

Bitney College Preparatory High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Nevada County Office of Education
Phone Number	(530) 478-6400
Superintendent	Holly Hermansen
E-mail Address	hhermansen@nevco.org
Web Site	http://www.nevco.org

School Contact Information (School Year 2016-17)	
School Name	Bitney College Preparatory High
Street	135 Joerschke Dr.
City, State, Zip	Grass Valley, Ca, 95945-5249
Phone Number	530-477-1235
Principal	Mr. Russ Jones, Principal
E-mail Address	info@bitneyprep.net
Web Site	www.bitneyprep.net
County-District-School (CDS) Code	29102980114314

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

Bitney ... Inspiring students to be ready for life and relevant to the world.

We believe strongly that education in the 21st century should be designed around the new three R's; Rigor, Relevance, and Relationships. With collaborative, experiential, and traditional methods, Bitney imbues our students with profound curiosity, a love of learning, and a clear sense of self direction. At Bitney, we aim high academically. Teachers are expected to meet or exceed the California State Educational Standards for each discipline. Teachers are encouraged to do so in interesting unique, collaborative, and diversified ways; and by as much as possible; rolling up their sleeves with the students and "doing."

Students are Known

Because enrollment is limited, classes are small. Teachers are able to closely monitor the needs, interests, and progress of each student, offering guidance and support along the way.

Students are Respected

At BCP, the prevailing attitude is one of mutual respect. We recognize the richness and diversity of ideas, attitudes, and backgrounds students bring to our school. Students are challenged to respect themselves and others.

Students are Educated

We seek to graduate students who are:

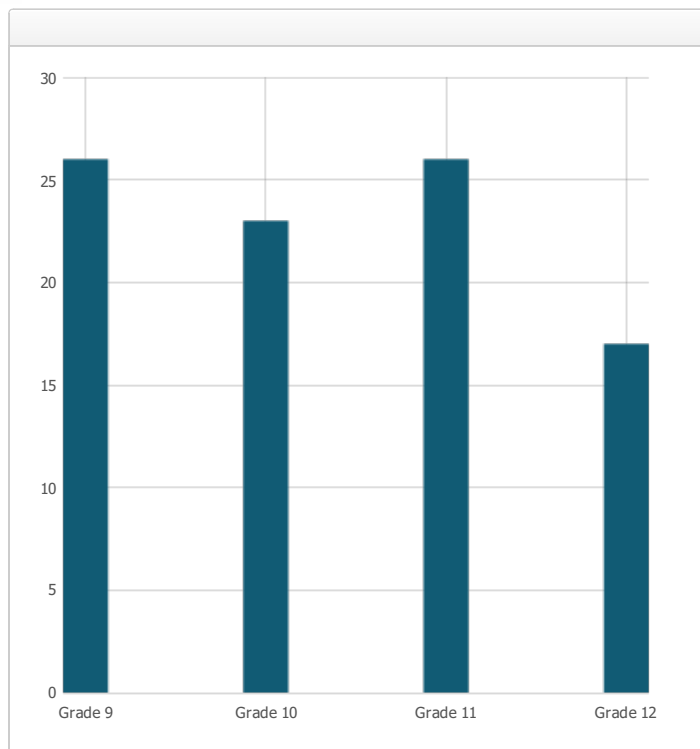
- Well prepared for freshman-level post secondary education
- Effective listeners, writers, and speakers
- Creative in formulating new questions and questioning old formulas
- Intrinsically motivated to continue learning
- Authentic individuals who are confident and purposeful about their future
- Confident, tolerant, and hold strong convictions with integrity
- Responsible global citizens

Above all else, we strive to imbue our students with a love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of direction.

Last updated: 1/26/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	26
Grade 10	23
Grade 11	26
Grade 12	17
Total Enrollment	92



Last updated: 1/26/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.5 %
American Indian or Alaska Native	0.0 %
Asian	2.2 %
Filipino	0.0 %
Hispanic or Latino	3.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	87.0 %
Two or More Races	0.0 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	57.6 %
English Learners	1.1 %
Students with Disabilities	18.5 %
Foster Youth	0.0 %

