

THEODORE BIRD HIGH SCHOOL
251-A SOUTH BARETTA STREET
SONORA, CA 95370

MID-CYCLE PROGRESS REPORT

Accrediting Commission for Schools
Western Association of Schools and Colleges

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February 19, 2020

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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.)

Theodore Bird High School is located in the city of Sonora. Sonora is an incorporated city located in Tuolumne County within the foothills of the Sierra Nevada Mountains. Sonora continues to maintain its status as the largest city within the County..

Sonora has recently shown a slight increase in population to 4,857 residents. In fact, the overall population in Tuolumne County has increased from 50,530 in 2012 to over 54,248 in 2017. The population increase is primarily contributed to more retirees moving into the area.

The economic past history of the county is that of mining (rock and gold), timber, and tourism. Today, the county's major employers are government, services industry, and retail which comprise of just under 80% of the employment.

Increasingly, many of the employment opportunities center around the health field with the increased expansion of the Sonora Regional Medical Center, now referred to as Adventist Health of Sonora. Other industries in the county include manufacturing, mining, construction, agriculture, tourism and timber. Economic growth in the county continues to be limited, which is often attributed to a lack of readily available natural gas needed by industry. Additionally, technology needs, such as a highly developed infrastructure, are lacking, leading to slow growth of the community.

Tuolumne County ranks in the lower half of the state for median income. In spite of the current upswing nationally, many of our citizens are still struggling. This has resulted in many residents leaving the region. In fact, as a result, many of the local schools are still experiencing declining enrollment. This has resulted in changes to our student demographics. Data currently shows that over 50% of our students qualify for free and reduced meals, over 14% live below the poverty level, and median annual household income is well below the California average of \$46,295.

Demographic indicators for the county continue to show a decline in student population since 2006 overall with a negative net migration pattern. In and out migration of residents is predominantly within other regions of California, but many residents are choosing to move to other states. The effect of this migration has been a reduction of school aged children (K-12) within our county. Data shows that the number of K-12 students within the county has dropped by approximately 2,000 students since the year 2000.

Additionally, the county's ethnicity profile is experiencing changes. The county is still primarily a Caucasian community at over 87.5%, but many ethnic groups are showing significant growth. The Hispanic or Latino population has increased by over 44% in the past ten years, the Black/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 Theodore Bird High School, the Sonora Union High School District also consists of a traditional high school, Sonora High School, with an enrollment of 980 students; Dario Cassina High School, with an enrollment of 56 students, and Sonora Adult School, with an enrollment of 25 students. These four programs combine to form the largest of the three high school districts in Tuolumne County. As the numbers indicate, the district is declining in enrollment and has been since the early 2000's.

The History and Setting of Theodore Bird High School

In August of 1994, SUHSD's independent study high school was named after Mr. Theodore Bird, a longtime county educator. Bird High School is located on the Alternative Education Campus along with Dario Cassina High School and Sonora Adult School. Additionally, the Cable Eight Studio, U.C. Master Gardner Demonstration Garden, and the Kids Art Studios Academy are located on the campus. Theodore Bird High School is located in one portable classroom building on the site.

The Students at Theodore Bird High School

Bird High School continues to be staffed for 50 students. Enrollment has been consistent this year with minimal need for a waiting list for enrollment. The population of the students is predominantly white with no EL students enrolled.

Most Bird High School students come to our school as referrals from Sonora High School, the district's traditional high school, or transfer from Cassina High School- our non-traditional school that shares the site with Bird High. Additionally, some students enter Bird High from other schools located within our county, such as Tioga High School, Connections Performing Arts Academy, Gold Rush Charter School, Mountain Oaks Charter School, and Summerville High School.

Students attend our school for a variety of reasons, including family hardships, medical needs, full or part-time employment needs, opportunity for concurrent enrollment with Columbia College and a desire to get away from personal conflicts at the comprehensive high school. Increasingly, there has been an increase in the number of students who also have emotional challenges which prohibit them from being successful in a comprehensive setting.

Many of our students also come from single parent families or nontraditional families. In each case, the staff reviews their individual circumstances, transcripts, and more to provide a tailored individualized program so students can continue their education and explore future educational options.

Students meet on a weekly basis and are taught via the independent study model. Students are to complete a minimum of 20 hours of schoolwork each week to receive full attendance. They meet with their instructor, usually for one hour, at the same time each week. The student, teacher, and parent have the responsibility to insure that the student attends each meeting. At the meeting, the teacher evaluates past work, gives exams, and assigns new assignments for the following week.

The Staff at Theodore Bird High School

As a result of the overall declining enrollment of our district, Theodore Bird High School staff also experienced a decline in numbers. In 2015, our staffing was 3.4 FTE instructors. Currently, we are staffed at 2.0 FTE instructors. This limits the overall enrollment at Bird High to no more than 50 total students.

Nevertheless, our staff brings many years of experience for our students, with more than 75 years of teaching experience divided among three instructors. Each one brings a specialty in Mathematics, English, or Social Sciences. This allows students' individual needs to be met.

In addition to the instructors, Bird High is also served by a full-time secretary/registrar, a full time administrator, and a counselor. Each of these professionals work hard to support students achievements.

| Name | Position | Ethnicity | Gender | Credential | Years in Education |
|--------------|-------------------------|------------------|---------------|---|---------------------------|
| Jeff Hansten | Coordinator/ Teacher | White | Male | Single Subject Clear Social Sciences CLAD Credential | 20 |
| Cathy Atkins | Teacher | White | Female | Multiple Subject Clear Single Subject Clear English CLAD Credential | 30 |
| Sandra Myers | Teacher | White | Female | MA-Education Single Subject Clear Mathematics CLAD Credential | 24 |
| Roy Morlan | Administrator | White | Male | Single Subject Social Studies Learning Handicapped Resource Certificate Administrative Pupil Svc Clear | 28 |
| Eric Knapp | Counselor | White | Male | Pupil Personnel Svc Cred MA-Education/ Counseling B.A.: Sociology Minor: Psychology | 2 |
| Donna Berry | Secretary | White | Female | n/a | 3 |

Theodore Bird High School-Columbia College Partnership

For over the past decade, students who attend Bird High have also been able to enroll in courses through Columbia College concurrently. They are afforded the opportunity to earn both high school and college credits at the same time. Additionally, since 2007, students who choose to be enrolled concurrently have had their registration fees waived by Columbia College. This has been a unique opportunity for our students and offers students increased access to curriculum to meet their needs and begin their college education.

Accreditation History

Theodore Bird High School was fully accredited following our last full Self Study visit in March of 2017. We were granted this accreditation until June 30, 2023 with the expectation of a satisfactory Mid-cycle visit in 2020.

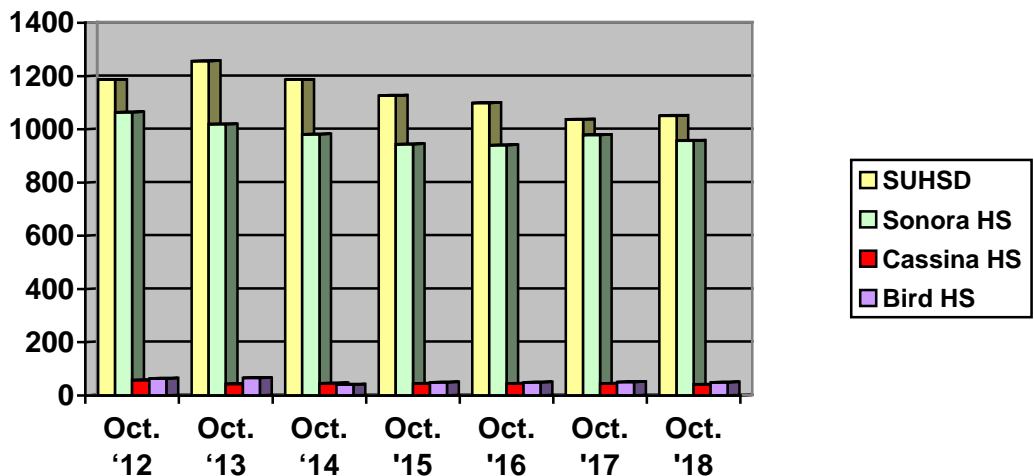
LCAP Identified Needs and Description of Goals that Apply to School

Goals of LCAP match nicely with SLO’s, Mission, Vision, and Critical Areas identified from survey data. This report is quite large. A hard copy of the LCAP will be printed and available for you to review during the visit. To review the LCAP prior to the visit, please follow the link: <http://sonorahs.k12.ca.us/wp-content/uploads/2018/10/2018-Local-Control-and-Accountability-Plan-Annual-Update-Sonora-Union-High-School-District-20181023.pdf>

ENROLLMENT FOR SONORA UNION HIGH SCHOOL DISTRICT 2016 - Present (Oct. CALPADS)

| | Oct. 2016 | Oct. 2017 | Oct. 2018 |
|------------|-----------|-----------|-----------|
| SUHSD | 1067 | 1079 | 1051 |
| Sonora HS | 973 | 979 | 961 |
| Cassina HS | 40 | 44 | 41 |
| Bird HS | 49 | 50 | 49 |

The Sonora Union High School District has experienced a significant decline in enrollment over the past decade, losing 620 students since the district’s highest-ever enrollment (1,806) in 2000.



