apprenticeship 7

Fire Science Program/Pre-
Apprenticeship 3

General Outreach Table 1

Culinary 2

Colleges/Universities

Academy of Art University

Stanislaus State

Modesto JC ~ Associates Degree

Nursing Program

All Other Vendors

Adventist Health

Alaska Airlines

Americorp

Ameriprise Financial

Banks Glass

Black Oak Casino

Cal Trans

Calif. Conservation Corp.

Cal Fire

Sierra Conservation Center-
CDCR

California Highway Patrol-CHP

Dollar Tree

FIDM-Fashion Institute of
Design and Merchandising

Foothill Chiropractic

Greater Valley Conservation
Corp.-GVCC

Hetch Hetchy-City of S.F.

IUOE-Operating Engineers

IBEW-International
Brotherhood of Electrical
Workers

LiUNA-Laborers Union

Mother Lode Job Training

New Melones Reservoir Bureau
Of Reclamation

Occupational Therapy-"Therapy
in Hand"

Sonora Fire Dept.

Sonora Police Dept.

Sonora Police Explorers

Tuolumne County Ambulance

Tuolumne County Fire Explorer
Program-Trevor Giannini

Tuolumne County Office of
Education

Tuolumne County Realtors

Tuolumne County Recreation
Dept.

Tuolumne Utilities District

Tuolumne County Sheriff's
Dept.

Tuolumne River Trust Resource
Conservation Dist.

UPS ~ United Parcel Service

U.S. Forest Service

UTI ~ Universal Technical
Institute

MILITARY

California National Guard

U.S. Army

U.S. Coast Guard

U.S. Marine Corp

U.S. Navy

CLAIM JUMPER DAY



HIGH SCHOOL JUNIORS AND SENIORS

You are cordially invited to attend Columbia College's Claim Jumper Day on Thursday, September 20, from 10am to 1pm! Our goal with this event is to provide students an opportunity to get important information about the great and affordable academic opportunities available at Columbia College!

PLANNED ACTIVITIES

- Obtain passport for prize drawing and map of campus
- Take a tour of the campus
- Find out about Special Programs, EOPS, DSPS, TRiO, and CalWORKS
- Learn about Financial Aid and the low cost to attend a community college
- Get info about athletics and campus clubs
- Visit with college academic and career programs
- Enjoy a free lunch



Columbia College greatly values the relationship with all high schools and recognizes the need for collaboration to positively impact students' education. Juniors and seniors who attend significantly benefit from seeing the educational opportunities available within a convenient distance from their home.

To attend, RSVP to Colleen Henry at 588.5132 by 9/14/18.

Provide the number of students attending and number of buses or vans. Columbia College will reimburse tri-county schools for bus/van transportation expenses. *

Thanks in advance for participating in our 2018 Claim Jumper event. We look forward to seeing you there!

*Send proof of travel expenses to Colleen Henry, Columbia College, 11600 Columbia College Drive, Sonoma, CA 95370 after 9/20/2018

Articles Reviewed by Staff for Site Staff Development

2017-18 School Year

1. “Lessons from Successful Alternative Education: A Guide for Secondary School Reform”
2. “At Risk Students: Who are These Kids and Why Do they Behave the Way They Do?”
3. “Closing the School Discipline Gap in California: Signs of Progress”
4. “Empowering At Risk Students to Succeed”
5. “California Student Suspension Rate Drops as ‘Willful Defiance’ Punishments Decline”
6. “Implementing Restorative Justice”
7. “Teaching the Culturally Disadvantaged and Underprivileged Student”
8. “Best Practices for At Risk Children”

2018-2019 School Year

1. “Why Are More American Teenagers Than Ever Suffering From Severe Anxiety?”
2. “Restorative Justice in U.S. Schools: A Research Review”
3. “Preventing and Solving Discipline Problems”
4. “Rethinking School Discipline”
5. “Alternative Schools Raise Graduation Rates”
6. “Rigor, Meet Reality”
7. “California Schools Discipline Laws and Regulations”

Advisory Presenters

2016-2017 School Year

Block One→

August 31st:

- Career Assessment/Budget your life

September 14th:

- Paul (works for UPS)
- How can I pay for college?

September 28th:

- Motherlode job training
- Marines- Staff sergeant Long
- Boys mentoring

Block Two →

October 5th:

- NAMI
- Boys mentoring
- Columbia College- general info.

