

# School Accountability Report Card

## Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### I. Data and Access

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### II. About This School

#### Contact Information (School Year 2012–13)

School		District	
School Name	Theodore Bird High	District Name	Sonora Union High
Street	251 South Baretta St.	Phone Number	(209) 533-8510
City, State, Zip	Sonora, CA, 95370-5042	Web Site	www.sonorahs.k12.ca.us
Phone Number	(209) 532-2923	Superintendent	Michael McCoy
Principal	Roy Morlan, Principal	E-mail Address	mmccoy@sonorahs.k12.ca.us
E-mail Address	rmorlan@sonorahs.k12.ca.us	CDS Code	55723895530043

#### School Description and Mission Statement (School Year 2011–12)

*Theodore Bird High School is the independent study high school in the Sonora Union High School District. In recognition that some students can learn best in settings other than conventional classrooms, Bird High School's five teachers offer a program of independent and personalized instruction to meet the varying needs and ability levels of their students.*

*All courses are taught via the independent study method. Students do not attend daily classes; instead, each student meets with an instructor one-to-one, or in a small group, at a pre-arranged time and place each week. The instructor assigns the student work, which is completed by the student on his/her time. Beginning in Fall 2011 Bird High School began using APEX Learning Systems to provide on-line instruction in some core subjects. The completed work is evaluated by the instructor at the next meeting, and then more work is assigned for the next week. It is the responsibility of the student and the parent to ensure the student attends the appointment and has all of his/her work completed every week.*

*The school is located on the district's Alternative Education Campus at the Dome. Bird HS was granted a full WASC accreditation during the 2004-2005 school year. In 2010-2011, Bird High School was given a two-year accreditation by WASC with a revisit scheduled for Spring 2013.*

***Mission Statement:** Theodore Bird High School seeks to provide, within a safe and supportive environment, an individualized, academically challenging course of study, which will promote self-confidence, foster personal relationships among students and staff, provide a pathway to gainful employment and post-secondary education, and encourage in them the pursuit of life-long learning.*

#### Opportunities for Parental Involvement (School Year 2011–12)

*The administration and staff at Bird High School encourage parents to get involved with campus activities and their individual child's education. Parent involvement includes, but is not limited to, participating in campus technology committees, completing WASC review parent surveys and/or joining focus groups.*

#### Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	4.3%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	8.7%
Native Hawaiian or Pacific Islander	0.0%
White	87.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	34.8%
English Learners	4.3%
Students with Disabilities	2.9%

#### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*	Avg. Class Size	2010–11 Number of Classes*	Avg. Class Size	2011–12 Number of Classes*

	1-22	23-32	33+	1-22	23-32	33+	Size	1-22	23-32	33+
English	1	5		1	5		1	5		
Mathematics	1	5		1	5		1	5		
Science	1	5		1	5		1	5		
Social Science	1	5		1	5		1	5		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

#### School Safety Plan (School Year 2011–12)

Theodore Bird High School's safety plan is part of the overall Sonora Union High School District's comprehensive safety plan. The Alternative Education Campus, of which Bird HS is a part, has a full-time campus supervisor. The Bird High School staff meets periodically to discuss safety and security measures with the principal. Fire and lockdown drills are conducted on a yearly basis.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	0	0	22.8	28.8	44.0
Expulsions	0	0	0	.9	1.0	1.0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2012–13)

Theodore Bird High School is located in one portable building on the Alternative Education Campus. The school currently has six teachers: four teach during the day and two teach some evenings. One member of the district's Maintenance Staff provides janitorial service to Bird HS as well as the rest of the Alternative Education Campus.

#### School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Old, tired HVAC
Interior: Interior Surfaces			X		Dated, and worn portable building.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X		Worn carpeting
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating					

Note: Cells shaded in black do not require data.

### V. Teachers

#### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	5	5	5	55
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

#### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers

This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0
Low-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

### VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	.20	
Other	0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

### VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Bird High School uses standards-based district-approved textbooks in all core academic disciplines.	YES	0
Mathematics	Bird High School uses standards-based district-approved textbooks in all core academic disciplines.	NO	0
Science	Bird High School uses standards-based district-approved textbooks in all core academic disciplines.	NO	0
History-Social Science	Bird High School uses standards-based district-approved textbooks in all core academic disciplines.	NO	0
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

### VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$3,450	\$45	\$3,405	\$58,990
District			\$6,370	\$67,634
Percent Difference – School Site and District			-87%	-14.7%
State			\$5,455	\$69,265
Percent Difference – School Site and State			-60%	-17.4%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/ed/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certified Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/tl/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Staff salaries, books, materials.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,086	\$41,866
Mid-Range Teacher Salary	\$64,016	\$66,197
Highest Teacher Salary	\$79,259	\$85,232
Average Principal Salary (High)	\$120,206	\$116,591
Superintendent Salary	\$129,369	\$151,264
Percent of Budget for Teacher Salaries	34.00%	36.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csf/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	25%	28%	30%	42%	53%	57%	52%	54%	56%
Mathematics	7%	0%	0%	19%	22%	25%	46%	50%	51%
Science	35%	0%	21%	48%	60%	59%	54%	57%	60%
History-Social Science	17%	18%	17%	41%	47%	49%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Percent of Students Scoring at Proficient or Advanced

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	25%	59%	49%
All Students at the School	30%	0%	21%	17%
Male	22%	0%	0%	14%
Female	36%	0%	0%	20%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	34%	0%	23%	19%
Two or More Races				
Socioeconomically Disadvantaged	35%	0%	0%	13%
English Learners				
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Percent of Students Scoring at Proficient or Advanced

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	33%	42%	36%	55%	63%	58%	54%	59%	56%
Mathematics	0%	15%	18%	46%	52%	52%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (If applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	42%	27%	31%	48%	40%	11%
All Students at the School	64%	29%	7%	82%	18%	0%
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White	64%	36%	0%			
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/api/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	1	1
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009-10	Actual API Change 2010-11	Actual API Change 2011-12
All Students at the School	-105	34	65
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	23	655	863	765	4,664,264	788
Black or African American	0		7		313,201	710
American Indian or Alaska Native	2		22	674	31,606	742
Asian	0		8		404,670	905
Filipino	0		3		124,824	869
Hispanic or Latino	1		110	738	2,425,230	740
Native Hawaiian or Pacific Islander	0		4		26,563	775
White	20	671	701	771	1,221,860	853
Two or More Races	0		5		88,428	849
Socioeconomically Disadvantaged	9		363	692	2,779,680	737
English Learners	1		9		1,530,297	716
Students with Disabilities	2		79	561	530,935	607

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)**

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate	N/A	No

**Federal Intervention Program (School Year 2012–13)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2010-2011
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

**XI. School Completion and Postsecondary Preparation**

**Admission Requirements for California's Public Universities**

**University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

**California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**Dropout Rate and Graduation Rate**

Indicator	School			District			State	
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2010–11
Dropout Rate		6.9	6.1		6.9	5.9		16.6
Graduation Rate		91.38	91.84		90.99	91.72		74.72

Note: Cells shaded in black do not require data.

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	42	200	N/D
Black or African American	0	1	N/D
American Indian or Alaska Native	1	5	N/D
Asian	1	7	N/D
Filipino	0	1	N/D
Hispanic or Latino	6	33	N/D
Native Hawaiian or Pacific Islander	0	1	N/D
White	33	242	N/D
Two or More Races	1	1	N/D
Socioeconomically Disadvantaged	12	87	N/D
English Learners	3	5	N/D
Students with Disabilities	3	19	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

**Career Technical Education Programs (School Year 2011–12)**

*Sonora Union High School District currently has the following ROP offerings: Automotive Technology, Construction Technology, Wild Land Fire, Health Careers, Emergency First Responder, Marketing, Photography, Sports Medicine, Ag Welding and beginning in the 2013-2014 school year Culinary Arts will be added.*

**Career Technical Education Participation (School Year 2011–12)**

Measure	CTE Program Participation
Number of pupils participating in CTE	10
Percent of pupils completing a CTE program and earning a high school diploma	2
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

**Advanced Placement Courses (School Year 2011–12)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

**XII. Instructional Planning and Scheduling**

**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

*In Spring 2011, the district and the Sonora Union High School Federation of Teachers negotiated to create a Staff Development Committee for all teachers in the district. Theodore Bird High School and the other Alternative Education schools and staffs are allowed to develop a more site-specific plan if needed. In 2010-2011 staff development time was primarily focused on preparing the WASC self-study report.*

Narrative provided by the LEA.

<b>Theodore Bird High</b>	<b>School Accountability Report Card, 2011-2012</b>
Sonora Union High	Provided by the Ed-Data Partnership
	For more information visit <a href="http://www.ed-data.org">www.ed-data.org</a>