Enrollment by Ethnicity

The ethnic composition of Bird High School is very much a reflection of Tuolumne County where the population is predominantly white with small populations of Hispanic, American Indian, and other ethnic groups. The data currently shows a significant increase in the number of Hispanic students enrolled at Bird High, since 2012.

| | 2016-2017 | 2017-2018 | 2018-2019 |
|----------------------|-----------|-----------|-----------|
| White | 82.0% | 80% | 76% |
| Hispanic | 18.0% | 16% | 14% |
| Amer Indian/ Alaskan | 4.0% | 0 | 0 |
| African American | 2.0 | 0 | 0 |
| Asian | 4.0 | 0 | 0 |

Average Yearly Enrollment

| 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-----------|-----------|-----------|-----------|
| 49 | 50 | 50 | 50 |

The average yearly enrollment has changed over the past few years due to changes in staffing provided by the district. Bird HS currently has 2.0 FTE (split among three teachers), and the school is presently populated at 25:1 (student-teacher ratio), which equates to approximately 50 students. At times this year and in past years, additional students have been added when demand is high or special circumstances dictate that a student transfer into Bird HS even though it is at full capacity.

Attendance Data**Attendance Rates - - Average % ADA to Enrollment**

| <u>2016-2017</u> | <u>2017-2018</u> | <u>2018-2019</u> |
|-------------------------|-------------------------|-------------------------|
| 78% | 94% | 88% |

Average Daily Attendance has varied over the past six years; however, the drop is explained, for the most part, by the movement of students both in the district and other programs. The Average % ADA to Enrollment is relatively consistent over the past six years.

Graduation Rates (Results taken from SARC Reports)

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------|------------------|------------------|------------------|------------------|
| BIRD HS | 96.2 | 89.1 | 68.4% | 83.3% |
| SUHSD | 94.8% | 90.8% | 91.7% | 91% |
| STATE | 83.8% | 82.7% | 83.5% | 85.9% |

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students Tested | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 21 | 28 | 26 | 19 | 28 | 26 | 19 | 28 | 26 | 90.5 | 100 | 100 |
| All Grades | 21 | 28 | 26 | 19 | 28 | 26 | 19 | 28 | 26 | 90.5 | 100 | 100 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceed | | | % Standard Met | | | % Standard Nearly | | | % Standard Not Met | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2549. | 2491. | 2570. | 0.00 | 0.00 | 7.69 | 36.84 | 17.86 | 38.46 | 36.84 | 39.29 | 34.62 | 26.32 | 42.86 | 19.23 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 7.69 | 36.84 | 17.86 | 38.46 | 36.84 | 39.29 | 34.62 | 26.32 | 42.86 | 19.23 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 11 | 21.05 | 7.14 | 23.08 | 52.63 | 57.14 | 50.00 | 26.32 | 35.71 | 26.92 | |
| All Grades | 21.05 | 7.14 | 23.08 | 52.63 | 57.14 | 50.00 | 26.32 | 35.71 | 26.92 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 5.26 | 7.14 | 7.69 | 57.89 | 28.57 | 76.92 | 36.84 | 64.29 | 15.38 |
| All Grades | 5.26 | 7.14 | 7.69 | 57.89 | 28.57 | 76.92 | 36.84 | 64.29 | 15.38 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 10.53 | 0.00 | 19.23 | 63.16 | 71.43 | 57.69 | 26.32 | 28.57 | 23.08 |
| All Grades | 10.53 | 0.00 | 19.23 | 63.16 | 71.43 | 57.69 | 26.32 | 28.57 | 23.08 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 5.26 | 3.57 | 11.54 | 63.16 | 57.14 | 69.23 | 31.58 | 39.29 | 19.23 |
| All Grades | 5.26 | 3.57 | 11.54 | 63.16 | 57.14 | 69.23 | 31.58 | 39.29 | 19.23 |

The results from our English Language CAASPP testing show significant improvements. There was a significant drop in the number of students not meeting standards or in the standard nearly met category over the previous year. Additionally, the standard met and standard exceeded categories show good improvements.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students Tested | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 21 | 27 | 26 | 19 | 27 | 26 | 19 | 27 | 26 | 90.5 | 100 | 100 |
| All Grades | 21 | 27 | 26 | 19 | 27 | 26 | 19 | 27 | 26 | 90.5 | 100 | 100 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceed | | | % Standard Met | | | % Standard Nearly | | | % Standard Not Met | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2484. | 2455. | 2499. | 0.00 | 0.00 | 0.00 | 5.26 | 3.70 | 7.69 | 15.79 | 3.70 | 19.23 | 78.95 | 92.59 | 73.08 |
| All Grades | N/A | N/A | N/A | 0.00 | 0.00 | 0.00 | 5.26 | 3.70 | 7.69 | 15.79 | 3.70 | 19.23 | 78.95 | 92.59 | 73.08 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 0.00 | 0.00 | 3.85 | 15.79 | 7.41 | 15.38 | 84.21 | 92.59 | 80.77 |
| All Grades | 0.00 | 0.00 | 3.85 | 15.79 | 7.41 | 15.38 | 84.21 | 92.59 | 80.77 |

| 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 5.26 | 0.00 | 0.00 | 21.05 | 14.81 | 42.31 | 73.68 | 85.19 | 57.69 |
| All Grades | 5.26 | 0.00 | 0.00 | 21.05 | 14.81 | 42.31 | 73.68 | 85.19 | 57.69 |

The recent results from our CAASPP testing indicates improvement in the number of our students who have not met standards and also strong growth in the number of students who have met standards in Mathematics.

2019/2020 Parent and Student Surveys

Background: In an effort to get even more communication from parents and students in our community the Committee of the Whole elected to continue with the surveys this year of parents and students. We believe it is a viable option to attain immediate feedback of our program as a whole.

Survey Results:

Parents:

Total number of parents surveyed:25

96% of our parents have a positive opinion of the courses being offered.

92% of our parents are aware of community connections available to their students.

84% of our parents are aware of services available to their students.

92% of our parents like the preparation we offer to their students.

20% of our parents would be interested in participating in Site Council.

Parent suggestions or opinions about our program:

- The school is fine the way it is.
- Online P.E. packets would be great.
- The program is working out well for my son.
- College courses would be great.
- The individual support my student receives is beyond what is expected and the teacher keeps me informed of progress.
- Addition of Life Skills courses would be good.
- More updates by email would be good.
- Even more class information about jobs and careers.
- More feedback from teachers about work/assignments.

Parents rated our program 9.2 on a ten point scale for overall experience.

Students:

Total number of students surveyed:34

53% of our students do not live in a two parent household.

88% of our students consider school important to their future.

80% of our students believe they have a plan for after school.

94% of our students have met with the counselor for transition planning.

18% of our students have been homeless.

15% of our students have been in foster care.

82% of our students eat three meals a day.

56% of our students attended two or more elementary schools.

24% of our students have attended three or more high schools.

What inspired you to attend Theodore Bird High School?

- I was not doing well mentally or emotionally.
- I wanted to work at my own pace.
- Sonora High was not a good match.
- My friends recommended it to me.
- My brother attended here.
- I was not having a great time at school.
- I wanted to graduate early.
- I wanted to improve my grades.
- I was very ill and stressed.
- My mental health.
- I feel like I got the help I needed here.

What do you like about Theodore Bird High School?

- I like that you get to work at your own pace.
- Go to school without drama.
- It works well with my schedule.
- I like the freedom.
- It is less stressful.
- It is flexible.
- I like my teacher. Helps me understand the work.
- I have more motivation here.
- No bullying.
- Staff is nice and friendly.
- It is a great program.
- Caring and helpful staff.

26% of our students have a driver's license.

99% of our students/parents have reliable transportation.

53% of our students are actively employed.

88% of our students have the internet at home.

Additional Survey Information:

Students with active Individual Educational Plans: 6/12%

Students with active 504 Plans: 8/16%

Students enrolled in CTE: 4/8%

Students enrolled at Columbia College: 8/16%

Survey Analysis: The Committee of the Whole believes that the surveys support the continued efforts that we have made a priority over the past few years. The staff acknowledges that we need to continue our efforts in providing further supports in the following areas:

- ❖ Continued support of transition needs for our students. Continued support on increasing communication to the parents.
- ❖ Students' emotional needs still need to be supported.
- ❖ Supporting students in transition services such as: Drivers Licenses, College Applications, ASVAB testing, FASFA, and other needs.