Last updated: 1/26/2017

A. Conditions of Learning

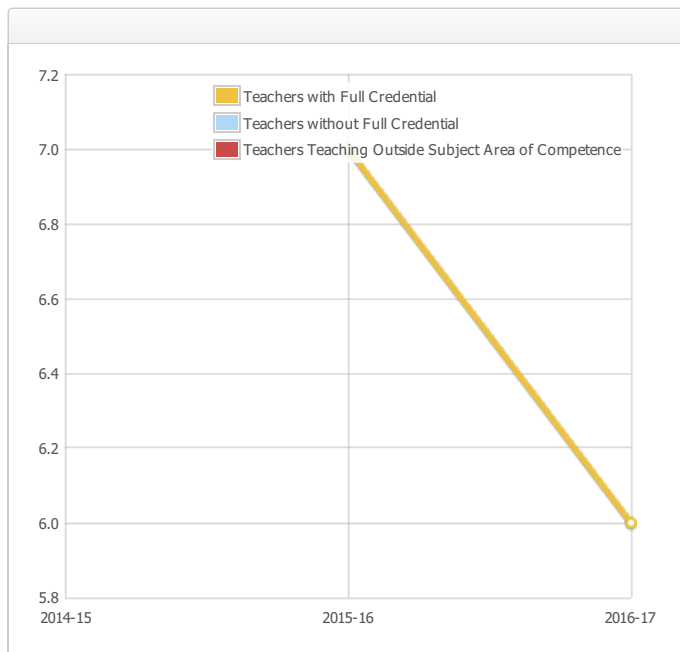
State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		7	6	6
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/26/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	77.0%	23.0%
High-Poverty Schools in District	77.0%	23.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation
Electrical: Electrical
Restrooms/Fountains: Restrooms, Sinks/Fountains
Safety: Fire Safety, Hazardous Materials
Structural: Structural Damage, Roofs
External: Playground/School Grounds, Windows/Doors/Gates/Fences

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating

Last updated: 1/26/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	78.0%	16.0%	42.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	32.0%	--	26.0%	29.0%	34.0%	36.0%

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

Last updated: 1/26/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/26/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	19	73.1%	15.8%
Male	12	11	91.7%	18.2%
Female	14	8	57.1%	12.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	15	75.0%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	11	78.6%	9.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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Last updated: 1/26/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	26	20	76.9%	--
Male	12	11	91.7%	--
Female	14	9	64.3%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	15	75.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	12	85.7%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/26/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64.0%	69.0%	82.0%	50.0%	48.0%	58.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/26/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	30	28	93.3%	82.1%
Male	16	15	93.8%	86.7%
Female	14	13	92.9%	76.9%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	27	25	92.6%	84.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	79.0%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/26/2017

Career Technical Education Programs (School Year 2015-16)

Bitney offers a comprehensive internship program. Students entering high school receive one semester of career coaching and support. During the coaching process the student identifies a field they would like to explore. They are encouraged to make contact with potential placements in which they would like to intern. Once a location is identified the student will work there every Friday. The internships are coordinated with core classes, electives and workshops which enhance the students learning experience. The process includes a resume and interviewing process which develops the students' employability.

Last updated: 1/26/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	20.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

Last updated: 1/26/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are involved in school activities in many ways from the beginning of the planning process through implementation, governance and maintaining site. Parents serve on the Parent Council, planning and implementing activities for students, fundraising to improve the campus or offer supplemental activities. Parents are key to the success of the students and the school.

State Priority: Pupil Engagement

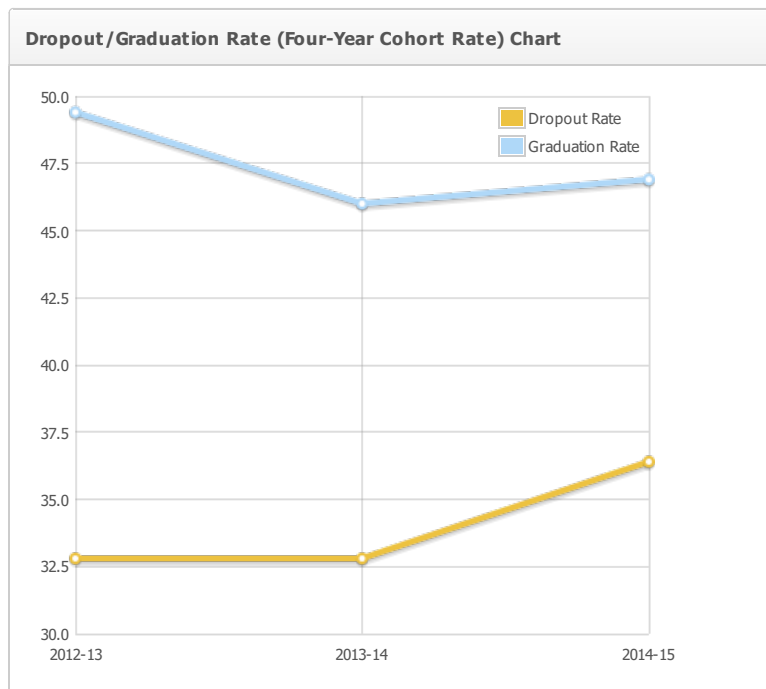
Last updated: 1/26/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	32.8%	32.8%	36.4%	32.8%	32.8%	36.4%	11.4%	11.5%	10.7%
Graduation Rate	49.40	46.00	46.90				80.44	80.95	82.27