October 19th:

- NAMI
- Motherlode job training
- Boys mentoring

November 2nd:

- ATCAA- food bank
- Motherlode job training
- Boys mentoring

Block Three→

November 9th:

- Boys mentoring
- Columbia College- applications
- Narcotics Anonymous (Kamie)

November 30th:

- Boys mentoring
- Columbia College- EOPS

December 14th:

- Boys mentoring
- Nancy Dumas (Sandy's room)

Block Four→

January 4th:

- Discovery Challenge Academy
- Motherlode Job Training
- Boys Mentoring

January 18th:

- Tuolumne River Trust- Watershed Education Programs

February 1st:

- Nancy Dumas
- Center for a Non-Violent community (teen dating violence)
- Columbia College- General Overview

Block Five→

March 1st:

- Mentoring!
- Greater Valley Conservation Corps- Steve
- US Forest Services- Ryan Harlan

March 15th:

- Mickinley Crownover- Seamstress, Makeup artist, Cosplay, Photography
- Columbia College- Apply and financial aid
- Mentoring

April 5th:

- Motherlode Job Training- Resumes
- Columbia College- summer classes
- Columbia College- automotive program
- Mentoring

April 19th:

- Motherlode Job Training- Resumes
- Columbia College- Computer programs and jobs
- Mentoring

Block Six→

May 3rd:

- Motherlode Job Training
- Mentoring
- Kelly Bunnell- personal trainer

May 17th:

- Discovery Challenge Academy
- Mentoring
- Nancy Dumas

May 31st:

- Mentoring
- Nutrition Educator- Gretchen Birtwhistle
- Narcotics Anonymous

Fall 2017 Advisory Schedule

September 21, 2017 – Claim Jumper Day at Columbia College

October 11, 2017 – Lisa Edwards (Motherlode Jobs)

October 18, 2017 – Annie Calivan (Avalon CNA prog) and Mark Ferreira (CTE Firefighter prog)

October 25, 2017 – Open House for parents

November 11, 2017 – Sierra Conservation Center Prisoners

December 6, 2017 – Amy Emerald (TUPE –Tobacco)

2018 Advisory Schedule

January 10, 2018 – Emerald (CSU Monterey Bay student)

January 24, 2018 – Career Day at SHS

January 31, 2018 – Gordon (Police Officer)

February 7, 2018 - ~~Pamela (Center for non-violent community)~~ CANCELLED

February 14, 2018 – Doralyn Foletti (Columbia College)

February 21, 2018 – US Dept of Forestry

March 7, 2018 – Kamie (Narcotics Anonymous)

March 14, 2018 – Marcia (NAMI-ending the silence)

March 21, 2018 – Math Fox (EOPS program CC)

ADVISORY 2018

September 19: EPIC (Empower Peers Inspire Community)

October 3: Sergeant First Class Goodyear (U.S. Army)

October 17: Tim Schull. UTI (Universal Technical Institute)

October 31: Doralyn Foletti (Columbia College Outreach)

November 14: Lisa Edwards (Motherlode Job Training)

November 28: Eric Pina (Sierra Conservation Center)

December 12: Narcotics Anonymous

ADVISORY 2019

January 9: Evan Royce (Supervisor-Third District)

January 23: Tuolumne Narcotics Team (Vic Serrano)

February 6: Assistant County Clerk (Robert Bergstrom)

February 20: Recreation/Forest Service/Fire Training

March 6: Debora Bautista (CPA)