Survey Data

2015 Student Survey

| | |
|---|-------------------------|
| Total Graduates | 57 |
| Number of students surveyed | 36.8% of graduates |
| Students who are employed | 81% of those surveyed |
| Students who attend college/vocational school | 71.4% of those surveyed |
| Students who are working toward a specific career | 85.7% of those surveyed |
| Ted Bird preparation prepared them well | 95.2% of those surveyed |

Changes and Suggestions from Students

- More college prep courses
- Longer student/teacher appointments
- Rigorous course work
- More involvement in the community
- Accommodate learning styles/well-rounded
- Discipline/Structure

2016 Student Survey

| | |
|---|-------------------------|
| Total Graduates | 22 |
| Number of students surveyed | 40.9% of those surveyed |
| Students who are employed | 66.7% of those surveyed |
| Students who attend college/vocational school | 55.6% of those surveyed |
| Students who are working toward a specific career | 100% of those surveyed |
| Ted Bird preparation prepared them well | 88.9% of those surveyed |

Changes and Suggestions

- More course options
- Study groups
- Student engagement
- Student interaction

2016 Parent Survey

| | |
|---|-------------------------|
| Total number parents/guardians surveyed | 23 |
| Positive opinion of courses | 91.3% of those surveyed |
| Community involvement | 26.1% of those surveyed |
| Services available | 43.5% of those surveyed |
| Ted Bird preparation | 87.0% of those surveyed |
| Site Council | 28.3% of those surveyed |
| Overall rating of Bird HS | 9 out of 10 positive |

THEODORE BIRD HIGH SCHOOL

EXPECTED SCHOOL-WIDE LEARNING RESULTS - SCHOOL WIDE LEARNING OUTCOMES

BIRD HIGH SCHOOL GRADUATES WILL BE:

EFFECTIVE COMMUNICATORS WHO:

Apply reading, writing, and technology skills to meet graduation requirements
Participate in a weekly review with teacher to assess academic progress

MEASURABLE INDICATORS:

Survey data, benchmarks, common assessments
Number of students in online learning programs

EFFECTIVE CRITICAL THINKERS WHO:

Solve problems through the effective use of technology
Question, analyze, and evaluate information and ideas
Demonstrate ability to use reasoning skills to solve complex problems within content area standards

MEASURABLE INDICATORS:

Standardized test scores
Demonstration of mastery on course requirements

GOAL ORIENTED STUDENT WHO:

Enroll in alternative credit courses or programs
Secure measurable goals that are both personal and professional
Develop a plan to achieve post-graduation goals

MEASURABLE INDICATORS:

Graduation survey
Senior essay
Achievement on formative and summative assessments

RESPONSIBLE CITIZENS WHO:

Exhibit good study/work habits including regular attendance and punctuality
Demonstrate understanding of political and economic systems and the role they play globally
Act responsibly in school, at home, and in the community

MEASURABLE INDICATORS:

Positive consistent attendance
Completion of work in a timely manner
Successful completion of coursework to high acceptable standards
Enrollment in CTE, Columbia College, or college courses

THEODORE BIRD HIGH SCHOOL WASC MISSION AND VISION STATEMENTS

MISSION

THEODORE BIRD HIGH SCHOOL seeks to provide, within a safe and supportive environment, an individualized, academically challenging course of study, which will promote personal/social growth, foster positive relationships between students and staff, provide a pathway to gainful employment and/or post-secondary education.

VISION

In an atmosphere of teamwork and respect, THEODORE BIRD HIGH SCHOOL is committed to helping students set and attain personal, academic, and career goals with an emphasis on life-long learning. The positive environment enhances the lives of the individual students served and thereby enriches community life.

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.**

Program Additions

Since our last visit there have been no additions to the educational staff or administrative staff at Bird High. The school continues to be staffed for 50 students at the 2.0 FTE level. The outlook is to remain fairly consistent at that level because the District's declining enrollment has shown the tendency to be slowing. While the educational staff has been consistent, there have been changes to the counseling position. The previous counselor vacated the position in the spring of 2018. The new counselor was advised to specifically focus on the following areas:

- Student transition needs post-high school
- Career assessment
- Concurrent enrollment with Columbia College and CTE classes at Sonora High
- Social emotional needs of students
- Academic Counseling

To address these items, the counselor has made it a priority to meet with each student and/or family to discuss transitional needs to the post-high school world. Career options and assessment of interests are discussed and a plan is developed. Our goal is to increase the amount of students who have a plan for their lives, whether that plan is to attend college or pursue employment.

Another change to our academic offerings has been in the area of A-G acceptance. After a lengthy process, we now offer many A-G qualified courses through our APEX system. Each course has been approved and accepted as meeting A-G requirements. This allows our students to be eligible for admittance to the University of California System.

Further refinement of our course offerings has also occurred in an area of curriculum used. We are exploring/implementing a change to the online curriculum we use. Currently we predominantly use the APEX system, but the district is exploring and piloting the Edgenuity Program. After researching the presentation mode of the two systems, it seems likely that the active instruction methods of Edgenuity may offer greater comprehension of course material by students. The district is piloting this system at a few sites to ascertain its effectiveness versus APEX.

In the area of student enrollment, while there have been no significant changes in the amount of students, there have been changes to the characteristics of the students we serve. The students, we now receive, often times have more educational challenges. More of them have Individualized Educational Plans, 504's, or other behavioral issues. As a result, we have had a reduction in the amount of students who concurrently enroll with Columbia College and the total amount of students who would be described as college-ready. Therefore, the staff has had to individualize the curriculum even further to accommodate the changes.

Our staff has had many discussions about these changes in our student population. The impact of a changing nature of students we receive is across the board. Many students come to us with both trauma needs and physical needs such as housing and nutritional needs. Our counselor, who is also our homeless liaison, plays a critical role in identifying these needs and addressing options for support. Additionally, the trauma element is pervasive. Trauma impacts all levels of learning and often inhibits learning. Our staff is working through professional development trainings as to how to address trauma effects and support our students even better.

Additionally, in the area of communication, we have worked to continue our efforts in getting families more involved with their children's education. While maintaining our information board, conducting surveys, hosting a parent night, and recognizing students of the month, we have continued to search for other ways to increase communication. Our staff is currently developing a newsletter which will be sent to parents and students. It will be a discussion of events, offerings, and general information about our school. It is planned to be sent out on a quarterly basis.

Lastly, in the arena of motivation for our students, the staff and district have developed a new CTE program. We have given it the title of "Tiny House", but the program is under the title of construction. We were given a grant through CSI that allowed funding for the new program. Our students and others are enrolled in the course where they are building a house from the ground floor. It is hoped to increase student's motivation and post high school employment opportunities.

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 schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Process of Engagement of Stakeholders

It has been and continues to be, a challenge when it comes to getting input from all stakeholders. Each year we come up with new ideas to increase communication to/from our stakeholders. First and foremost is our staff. Staff members are afforded Wednesday mornings as a time for “staff meetings”. Each Wednesday, throughout the year, we offer time for trainings and professional development. That is how we formally come together to conduct WASC meetings and other functions as well.

When it comes to increasing stakeholders, such as parents’ involvement, this presents a few issues. Despite the fact that most parents/caregivers drive their student to their appointment, they often do not contact staff members. The meeting time does offer the potential for an exchange of information, but many do not take advantage of the personal time for this. Still, the time does offer opportunities for those willing to participate.

Still, the staff endeavors to increase exchange of information. The staff continues to develop strategies to increase stakeholder input. A few strategies that we have continued are parent night, student/parent surveys, site council, and appointment times with either the teacher or principal as needed. The staff believes that the small nature of our school offers many opportunities for discussion or questions.

Nevertheless, in an effort to reach out we have implemented a school newsletter to help keep our stakeholders informed. It is hoped that this effort will be rewarded with even more communication.

Process used to prepare report

Anytime we have the requirement/obligation to complete another WASC process, we begin the preparation early in the year. In August of this year, we had our first meeting and reviewed the last visiting teams report for recommendations and updated our Action Plan. We do this as a group and call the group, “The Committee of the Whole”. Since there are so few of us involved, it is quite easy to get the whole group involved. Nevertheless, reviewing our goals and actions has many benefits to reminding us all of what we need to accomplish along with teaching daily.

After the Action Plan is updated, we set out on our path to implement change. We meet, as needed, to review ideas, discuss sections of the report, talk about critical areas identified, and review data. It is always beneficial to hear all thoughts related to all these fields.

The report itself is compiled by the administrator and edited with the help of the Committee of the Whole. It is genuinely a group project.

When the report is generated, the Committee of the Whole meets just prior to sending the report to WASC to review one last time the critical areas identified through our own process and the areas indicated from our last visiting committee. We review the status of addressing these areas, revise the report where needed, and then complete the process.

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.*

Critical Area Identified through the Visiting Team

1. The district should explore ways to maintain or increase the counseling position at Theodore Bird High School
2. Theodore Bird staff should continue to explore and implement ways to improve parent involvement.

Also, the Visiting Team identified the following areas that need strengthening.

1. District and Theodore Bird should explore ways to implement using online programs such as Google Docs to facilitate instruction.
2. Staff should explore common benchmark assessments to identify and monitor student growth as well as assessing and modifying curriculum to meet the needs of students.
3. Theodore Bird staff, with district support, should explore ways in which to positively promote the image of the program.

Action Plan Discussion

GOAL ONE : Student Academic Performance, Increased rigor of curriculum and continued development of individualized curriculum to meet student's individual performance levels.

Action: 1a- Implementation of the recently adopted "Big Ideas" math curriculum.

Results: Big Ideas is a fully state aligned standards math curriculum adopted District wide. Additionally to "Big Ideas" our district is using "Get More Math" to help address specific weaknesses in students' math skills.