Last updated: 1/26/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	93	52	85
Black or African American	0	46	77
American Indian or Alaska Native	0	36	75
Asian	0	100	99
Filipino	0	67	97
Hispanic or Latino	100	46	84
Native Hawaiian or Pacific Islander	0	38	85
White	96	80	87
Two or More Races	0	41	91
Socioeconomically Disadvantaged	92	47	77
English Learners	0	32	51
Students with Disabilities	100	100	68
Foster Youth	--	--	--

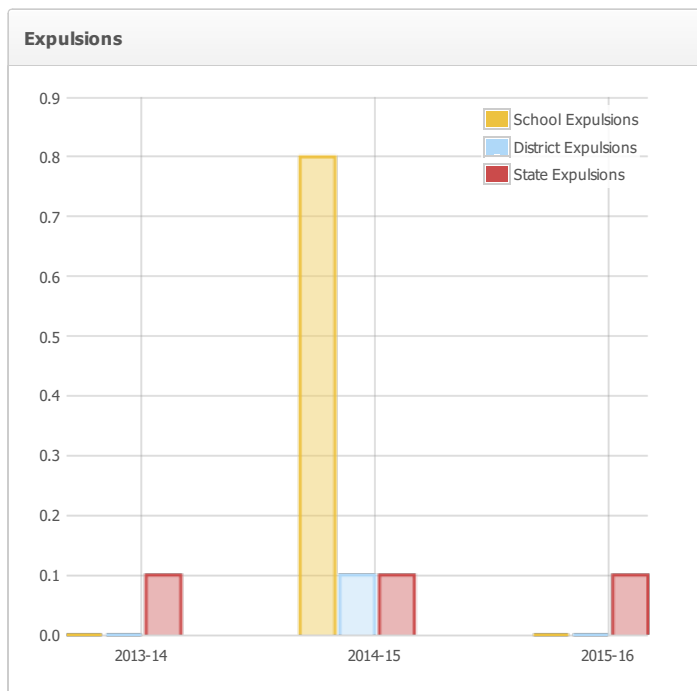
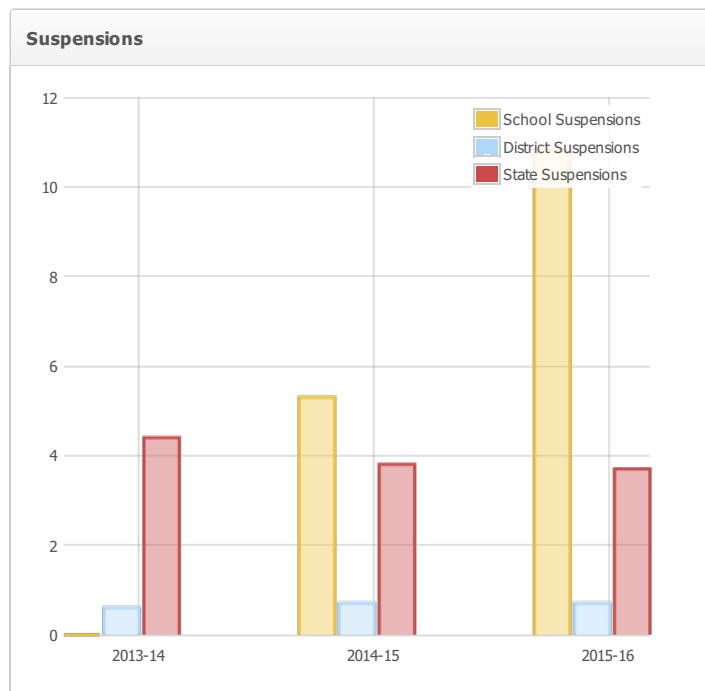
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	5.3	10.8	0.6	0.7	0.7	4.4	3.8	3.7
Expulsions	0.0	0.8	0.0	0.0	0.1	0.0	0.1	0.1	0.1



Last updated: 1/26/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 1/26/2017