Example of Student Transcript

Student Name	Stu#	Grade	Sex	Birthdate	Student ID	Birthplace	Transcript of Student Progress																																																												
[REDACTED]	[REDACTED]	11	M	[REDACTED]	[REDACTED]	San Jose, CA US	January 22, 2019 Dario Cassina High School 251-A South Barretta Street Sonora, CA 95370 (209) 532-1587 Fax (209) 533-0980																																																												
Parent/guardian name, address, telephone																																																																			
[REDACTED]																																																																			
Crs-ID	Course Title	Mark	Att/Cmp	Crs-ID	Course Title	Mark	Att/Cmp	Crs-ID	Course Title	Mark	Att/Cmp																																																								
Grade 9 Fall 2016-2017				p 0451	Math 1 CP	A	3.00 3.00																																																												
Out of District School				50001	English	A-	3.00 3.00																																																												
1001	English 1 A	F	5.00 0.00	50079	Us History	A	5.00 5.00																																																												
1001	English 1B	F	5.00 0.00	50101	Physical Educator	A	3.00 3.00																																																												
1002	Algebra 1B	F	5.00 0.00	50101	Physical Educator	A	3.00 3.00																																																												
1007	PE	F	5.00 0.00	Credit Att: 17.00 Cmp: 17.00 TGPA: 4.00																																																															
1010	Earth Science A	F	5.00 0.00	Grade 11 Term 2 2018-2019																																																															
1010	Earth Science B	F	5.00 0.00	Dario Cassina High School																																																															
1011	Trn Fin Art/For Ln		5.00 5.00	p 0451	Math 1 CP	A	3.00 3.00																																																												
1011	Spanish 1A	F	5.00 0.00	50001	English	A-	3.00 3.00																																																												
1013	Health	D+	5.00 5.00	50079	Us History	C	3.00 3.00																																																												
1014	Career Exploration	F	5.00 0.00	50101	Physical Educator	A	3.00 3.00																																																												
1023	Algebra 1 A	D-	5.00 5.00	50101	Physical Educator	A	3.00 3.00																																																												
Credit Att: 50.00 Cmp: 10.00 TGPA: 0.20				Credit Att: 15.00 Cmp: 15.00 TGPA: 3.60																																																															
Grade 10 Fall 2017-2018				Grade 11 Term 3 2018-2019																																																															
Sunnyside High School				Dario Cassina High School																																																															
1001	English 2	A-	5.00 5.00	50001	English	A-	3.00 3.00																																																												
1003	World History	C+	5.00 5.00	50067	Pract Sci	A	3.00 3.00																																																												
1007	PE	B	5.00 5.00	50079	Us History	C+	2.00 2.00																																																												
1010	Chem & Agriscien	A	5.00 5.00	50101	Physical Educator	A	3.00 3.00																																																												
1011	Art 1	A-	5.00 5.00	50101	Physical Educator	A	3.00 3.00																																																												
1023	Geometry	C	5.00 5.00	50204	Life Science	C+	2.00 2.00																																																												
Credit Att: 30.00 Cmp: 30.00 TGPA: 3.17				Credit Att: 16.00 Cmp: 16.00 TGPA: 3.50																																																															
Grade 10 Spring 2017-2018																																																																			
Sunnyside High School																																																																			
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1002	Geometry	D-	5.00 5.00																																																																
1003	World History	C-	5.00 5.00																																																																
1007	PE	A-	5.00 5.00																																																																
1010	Chem & Agriscien	A	5.00 5.00																																																																
1011	Art 1	B-	5.00 5.00																																																																
Credit Att: 30.00 Cmp: 30.00 TGPA: 3.00																																																																			
Grade 11 Term 1 2018-2019																																																																			
Dario Cassina High School																																																																			
Course Tags: * = Non Academic + = Honors (non-weighted) p = College Prep r = Repeated																																																																			
Non-Wgtd Acad GPA (9-12) 2.36 Acad GPA (10-12) 3.35 Total GPA (9-12) 2.36 Credit Attempted: 163.00 Credit Completed: 123.00						CREDIT SUMMARY <table border="1"> <thead> <tr> <th>Subject Area</th> <th>Credit Req'd</th> <th>Compl</th> <th>Needed</th> </tr> </thead> <tbody> <tr><td>English</td><td>40.00</td><td>19.00</td><td>21.00</td></tr> <tr><td>Mathematics</td><td>20.00</td><td>20.00</td><td>-</td></tr> <tr><td>World Studies</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>US History</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Amer Govt/Civics</td><td>5.00</td><td>-</td><td>5.00</td></tr> <tr><td>Economics</td><td>5.00</td><td>-</td><td>5.00</td></tr> <tr><td>Physical Education</td><td>20.00</td><td>20.00</td><td>-</td></tr> <tr><td>Life Science</td><td>10.00</td><td>5.00</td><td>5.00</td></tr> <tr><td>Physical Science</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Fine Arts/For Lang</td><td>10.00</td><td>10.00</td><td>-</td></tr> <tr><td>Voc Arts</td><td>-</td><td>-</td><td>-</td></tr> <tr><td>General Electives</td><td>80.00</td><td>19.00</td><td>61.00</td></tr> <tr><td>* TOTALS *</td><td>220.00</td><td>123.00</td><td>97.00</td></tr> </tbody> </table>						Subject Area	Credit Req'd	Compl	Needed	English	40.00	19.00	21.00	Mathematics	20.00	20.00	-	World Studies	10.00	10.00	-	US History	10.00	10.00	-	Amer Govt/Civics	5.00	-	5.00	Economics	5.00	-	5.00	Physical Education	20.00	20.00	-	Life Science	10.00	5.00	5.00	Physical Science	10.00	10.00	-	Fine Arts/For Lang	10.00	10.00	-	Voc Arts	-	-	-	General Electives	80.00	19.00	61.00	* TOTALS *	220.00	123.00	97.00
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General Electives	80.00	19.00	61.00																																																																
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District Enter: 8/21/2018 School Enter: 8/21/2018 Class of 2020 State ID# [REDACTED]																																																																			

This transcript is unofficial unless signed by a school official.