Action: 1b- Teachers will individualize curriculum to meet higher rigor by offering/encouraging students to attend Columbia College/AP courses offered through APEX.

Results: Teachers have been individualizing to the level at which students perform. Students take an entry level assessment prior to placement and transcripts are reviewed. Scheduling of courses includes a discussion about college options for students. Additionally, APEX has offered new English courses in writing skills, strategies and expository writing where the course blends English and History with historical speeches for student analysis.

Action: 1c- Teachers will inform all students of the various options offered through CTE at the traditional high school in our district.

Results: All students are advised of CTE courses offered through our comprehensive high school. In particular is our newly developed “Tiny House” class for construction. More students have taken advantage of this course this year.

Action: 1d- Teachers will schedule career awareness counseling for all our students with the site counselor.

Results: All students have been given career counseling appointments.

Action: 1e- Teachers will develop common benchmark assessments for their courses. (Critical Area)

Results: In addition to already having common benchmark assessments through APEX, our staff has developed English course common assessments. Furthermore, the district has purchased the MAP assessment system to assess students learning and growth. This allows for adjustment on an individual basis. (Critical Area)

Action: 1f- Teachers will work to incorporate the use of more technology, such as Google Drive, in their assignments. (Critical Area)

Results: Students in the new English APEX courses this year have submitted their writings through Google Drive. Additionally, APEX allows for discussion with the teacher on progress.

GOAL TWO: Develop a comprehensive system to address increasing our community involvement for our students and parents, and knowledge of school community offerings to students.

Action: 2a- All parents will be invited to parent night. (Critical Area)

Results: All parents have been invited to parent night. We have held this the past three years. Attendance is best described as light. (Critical Area)

Action: 2b- All students will be invited to Claim Jumper Day at Columbia College.

Results: We had students attend this year from Bird and will continue to promote this event.

Action: 2c- All students will meet with counselor to discuss school community involvement options: Dances, Parent Night, Counseling services, Advisory participation.

Results: Counselor has met with all students to discuss career, college and community involvement opportunities.

Action: 2d- Explore opportunities for site specific activities for our students. (Critical Area)

Results: In addition to offering Claim Jumper Day to all students activities such as dances and games are advertised routinely to all students and parents. (Critical Area)

Action: 2e- Staff will develop a parent newsletter to be distributed to students and parents. Newsletter will include student achievements, activities, and upcoming events. (Critical Area)

Results: At the time of this report we should have created two issues of our newsletter. It will be distributed to all students and parents. (Critical Area)

GOAL THREE: Develop a comprehensive system to address the increasing needs of our students. (Psychosocially and Material needs)

Action: 3a- Counselor will meet with all students to explore personal needs.

Results: Our counselor has met with all students. There is now a greater understanding of their needs. The counselor also has a link to a local action agency (ATCA) which provides food packages to be distributed to needy students.

Action: 3b- Counselor and Administrator will relay reasons for transfer to teachers when appropriate.

Results: All teachers are informed of circumstances in detail of why a student transfers to Bird High.

Action: 3c- Any special concerns; anxiety, psychological, or other will be reported to teacher when appropriate.

Results: Teachers are informed of any psychological issues regarding all students.

Action: 3d- Teachers will report to counselor/administrator any observed concerns.

Results: Greater communication has been evident. Allows staff to address concerns and modify curriculum or placement.

Action: 3e- Counselor will assist students in accessing support services.

Results: Counselor has become facilitator helping students' access support. Counselor is in regular contact with our county Behavioral Health Department regarding students' emotional state and challenges.

Action: 3f- Staff will work with district office to find a way to maintain counseling services for Ted Bird students. (Critical Area)

Results: Staff has stressed the importance of maintaining a full-time counselor for the alternative education site. Thus far, their efforts have been supported.

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.**

Theodore Bird High School Staff, meeting as a Committee of the Whole, has worked to revise our action plans many times over the past few years. Following our latest visit, spring of 2017, we felt good about the Action Plan as it was written, and how it addressed the various concerns raised by our prior visitation. We believed that we had developed a plan to address each of the Critical Needs identified and worked hard through the years to make the goals of our Action Plan come to fruition.

After the visit of 2017, we maintained our general goals of our Action Plan and addressed the last teams' current Critical Needs identified in their report. We believe we accomplished much of the areas identified and continue to use the recommendations to further improve our school.

The following is a cross referenced and accomplished list of items identified through the visitation process and how they were addressed through our Action Plan:

Schoolwide Critical Areas for Follow-Up: (identified, Visitation Report, 2017)

1. The District should explore ways to maintain or increase the counseling position at Theodore Bird High School.

Actions: Over the past two years, the District has been supportive about maintaining the position of counselor for the Alternative Education Campus. This position has been supported by the staff and administration through reports presented to both the Superintendent and directly to the governing board. The District is aware of the importance of maintaining the position to address the students' individual needs. The Committee of the Whole incorporated the need for counseling into our Action Plan as a means of supporting the maintenance of the position. As the Action Plan is reviewed, it is clearly written to point out that the position is a key to maintaining success for our students.

2. Theodore Bird High School Staff should continue to explore and implement ways to improve parent involvement.

Actions: Continuing, and always an issue where we could hope for more progress, is the issue of increasing our community members' involvement with our school. Our Committee of the Whole continues to search for means to increase our parental involvement. We believe the nature of independent study lends itself to isolation. We work hard to provide ways for all our community members to participate. Over the recent years, and continued to this day, we have implemented an information board for parents and students, created a Parent Night, supported a Student of the Month, and included parent participation with our Site Council. Still, the staff believes that we could do more to accommodate the needs of our community as a whole. The

staff and administration has embarked on increasing our efforts even further to encourage information exchange to all the community as a whole. This year we have elected to create surveys for both the parents and students, created a school newsletter, and mandated appointments for all students with the counselor to discuss potential involvement. We believe that these efforts offer an increased opportunity for all the community to gain knowledge of our program. Each of these efforts is included in our Schoolwide Action Plan.

In addition, the Visiting Committee of 2017 identified these areas that need to be strengthened:

1. District and Theodore Bird School should explore ways to implement using online programs such as Google docs to facilitate instruction.

Actions: Over the past few years our staff has attempted to work more technology into our curriculum. The simple truth is that most, if not all, of our students are using technology every day through APEX. One aspect of technology use within our school is the fact that all of our students are given a Chromebook computer to use at home unless they already have a computer at home. Through this system there is a wide variety of technology options available. They can communicate with their instructor, get online performance feedback, and work on their curriculum. The staff has also, within our English program, began working with students through Google Drive, where writing assignments are shared and worked on via the internet.

2. The staff should explore common benchmark assessments to identify and monitor student growth, as well as, assessing and modifying curriculum to meet the needs of students.

Actions: Over the past few years the Committee of the Whole has communicated to the principle that all of our students in APEX have taken the same assessments. This would classify as benchmark assessments for these students. The assessments are used to assess how the program is doing and whether the placement is working. However, the WASC process has identified other needs. Within English, History and Science courses we have utilized common assessments that can be used to modify instruction, but it still does not provide student growth data. The District, recognizing the specific need across the whole district, has chosen to contract with the MAP Assessment System. This assessment system will allow us to document growth academically for our students. It will also provide us with current levels of competency of our students so as to aid us with placement needs.

3. Theodore Bird staff, with district's support, should explore ways in which to positively promote the image of the program.

Actions: The staff at Theodore Bird High School has recognized that we need to promote our program as an alternative program and not the last option. We, in the past, used to have the reputation of being the only school in the District where students could attend our school and local community college concurrently. It was a great option and often attracted students who

were motivated to attend college programs. In the past five or ten years, the District opened the doors to allow students from the comprehensive high school to attend Columbia College through a Middle College Program. This has resulted in a change to the demographics of our students at Bird High. With this change, the staff has had to work harder to promote the program. Our Action plan shows some of our strategies such as, Parent Night, Claim Jumper Day, School Newsletter, Information Board, and other positive measures. The simple truth is that we need to share as much information as we can to help promote the program.

Summary of Progress on Critical Areas:

In summary of progress, it is, hopefully, clear that the Committee of the Whole is dedicated to working toward implementing plans to address the Critical Areas identified through our WASC process of 2017. The team is proud of what we have accomplished and understands where we need further implementation. The following areas would best be described as the Critical Needs identified by our team for future growth.

1. Continue to work to utilize technology in our courses. The goal would be to attain the 21st century classroom.
2. Continue to work to positively promote our program.
3. Increasing community involvement is always needed.

THEODORE BIRD HIGH SCHOOL REVISED ACTION PLANS

GOAL ONE (AREA OF IMPROVEMENT): Student Academic Performance, Increased rigor of curriculum, and continued development of individualized curriculum to meet student’s individual performance levels.

RATIONALE: CRITICAL NEED: Self Study analysis of ESLRS/SLOS, testing data, and perceptions, surveys document the continued need for developing increased rigor, options for higher level learning, and real world learning options.

