

Theodore Bird High School

251 S. Barretta Street • Sonora, CA 95370 • 209-533-2923 • Grades 9-12

Mr. Roy Morlan, Principal
rmorlan@sonorahs.k12.ca.us
www.sonorahs.k12.ca.us

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Sonora Union High School District

100 School Street
Sonora, CA 95370
209-533-8510 ex. 12
www.sonorahs.k12.ca.us

District Governing Board

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

District Administration

Mr. Patrick Chabot
Superintendent
Dana Vaccarezza
CBO

School Description

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 three 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, at a prearranged 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 and continuing into the 2015-2016 school year, 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. Students are individually assigned work to meet their performance aptitude.

The school is located on the district's Alternative Education Campus at the Dome. Bird High School is currently completing the self-study process for continued WASC accreditation.

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.

About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	5
Grade 11	16
Grade 12	28
Total Enrollment	49

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	2
Asian	0
Filipino	2
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0
White	75.5
Two or More Races	2
Socioeconomically Disadvantaged	44.9
English Learners	0
Students with Disabilities	10.2
Foster Youth	2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Theodore Bird High School	14-15	15-16	16-17
With Full Credential	5	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sonora Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	48
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Theodore Bird High School	14-15	15-16	16-17
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	94.6	5.4

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: January 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Bird High School uses standards-based district-approved textbooks in all core academic disciplines. English 1/Literature & Language Arts 3rd Course 2005 English 2/Literature & Language Arts 4th Course 2005 English 3/Literature & Language Arts 5th Course 2003 English 4/Literature & Language Arts 6th Course 2003 Additionally, Theodore Bird offers online courses through APEX for graduation credits The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Bird High School uses standards-based district-approved textbooks in all core academic disciplines. Algebra I/Globe Fearon Algebra1 2001 Geometry/Globe Fearon Geometry 2003 Globe Fearon Practical Math 2004 Additionally, Theodore Bird offers online courses through APEX for graduation credits. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science	Theodore Bird offers online science courses through APEX The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	Theodore Bird offers online History-Social Science courses through APEX. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A
Health	Glencoe Health 2005 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Parents, students and staff find the building and classrooms to be in good working order. With the reduction of staffing the work stations for the teachers and parents are extremely organized and functional.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/13/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces		X		Only one classroom and two restrooms to inspect. Rust on ceiling braces, torn carpet, loose coving.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/13/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains					Restroom in adjacent portable.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	48	29	63	63	44	48
Math	4	4	20	31	34	36

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

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	52	36	66	66	68	60	56	54

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

Grade Level

2015-16 Percent of Students Meeting Fitness Standards

4 of 6

5 of 6

6 of 6

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	15	14	93.3	35.7
White	11	10	90.9	40.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	24	24	100.0	29.2
Female	11	19	19	100.0	26.3
White	11	14	14	100.0	35.7
Socioeconomically Disadvantaged	11	11	11	100.0	27.3

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	24	23	95.8	4.3
Female	11	19	18	94.7	5.6
White	11	14	14	100.0	
Socioeconomically Disadvantaged	11	11	10	90.9	10.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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. Additionally, parents often come with their child to their appointments. They are active participants in the educational process.

State Priority: School Climate

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

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

School Safety Plan

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 lock-down drills are conducted on a yearly basis. Additionally, the staff at Bird High has participated in onsite ALICE training.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.9	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	21.6	10.0	9.0
Expulsions Rate	1.2	0.5	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.4
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	0.4
Other	0
Average Number of Students per Staff Member	
Academic Counselor	50

* 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.

Professional Development provided for Teachers

Sonora Union High School District provides district-wide training in technology, student support services, and curriculum. Theodore Bird High School and the other Alternative Education schools and staffs are allowed to develop a more site-specific plan if needed.

Additionally, the District has developed Wednesday morning training sessions and Technology Tuesday & Thursday professional development programs. Administration and teachers from Bird High School attend many of these training sessions.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,635	\$45,265
Mid-Range Teacher Salary	\$67,418	\$72,281
Highest Teacher Salary	\$83,472	\$94,342
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)	\$129,539	\$127,317
Superintendent Salary	\$147,340	\$168,625
Percent of District Budget		
Teacher Salaries	30%	34%
Administrative Salaries	7%	6%

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

Types of Services Funded

Staff salaries, books, materials.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 4,906	\$ 0	\$ 4,906	\$ 60,481
District	♦	♦	\$ 9,379	\$66,550
State	♦	♦	\$5,677	\$75,859
Percent Difference: School Site/District			-40.0	-100.0
Percent Difference: School Site/ State			-100.0	-100.0

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
	2011-12	2013-14	2014-15
Theodore Bird High School			
Dropout Rate	13.70	18.60	3.60
Graduation Rate	86.27	79.07	92.86
Sonora Union High School District			
Dropout Rate	6.80	8.50	3.30
Graduation Rate	91.21	87.68	93.67
California			
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2015-16 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	1	♦
Mathematics	2	♦
Science	2	♦
Social Science	4	♦
All courses	11	

Completion of High School Graduation Requirements

Group	Graduating Class of 2015		
	School	District	State
All Students	100	93	86
Black or African American	0	100	78
American Indian or Alaska Native	0	78	78
Asian	0	100	93
Filipino	0	100	93
Hispanic or Latino	100	88	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	94	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	0	85	66
English Learners	0	67	54
Students with Disabilities	100	75	78

Career Technical Education Programs

Theodore Bird High School students have access to the Sonora Union High School District C.T.E. offerings which include: Auto, Construction, Cosmetology, Culinary Arts, Digital Photography, Emergency First Responder, Health Careers, Marketing MOCSE Credit Union, Wild Land Fire Fighter.

DataQuest

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

Internet Access

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