Signature: _____ Date: _____

Example of Student Test Scores

Dario Cassina High School

1/30/2019

2018-2019

Student Test Scores

Page 1

Student#	Last Name	First Name	Middle Name	Student ID	Grade	Birthdate											Type	Source
TEST ID	Part No.	Grade level	Testing date	Test description	Raw score	Scale score	Grade equiv	Pct ile	Sta nine	Crv eqv	Oth	%	Perf Lvl	Rub ric	Test Adm.			
					11													
SHSSRI	0	8.0	04/05/2016	Scholastic Reading	0	908	0.0	36	0	0.0	0	0	0	0	0	0	0	SPRG16
SHSSMI	0	8.0	02/23/2016	Scholastic Math	0	1075	0.0	83	0	0.0	0	0	0	0	0	0	0	SPRG16
	0	8.0	02/23/2016	Scholastic Math	1075	0	0.0	83	0	7.0	0	0	0	0	0	0	0	SPRG16
SHSSRI	0	8.0	02/23/2016	Scholastic Reading	783	0	0.0	20	0	3.2	0	0	0	0	0	0	0	SPRG16

Dario Cassina High School Spring Master Schedule 2018-19

Dario Cassina High School

1/16/2019
02:32:36 PM

2018-2019		Master Schedule - Spring									Page 1
Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	
48 Cassinnetto		English/Y/1	Math 2/Y/0								
48 Cassinnetto		Math 2/Y/0	Physical Science								
48 Cassinnetto		Physical Science	Economics/Y/2								
48 Cassinnetto		Economics/Y/2	Civics/Govt/Y/1								
48 Cassinnetto		Civics/Govt/Y/4	Us History/Y/7								
48 Cassinnetto		Us History/Y/7	World History/Y/8								
48 Cassinnetto		World History/Y/8	Elective/Y/0								
48 Cassinnetto		Elective/Y/0	Life Science/Y/1								
48 Cassinnetto		Life Science/Y/0	ApexColl&Career								
48 Cassinnetto		ApexColl&Career									
62 Mayben				English/Y/0							
62 Mayben				Physical Science							
62 Mayben				Economics/Y/0							
62 Mayben				Civics/Govt/Y/0							
62 Mayben				Us History/Y/6							
62 Mayben				World History/Y/8							
62 Mayben				Life Science/Y/2							
62 Mayben				ApexColl&Career							
53 Morlan			Apex Credit Rec	Apex Credit Rec				Emp/Work Exp./1			
59 Myers					Math 1 CP/Y/9	Math 1 CP/Y/15					
59 Myers					Math 2/Y/0	Math 2/Y/0					
59 Myers					Geometry/Y/0	Geometry/Y/0					
54 Nugler		Physical Educat	Art (Technical)/Y	Physical Educat	Pract Sci/Y/18	Art (Technical)/Y					
45 Pinocchio		English/Y/9	English/Y/9	English/Y/1	English/Y/13	English/Y/9					
45 Pinocchio				Physical Science							
45 Pinocchio				Economics/Y/5							
45 Pinocchio				Civics/Govt/Y/1							
45 Pinocchio				Us History/Y/2							
45 Pinocchio				World History/Y/4							
45 Pinocchio				Elective/Y/0							
45 Pinocchio				Life Science/Y/0							
45 Pinocchio				ApexColl&Career							
0 Unassigned	Advisory/Y/0	***No Class***/Y/	***No Class***/Y/	***No Class***/Y/	***No Class***/Y/	***No Class***/Y/					
0 Unassigned		CTE/Y/0	CTE/Y/0	CTE/Y/0	CTE/Y/0						

Note: Teacher Aide classes not printed

Dario Cassina High School Bell Schedule

DARIO CASSINA HIGH SCHOOL BELL SCHEDULES

REGULAR SCHEDULE

1ST PERIOD	8:30 – 9:20
BREAK	9:20 – 9:35
2ND PERIOD	9:40 – 10:30
3RD PERIOD	10:35 – 11:25
LUNCH	11:25 – 12:05
4TH PERIOD	12:10 – 1:00
5TH PERIOD	1:05 – 1:55

WEDNESDAY SCHEDULE

1ST PERIOD	9:20 – 10:00
BREAK	10:00 – 10:25
2ND PERIOD	10:30 – 11:10
3RD PERIOD	11:15 – 11:55
LUNCH	12:00 – 12:30
4TH PERIOD	12:35 – 1:15
5TH PERIOD	1:20 – 1:55

INCLEMENT WEATHER SCHEDULE

1ST PERIOD	10:15 – 10:50
2ND PERIOD	10:55 – 11:30
LUNCH	11:30 – 12:00
3RD PERIOD	12:05 – 12:40
4TH PERIOD	12:45 – 1:20
5TH PERIOD	1:25 – 1:55