SUPPORTING 2017-2019 DATA:

- Surveys show need for increased information sharing
- Testing data (available in report)
- Four students enrolled in CTE, 8 students enrolled at Columbia College 2019-2020
- Fourteen students with either 504s or IEPs, 28%
- Testing shows a slight increase in standards being met in English and mathematics in 2019

GROWTH TARGET(S):

2019-2020: Students in Mathematics and English will increase in number of Advanced or Above Standard by 3-5%.

2019-2020: In Mathematics and English 3-5% of our students will move from Below Standard-At/Near Standard-Above Standard.

2019-2020: 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 10%.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES ADDRESSED:

This portion of the Action Plan addresses ESLR/SLO number one, two and four directly; Effective Communicators, Effective Critical Thinkers and Responsible Citizens.

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 student’s learning and achievement of our students’ goals addressed through our SLOs.

MONITOR PROGRESS TOOLS:

CAASPP testing results
Curriculum embedded assessments/
assignments/MAPS assessment results
Increased enrollment in higher level courses
including Columbia College and APEX
offerings increased
Student/Parent Surveys

REPORT PROGRESS:

Committee of the whole will report/review
progress.
Action Plan Progress will be evaluated
annually by the staff and results will be
included in our Single Plan for Student
Achievement.

Theodore Bird High School ACS WASC Mid-cycle Progress Report

| TASKS | RESPONSIBLE PERSON(S) INVOLVED | PROFESSIONAL DEVELOPMENT RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---------------------------------------|---|--|-----------------|---|
| 1a. Implementation of newly adopted “Big Ideas” math program by the District | Principal & staff | In-service on Mathematics Program, “Big Ideas” | Improved CAASPP testing for Mathematics | ongoing | Teachers will report to administration and admin will report to District Superintendent |
| 1b. Teachers will individualize curriculum to meet higher rigor by offering/encouraging students to attend Columbia College/AP courses offered through APEX | Principal & staff | Information readily available | All students will be informed of Columbia College, AP, and a-g offerings | ongoing | Teachers will report to administration and admin will report to District Lead team and superintendent |
| 1c. Teachers will inform all students of the various options offered through CTE at the traditional high school in our district | Principal & staff | Information readily available None | 100% of students will know their options within CTE through District | ongoing | Teachers will report to administration and admin will report to District Lead team and superintendent |
| 1d. Teachers will schedule career awareness counseling for all our students with the site counselor | Principal and staff | Counselor will meet with staff to hold workshop on career exploration program | 100% of T. Bird students will meet with counselor | ongoing | Teachers will report to site admin. Admin will report to District Lead Team and Superintendent |
| 1e. Teachers will develop common bench mark assessments for their courses | Principal & staff | Teachers will use common prep time to develop | Assessments will be developed | ongoing | Staff will meet during Wednesday meetings to discuss progress |
| 1f. Teachers will work to incorporate the use of more technology, such as Google Drive in their assignments with students | Principal & Staff | District tech staff will hold professional development meetings with staff | Development of more technology use in courses | ongoing | Teachers will report to Admin use of technology |

GOAL TWO (AREA OF IMPROVEMENT): Develop a comprehensive system to address increasing our community involvement for our students and parents, and knowledge of school community offerings to students.

RATIONALE: CRITICAL NEED: The Self Study Process, surveys, and analysis indicate that we need to increase community involvement for our students and parents, and get information to our community about school and community activities available to our students.

SUPPORTING 2017-2019 DATA:

Requests about access to activities

Student requests about activities

Parent surveys indicated that only a few of the parents know about all the community activities available

GROWTH TARGET(S):

Spring, 2020: 100% of students will know how to access Advisory Program

Spring, 2020: 100% of students will have met with counselor

Spring 2020: 100% of teachers will inform parents of Parent Night

Spring 2020: 100% of Parents/students will know about dances or activities offered

Spring 2020: Staff will have developed newsletter for distribution

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES

ADDRESSED: This portion of the Action Plan addresses ESLRs/SLOs numbers three and four; Goal Oriented Students, and Responsible Citizens.

MONITOR PROGRESS TOOLS:

Increased parental involvement

Student participation in school community increases

All students will have post high school counseling to set goals

Student academic progress will be monitored through testing

REPORT PROGRESS:

Teachers will report to administration the completion of counseling appointment

Administration will report accomplishments to the Board/Superintendent

| TASKS | RESPONSIBLE PERSON(S) INVOLVED | PROFESSIONAL DEVELOPMENT RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|---|---------------------------------------|--|---|-------------------|---|
| 2a. All parents/students will be invited to Parent Night | Principal & staff | None | Increased attendance at Parent Night | ongoing/ annually | Parent involvement will be reported to Superintendent and Board |
| 2b. All students will be invited to Claim Jumper Day at Columbia College | Principal & Counselor | None | Increased participation of Ted Bird students at Claim Jumper Day | Ongoing/ annually | Staff will report to Board and Superintendent |
| 2c. All students will meet with counselor to discuss school/community Involvement options: Dances, Parent Night, Counseling Services, Advisory, etc. | Principal & staff | None | Increased participation of Ted Bird students at dances, counseling and Advisory options | Ongoing annually | Observations will be reported to Superintendent and the Board |
| 2d. Explore opportunities for site specific activities for our students | Staff | None | Greater community involvement | ongoing | Report to Superintendent |
| 2e. Staff will develop a parent newsletter to be distributed to students and parents. Newsletter will include student achievements, student activities, and upcoming events | Staff | District technology staff will help with Technology Training for development | Creation of Newsletter | ongoing | Staff will present newsletter to Principal, Parents & Board |

GOAL THREE (AREA OF IMPROVEMENT): Develop a comprehensive system to address the increasing needs of our students (psychologically and material needs)

RATIONALE: CRITICAL NEED: The self-study process, including surveys, indicated that many of our students are lacking in appropriate services to support themselves.

SUPPORTING 2017-2019 DATA:

Counseling appointments reveal need
Transfer forms reveal reasons for transfer
Data from Aeries shows students physical/mental health information
28% of our students have either 504 or IEPs

GROWTH TARGET(S):

2020: 100% of teachers will know why a student has been referred.
2020: 100% of teachers will be made aware of information from referral meeting.
2020: 100% of teachers will participate in in-service trainings on identifying at risk youth.

EXPECTED SCHOOL-WIDE LEARNING RESULT(S)/SCHOOL-WIDE LEARNER OUTCOMES

ADDRESSED: This goal addresses all four of our SLOs. You simply cannot be a good student, citizen, or thinker, if your personal tragedies or family life is weighing you down.

IMPACT ON STUDENT LEARNING OF ACADEMIC STANDARDS & ESLRs/SLOs: The committee of the whole believes that providing a more comprehensive approach in this arena will have a tremendous impact on learning and our SLOs.

MONITOR PROGRESS TOOLS:

Increasing access to services
Better student performance
Increased long-term goals
Better attendance
Training on trauma affected students

REPORT PROGRESS:

Teachers will report to Admin
Administration will report to Superintendent

| TASKS | RESPONSIBLE PERSON(S) INVOLVED | PROFESSIONAL DEVELOPMENT RESOURCES | MEANS TO ASSESS IMPROVEMENT | TIMELINE | REPORTING |
|--|---------------------------------------|---|--|-----------------|--|
| 3a. Counselor will meet with all students to explore personal needs | Counselor | None | 100% of students will have met with counselor | ongoing | Achievement will be reported to Admin and then to Superintendent |
| 3b. Counselor/Admin will relay reasons for transfer to teachers when appropriate | Counselor/ Administration | None | Teachers will know why their student transferred to Independent study 100% of the time | ongoing | Administration will report to Superintendent |
| 3c. Any special concerns; anxiety, psychological, or other will be reported to teacher when appropriate | Administration | None | All teachers will know of special services for their students | ongoing | Administration will report to Superintendent |
| 3d. Teachers will report to counselor observed concerns | Staff | None | Attendance/performance will improve for students | ongoing | Administration will report to Superintendent |
| 3e. Counselor will assist students in accessing support services | Counselor | None | More students will access referral services offered by counselor | ongoing | Administration will report to Superintendent |
| 3f. Staff will work with district office officials to find a way to maintain counseling services for our students. | Staff/ Administration | None | Maintaining Counselor as staff member | ongoing | Administration will report to Superintendent |
| 3g. Staff will attend trauma professional development trainings offered by the District | Administration | None | Staff will have a greater awareness of the impact of trauma on our students learning | ongoing | Administration will report to Superintendent |

Appendix

Parent Survey Questions

Student Survey Questions

Master Schedule

Approved AP Course list

UC a-g approved course list

Sonora High School Career Day participants for January 2019

School Newsletter example

Columbia College Claim Jumper Day Flyer

Parent Night Flyer

Theodore Bird Student Handbook

The Single Plan- A hard copy will be available for your review on the day of the visit

The SARC- A hard copy will be available for your review on the day of the visit

Theodore Bird High School
Parent Annual Survey 2019-2020

Student Name:

1. What is your opinion of the courses being offered to your student at Ted Bird High School?

2. What connections to the community have you seen or would like to see for your student through Ted Bird?

3. What services are you aware of or would like to see for your student through Ted Bird?

4. Do you believe that Ted Bird has helped prepare your student for life after high school?

Yes or No

5. Would you be interested in participating in a site council at Ted Bird High School?

Yes or No

6. Do you have any suggestions or opinions on how we can continue to improve the experience for students at Ted Bird High School?

7. On a scale from 1 (being the lowest) to 10 (being the highest) how would you rate your students overall experience at Ted Bird High School so far? _____

Theodore Bird High School
Annual Student Survey 2019-2020

Grade _____ Name of Student: _____

Date _____

1. Do you live in a two parent household? Yes or No
2. Do you consider school important to your future? Yes or No
3. Do you have a plan for after high school?

If so... _____

4. Have you met with the counselor for transitioning out of high school? _____

5. Have you ever been homeless? Yes or No For how long? _____

6. Are you or have you ever been in foster care? Yes or No For how long? _____

7. Do you eat three meals a day? Yes or No If not, how many? _____

8. How many elementary schools have you attended? _____

9. How many high schools have you attended? _____

10. What inspired you to attend Theodore Bird High School?

11. What do you like about Theodore Bird High School?

12. Do you have a driver's license? _____

13. Do you have reliable transportation? _____

14. Are you employed? _____

15. Do you work part time? _____ Full time? _____

16. Do you have access to the internet at home? Yes or No

17. Do you have additional comments?

SONORA UNION HIGH SCHOOL DISTRICT
ALTERNATIVE EDUCATION

2019-2020
MASTER CLASS SCHEDULE

THEODORE BIRD HIGH SCHOOL

ALL CLASSES TAUGHT IN **CP- 3**

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|---|---|--|
| ATKINS, Cathy School 533-2923 catkins@sonorahs.k12.ca.us | IND STUDY TEACHER 7:00 AM TO 11:00AM | IND STUDY TEACHER 7:00 AM TO 11:00AM | OFF | IND STUDY TEACHER 7:00 AM TO 11:00AM | IND STUDY TEACHER 7:00 AM TO 11:00 AM |
| HANSTEN, Jeff School 533-2923 jhansten@sonorahs.k12.ca.us | IND STUDY TEACHER 8:00 AM – 4:00 PM | IND STUDY TEACHER 8:00 AM – 4:00 PM | IND STUDY TEACHER 8:00 AM – 4:00 PM | IND STUDY TEACHER 8:00 AM – 4:00 PM | AS NEEDED |
| MYERS, Sandy School 533-2923 smyers@sonorahs.k12.ca.us | IND STUDY TEACHER 10:30 AM – 4:00 PM | IND STUDY TEACHER 10:30 AM – 4:00 PM | IND STUDY TEACHER 10:30 AM – 4:00 PM | IND STUDY TEACHER 10:30 AM – 4:00 PM | IND STUDY TEACHER 10:30 AM – 4:00 PM |



| | | |
|---|--|---|
| <h3>English</h3> <ul style="list-style-type: none"> <input type="checkbox"/> English Foundations I P F <input type="checkbox"/> English Foundations II P F <input type="checkbox"/> English 6 C <input type="checkbox"/> English 7 C <input type="checkbox"/> English 8 C <input type="checkbox"/> English 9 P C H <input type="checkbox"/> English 10 P C H <input type="checkbox"/> English 11 P C H <input type="checkbox"/> English 12 P C H <input type="checkbox"/> AP® English Language and Composition A <input type="checkbox"/> AP® English Literature and Composition A <input type="checkbox"/> Expository Writing* C <input type="checkbox"/> Creative Writing* C <input type="checkbox"/> Media Literacy* C <input type="checkbox"/> Reading* C <input type="checkbox"/> Writing Skills and Strategies* C <h3>Science</h3> <ul style="list-style-type: none"> <input type="checkbox"/> General Science P F <input type="checkbox"/> Integrated Science 6 C <input type="checkbox"/> Integrated Science 7 C <input type="checkbox"/> Integrated Science 8 C <input type="checkbox"/> MS Physical Science C <input type="checkbox"/> MS Life Science C <input type="checkbox"/> MS Earth Science C <input type="checkbox"/> Earth Science C H <input type="checkbox"/> Physical Science P C H <input type="checkbox"/> Environmental Studies C <input type="checkbox"/> Biology P C H <input type="checkbox"/> Chemistry P C H <input type="checkbox"/> Physics P C H <input type="checkbox"/> The Living Earth NEW P C <input type="checkbox"/> Chemistry in the Earth System NEW P C <input type="checkbox"/> Physics of the Universe NEW P C <input type="checkbox"/> AP® Environmental Science A <input type="checkbox"/> AP® Biology A <input type="checkbox"/> AP® Chemistry A <h3>Social Studies</h3> <ul style="list-style-type: none"> <input type="checkbox"/> MS World History and Geography C <input type="checkbox"/> MS U.S. History and Geography C <input type="checkbox"/> MS Civics C <input type="checkbox"/> Geography and World Cultures* C H <input type="checkbox"/> World History, Culture and Geography P C H <input type="checkbox"/> United States History and Geography P C H <input type="checkbox"/> U.S. Government and Politics* P C H <input type="checkbox"/> Economics* C <input type="checkbox"/> AP® U.S. History A <input type="checkbox"/> AP® U.S. Government and Politics* A <input type="checkbox"/> AP® Macroeconomics* A <input type="checkbox"/> AP® Microeconomics* A <input type="checkbox"/> Ethnic Studies* C <input type="checkbox"/> Sociology* C <input type="checkbox"/> Psychology* C <input type="checkbox"/> AP® Psychology* A | <h3>Math</h3> <ul style="list-style-type: none"> <input type="checkbox"/> General Math P C <input type="checkbox"/> Math Foundations II P C <input type="checkbox"/> Math 6 C <input type="checkbox"/> Math 7 C <input type="checkbox"/> Math 8 C <input type="checkbox"/> Pre-Algebra C <input type="checkbox"/> Algebra IA C <input type="checkbox"/> Algebra IB C <input type="checkbox"/> Algebra I P C H <input type="checkbox"/> Geometry P C H <input type="checkbox"/> Algebra II P C H <input type="checkbox"/> Mathematics I C <input type="checkbox"/> Mathematics II P C <input type="checkbox"/> Mathematics III P C <input type="checkbox"/> Precalculus P C H <input type="checkbox"/> AP® Calculus AB A <input type="checkbox"/> AP® Statistics A <input type="checkbox"/> Consumer Math* C <input type="checkbox"/> Financial Algebra C <input type="checkbox"/> Statistics and Probability P C <input type="checkbox"/> Remedial Math C <input type="checkbox"/> Bridge Math C <input type="checkbox"/> Liberal Arts Mathematics 1 C <input type="checkbox"/> Liberal Arts Mathematics 2 C <h3>Electives</h3> <ul style="list-style-type: none"> <input type="checkbox"/> College and Career Preparation I* C <input type="checkbox"/> College and Career Preparation II* C <input type="checkbox"/> Art Appreciation* C <input type="checkbox"/> Music Appreciation C <input type="checkbox"/> Physical Education* C <input type="checkbox"/> Health Education* P C <input type="checkbox"/> Health Opportunities through Physical Education (HOPE) C <input type="checkbox"/> Ethnic Studies* C <input type="checkbox"/> Sociology* C <input type="checkbox"/> Psychology* C <input type="checkbox"/> Creative Writing* C <input type="checkbox"/> Media Literacy* C <input type="checkbox"/> Reading* C <input type="checkbox"/> Writing Skills and Strategies* C <input type="checkbox"/> Consumer Math* C <input type="checkbox"/> Financial Algebra C <input type="checkbox"/> Statistics and Probability P C <input type="checkbox"/> Bridge Math C <input type="checkbox"/> Liberal Arts Mathematics 1 C <input type="checkbox"/> Liberal Arts Mathematics 2 C | <h3>World Languages</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Spanish I P C H <input type="checkbox"/> Spanish II P C H <input type="checkbox"/> Spanish III C <input type="checkbox"/> AP® Spanish Language A <input type="checkbox"/> French I P C H <input type="checkbox"/> French II P C H <input type="checkbox"/> Mandarin Chinese I** C <input type="checkbox"/> Mandarin Chinese II** C <input type="checkbox"/> German I** C <input type="checkbox"/> German II** C <input type="checkbox"/> Latin I** C <input type="checkbox"/> Latin II** C <input type="checkbox"/> MS Spanish 1** NEW C <input type="checkbox"/> MS Spanish 2** NEW C <input type="checkbox"/> MS French 1** NEW C <input type="checkbox"/> MS French 2** NEW C <input type="checkbox"/> MS Mandarin Chinese 1** NEW C <input type="checkbox"/> MS Mandarin Chinese 2** NEW C <input type="checkbox"/> MS German 1** NEW C <input type="checkbox"/> MS German 2** NEW C <input type="checkbox"/> MS Latin 1** NEW C <input type="checkbox"/> MS Latin 2** NEW C <h3>CTE</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Principles of Health Science C <input type="checkbox"/> Accounting I C <input type="checkbox"/> Accounting II NEW C <input type="checkbox"/> Principles of Business, Marketing, and Finance C <input type="checkbox"/> Legal Environment of Business C <input type="checkbox"/> Human Resources Principles C <input type="checkbox"/> Introduction to Business and Technology C <input type="checkbox"/> Principles of Information Technology C <input type="checkbox"/> Information Technology Applications* C <input type="checkbox"/> Computer Applications* C <input type="checkbox"/> Business Applications* C |
|---|--|---|

- P Prescriptive
- C Core
- H Honors
- A Advanced Placement
- * Coming Soon
- * One Semester
- ** Available only through Apex Learning Virtual School (ALVS)

California Course List
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UC a-g Approved Course List

A. History / Social Science

AP Government and Politics United States
AP United States History
Modern World History from 1450
U.S. Government and Politics
U.S. History (Core)
United States History and Geography
World History
World History since the Renaissance Honors
World History, Culture and Geography

B. English

English I
English II: Critical Reading and Effective
Writing
English III
English IV
Expository Writing

C. Mathematics

Algebra I
Algebra II
Geometry
Mathematics I
Mathematics II
Mathematics III
Precalculus

D. Science

Biology
Earth Science
Environmental Studies

E. Language

French I
Spanish I
Spanish I Honors
Spanish II
Spanish II Honors

F. Visual & Performing Arts

Art Appreciation
Music Appreciation

G. College-Preparatory Elective

AP Macroeconomics
AP Microeconomics
Creative Writing
Economics
Ethnic Studies
Geography and World Cultures
Health Education
Psychology

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



Theodore Bird High School

December 2019

Real. Independent. Study.

Parent Newsletter

The Month Ahead

WOW! It's incredible to think that the first semester of the school year is almost over. We hope that the school year has been great at Bird High. Please help your student be successful this year and help them stay on track! Remind them to do their homework, encourage them to contact their teacher for help, and make sure they attend their appointments on time, every time. **Parents have an essential role in their student's success!**

Congratulations to our recent Student of the Month recipients!



Angelic Greenwald earned the recognition in October for her hard work at school while working at Save Mart nearly full-time. She will also be attending Columbia College in the spring! Way to go, Angelic!



Daniel Silva has been doing outstanding work ever since he arrived at Bird High! He has earned Student of the Month recognition for November. Daniel is on pace to graduate at the end of his junior year. Nice job, Daniel!

Other News:

We are sending home parent surveys. Please complete them and send them back with your student. They provide valuable parent insight that helps us improve our school for the future.

Columbia College registration has begun. It opened December 2nd. Please ask for help signing up for a college class for next semester. It's free! Many classes are available on campus and online.

We are in the process of adding parents to the APEX Learning report. This means that you will be receiving email reports of your student's progress.

We are looking for parent volunteers to attend our Site Council meeting in January. If you are interested, please contact Donna at (209)532-1587.

Upcoming Events & Important Dates:

ASVAB Test on December 4

Christmas Vacation begins December 20

Spring semester starts January 4, 2020

Winter Formal January 18th.

HIGH SCHOOL JUNIORS AND SENIORS

JOIN US FOR—
Claim Jumper Day
SEE YOU THERE

**GET INSPIRED ABOUT YOUR FUTURE!
LEARN ABOUT THE SUPPORT AND OPPORTUNITIES
COLUMBIA COLLEGE HAS TO OFFER YOU!**

Thursday, September 19, 10am to 1pm.

ACTIVITIES INCLUDE:

- 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!

To attend, RSVP to Colleen Henry at 588-5132 by 9/12.

Provide the number of students and number of buses or vans
Columbia College will reimburse schools for bus/van expenses up to \$250.*

*Not a part of bus/van expenses for Colleen Henry
Columbia College, 1100 Columbia College Drive, San Jose, CA 95128-0001



Theodore Bird High School



THEODORE BIRD HIGH SCHOOL

**STUDENT HANDBOOK
2019-2020**

THEODORE BIRD HIGH SCHOOL

251-A So. Barretta Street
Sonora, CA 95370
(209) 532-1587
FAX (209) 533-0980

PHILOSOPHY AND METHOD OF EDUCATION

In recognition that some students can learn best in settings other than conventional classrooms, the Sonora Union High School District (SUHSD) offers a program of independent and flexible study arrangements through Theodore Bird High School. Established in August 1994, Bird HS is located on the District's Alternative Education Campus at the Dome.

All courses are taught via the independent study method, with many taught through the Apex online program. 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 course work, which is to be completed by the student on his/her own time. The completed work is evaluated by the instructor at the next meeting. It is the responsibility of the student and parent to ensure the student attends this appointment and has all of his/her work completed every week.

The purpose of the school is:

1. To offer students who cannot attend the comprehensive high school the opportunity to complete their high school education.
2. To offer students a program of personalized instruction to meet their varying needs and ability levels.
3. To offer students classes and activities which will enable them to increase their general knowledge and assist them in the development of self-discipline and self-confidence.
4. To help students set and attain personal, academic, and career goals.
5. To enrich the lives of the individual students served, and thereby enrich the community life as well.

ENROLLMENT

To enroll in Theodore Bird High School, a Sonora High School student must first contact a Sonora HS administrator or counselor. The administrator or counselor will advise the student of the appropriate steps to take at Sonora HS to apply for admission to Bird HS. A referral committee reviews all applications.

Students who attend a school other than Sonora HS need to contact the Alternative Education Principal on the Dome Campus.

The Independent Study Coordinator or an assigned teacher will contact students accepted for enrollment.

Attendance

The California Education Code 48200 states:

“Each person between the ages of 6 and 18 years is subject to compulsory full-time education. Each person subject to compulsory full-time education and each person subject to compulsory continuation education...shall attend the public full-time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian (resides).”

At Theodore Bird High School, each student will meet once each week with his or her teacher. However, the teacher may require the student to meet more often than once each week, depending upon the student’s needs and program design. If a student is unable to make an appointment, it is his/her responsibility to contact the teacher or program coordinator so that an alternate time can be arranged.

Bird HS students who do not complete their assignments or who miss appointments will be dropped from the school in order to make room for students waiting for an opportunity to enroll.

THEODORE BIRD HIGH SCHOOL: 532-1587

DROPS

Students are expected to keep all appointments except in cases of illness or emergencies.

- ✓ **Students who miss two appointments in succession will receive a letter warning them that they are in danger of being dropped from the program.**
- ✓ **If a student misses more than three appointments in a semester, that student is subject to being dropped from Theodore Bird High School.**

The decision to drop a student from the Bird HS is made by the Alternative Education Principal after considering the teacher’s recommendation. Students under the age of 18 who are dropped from Bird HS will be transferred to another district school or program. Students over the age of 18 who are dropped from Bird HS will be referred to either Sonora Adult School or Columbia College.

GRADUATION REQUIREMENTS

To earn a diploma of graduation from Theodore Bird High School, a student must do the following:


1. Complete two hundred twenty (220) credits, divided as follows:

- 40 credits in English
- 20 credits in math (including 10 units of Math 1)
- 10 credits in Physical Science
- 10 credits in Life Science
- 10 credits in Life Skills
- 10 credits in World Cultures
- 10 credits in U.S. History
- 5 credits in Civics
- 5 credits in Economics
- 10 credits in Fine Arts or Foreign Language
- 20 credits in Physical Education
- 70 credits in Electives
- 220 credits

2. Complete a residence requirement of fifteen (15) credits in Theodore Bird HS.

GRADES AND CREDIT

Most grading is on an academic scale. (See below.) The student should talk with the instructor to understand exactly how he/she will be graded. Usually the grade is determined by the quality of the completed schoolwork, the percentage completed of the semester's required schoolwork, and scores on tests or quizzes.

| | | |
|---------------------|--|----------|
| 90%- | | 100% = A |
| 80%- | | 89% = B |
| 70%- |  | 79% = C |
| 60%- | | 69% = D |
| 0%- | | 59% = F |
| Pass (60%+) or Fail | | |

Evaluation of the student's work may be through:

| | |
|-------------------------------|--------------------------------------|
| Correctness of assignments | Written reports and essays |
| Oral presentations | Demonstration of skills/competencies |
| Written/oral quizzes or tests | |

A student must earn at least 75 hours per class of schoolwork to qualify for a 5-credit course and at least 38 hours per class of schoolwork for a 2.5-credit course.

CREDIT

In most cases, a maximum of thirty credits can be earned during a semester. Credits are granted upon the successful completion of 75 hours/credit and all contracted course work for a class. Two subjects are assigned for six weeks, or three subjects are assigned for nine weeks during an 18-week semester.

If a student wishes to “makeup” or add an extra class, he/she must prove the ability to be successful. This is done by first passing 30 credits of schoolwork. Then, if time permits, the student can attempt to makeup or add a class.

Additional credit may be earned through employment experience, college courses, and other off-campus programs.

WORK PERMITS

Students under 18 must have a Work Permit to hold a job during the school year. Work Permits may be obtained from Donna Berry in the Alternative Education Office. Students may earn up to ten (10) credits of Employment Experience each semester depending on the number of hours they work.

GRADUATION CAP AND GOWN

Our school campus received a grant to purchase graduation Caps & Gowns to be used as rentals for years to come so there is no need to pre-order caps & gowns. We ask for a payment of \$20.00 to cover the costs of the tassels and diploma covers. If finances are an issue, please come to the office and discuss this with Donna. Tassels are option and not a required purchase.

SCHOLARSHIPS

Mid February: Scholarship Packets available. See your teacher for details.

Mid April: “Standard” Scholarship Application due in the Alternative Education Office. -Standard App. available all year on District website-
www.sonorahs.k12.ca.us.chs/students/scholarships/

**PLEASE CHECK WITH YOUR TEACHER FOR MORE
INFORMATION ABOUT SCHOLARSHIPS**

TED BIRD HIGH SCHOOL & COLUMBIA COLLEGE PARTNERSHIP

Independent Study students may enroll concurrently at Columbia College and earn high school and college credits at the same time. To participate in this program, students must:

- apply to and be accepted by Columbia College
- be registered in one or more college classes while being enrolled in Bird HS
- complete a concurrent release form each semester

Students in this program will have their Columbia College registration fees waived!

Students interested in this program, should contact
Independent Study Coordinator Jeff Hansten (532-1587 ext 5061)
or the Alternative Education Office (532-1587 ext 5051)

ADVERSE WEATHER CONDITIONS

Winter weather conditions, especially heavy snow and/or ice, sometimes cause the district to close school or postpone the start of the instructional day. Listen to your local radio station or go to www.sonorahs.k12.ca.us to get up-to-the minute details about school closures or delays. Bird HS teachers will call students impacted by adverse weather conditions.

THEODORE BIRD HIGH SCHOOL STAFF MEMBERS

| | | |
|-------------------------------|--------------|--|
| Principal: | Roy Morlan | rmorlan@sonorahs.k12.ca.us |
| Secretary/Registrar: | Donna Berry | dberry@sonorahs.k12.ca.us |
| Bird H.S. Coordinator: | Jeff Hansten | jhansten@sonorahs.k12.ca.us |
| Teachers: | Cathy Atkins | catkins@sonorahs.k12.ca.us |
| | Sandy Myers | smyers@sonorahs.k12.ca.us |
| Counselor: | Eric Knapp | eknapp@sonorahs.k12.ca.us |

THEODORE BIRD HIGH SCHOOL

EXPECTED SCHOOL-WIDE LEARNING RESULTS

BIRD HIGH SCHOOL GRADUATES WILL BE:

EFFECTIVE COMMUNICATORS WHO:

- **Apply reading, writing, and technology skills to meet graduation requirements.**
- **Participate in a weekly review with teacher to assess academic progress.**

MEASURABLE INDICATORS:

- Survey data, benchmarks common assessments
- Number of students in online learning programs

EFFECTIVE CRITICAL THINKERS WHO:

- **Solve problems through the effective use of technology.**
- **Question, analyze, and evaluate information and ideas.**
- **Demonstrate ability to use reasoning skills to solve complex problems within content area standards.**

MEASURABLE INDICATORS:

- Standardized test scores
- Demonstration of mastery on course requirements

GOAL ORIENTED STUDENT WHO:

- **Enroll in alternative credit courses or programs.**
- **Secure measurable goals that are both personal and professional.**
- **Develop a plan to achieve post graduation goals.**

MEASURABLE INDICATORS:

- Graduation survey
- Senior essay
- Achievement on formative and summative assessments

RESPONSIBLE CITIZENS WHO:

- **Exhibit good study/work habits including regular attendance and punctuality.**
- **Demonstrate understanding of political and economic systems and the role they play globally.**
- **Act responsibly in school, at home, and in the community.**

MEASURABLE INDICATORS:

- Positive consistent attendance
- Completion of work in a timely manner
- Successful completion of coursework to high acceptable standards
- Enrollment in ROP, Columbia College, or college courses

Theodore Bird High School

Independent Study Course List

ART

Basic Drawing 1-2
Music Appreciation
Creative Art Projects
Art 1-2
Community Based Art

MATHEMATICS

Math 1
Math 2
Math 3
Consumer Math

PHYSICAL EDUCATION

P.E. – Physical Activities
P.E. – Health, Wellness & Nutrition
P.E. – Community-Based Education

SCIENCE

Life Science
Biology
Earth Science
Physical Science

ELECTIVES

Health
Sociology
Fitness & Nutrition
Parenting
Psychology
Employment Experience
Career Planning
Community Based Education
Life-long Reading for Enjoyment
Film Appreciation
Vocabulary
Geography 1-2
Art Appreciation
Music Appreciation
Financial Literacy
Business Applications

ENGLISH

American Literature
Creative Writing
English 1-2
English 3-4
English 5-6
English 7-8
World Literature

SOCIAL STUDIES

Life Skills 1-2
World History 1-2
U.S. History 1-2
American Government
Economics

CAREER TECHNICAL EDUCATION

Automotive Technology
Construction Technology
Cosmetology
Culinary Arts
Marketing
Photography

**SONORA UNION HIGH SCHOOL DISTRICT
ALTERNATIVE EDUCATION CAMPUS**

CODE OF CONDUCT

Respect

All students are expected to:

- ◆ respect themselves
- ◆ respect other students (emotionally and physically)
- ◆ respect all staff members
- ◆ respect individual and school property

Trust

All students are trusted to:

- ◆ be where they are supposed to be at all times
- ◆ be drug and alcohol free while at school
- ◆ be on time and prepared to learn
- ◆ be honest
- ◆ keep a positive attitude

Communication

All students are expected to:

- ◆ tell the truth
- ◆ refrain from profanity and verbal abuse
- ◆ follow directions from staff
- ◆ be good listeners
- ◆ actively participate in the strategies of Conflict Resolution

BEHAVIOR GUIDELINES

Students are responsible for their behavior and they will be held accountable for their actions. The **Alternative Education Campus Code of Conduct** (see previous page) gives students a “blueprint” for positive and productive behavior.

School rules and regulations encourage students to be active learners; provide an atmosphere whereby teaching and learning can flourish; and maintain order, health, and safety.

The students at Theodore Bird High School can expect to be treated in a fair and consistent manner by all staff members who will also explain the consequences of persistent refusal to comply with school rules.

VISITING OTHER DISTRICT SCHOOLS AND CAMPUSES

Theodore Bird High School students may be on the Alternative Education Campus for their weekly hour-long appointment, for any other study sessions previously arranged with their Bird HS teacher, or quickly to drop off homework. Other than that, Bird HS students may not be on or near (within 1000 yards) the Alternative Education Campus or the Sonora High School Campus between 7:30 am and 4:00 pm unless they have permission and a guest pass from the appropriate administrator.

HARASSMENT

Harassment of students or staff in any form, including bullying, cyber-bullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering will result in disciplinary action, including but not limited to suspension and/or expulsion.

CYBER-BULLYING

Cyber-bullying includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device.

Cyber-bullying also includes breaking into another student’s electronic account and assuming that person’s identity in order to damage that person’s reputation or friendships.

Any student who engages in cyber-bullying using district-owned equipment, on school premises, or off-campus in a manner that impacts school activity or school attendance shall be subject to discipline in accordance with district policies and regulations.

Students are encouraged to save and print any messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the counselor, the principal, or any other employees so that the matter may be investigated.

ZERO TOLERANCE POLICY

The Sonora Union High School District has adopted a Zero Tolerance Policy, which makes it mandatory that in certain situations disciplinary action, up to and including expulsion, be considered. These behaviors include fighting; threatening others; possession of, or the use of, drugs or alcohol during the school day; being intoxicated while at school; any form of bullying or sexual harassment, including by use of an electronic device; and possession of, or use of, anything that can be used as a weapon.

SONORA HS DANCES – PRIVILEGES, POLICIES, AND PROCEDURES

With the exception of the Fall Formal and the Prom, Theodore Bird High School students must be the guest of a Sonora High School student – with a guest pass issued by Sonora HS – to attend any of the dances offered at SHS during the school year.

For the Fall Formal and the Prom, students at Bird HS and the other Alternative Education Campus programs may buy bids and attend the dance(s) providing they follow these procedures:

- The request to attend the Fall Formal or the Prom must be approved at least one full day ahead of the dance by the Alternative Education Principal and the Sonora HS Site Administration.
- The student(s) requesting to attend may not be on suspension.
- A non-SUHSD student attending as a guest must be under 21 and must secure a guest pass from the Alternative Education Principal. The Bird HS student is responsible for his/her guest's behavior.
- The Bird HS student(s) and any guests must follow the same rules and regulations that apply to Sonora HS students attending dances, including the following:
 - Students must have a current school ID with a picture.
 - Students and guests suspected of being under the influence of alcohol or other drugs will be referred to an administrator and/or the police.
 - Students who endanger the safety or themselves or others will be referred to an administrator.
 - Students must refrain from sexually explicit dancing or inappropriate displays of affection.
 - Students may not wear shoes on the gym floor.
 - Students asked to leave a dance for any reason will not be allowed at any dances for the remainder of the year.
 - Once students have entered the dance, they may not leave and re-enter. The doors will be closed one hour after the dance begins, and students may not leave until the last hour of the dance. Students will not be allowed to leave early without a parent note or call.