

# Bitney Prep High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Bitney Prep High School
<b>Street</b>	135 Joerschke Dr.
<b>City, State, Zip</b>	Grass Valley
<b>Phone Number</b>	5304771235
<b>Principal</b>	Kristin Mayville
<b>E-mail Address</b>	kmayville@bitneyprep.net
<b>Web Site</b>	www.bitneyprep.net
<b>CDS Code</b>	29102980114314

District Contact Information	
District Name	Bitney Prep High School
Phone Number	(530) 477-1235
Superintendent	Kristin Mayville
E-mail Address	kmayville@bitneyprep.net
Web Site	BitneyPrep.net

### School Description and Mission Statement (School Year 2018-19)

Nearly everything one needs to know about Bitney is expressed in our long-standing school motto, which permeates throughout the school community on a daily basis:

"Bitney is a place where students are known, respected, and educated." Additionally, our educational philosophy is anchored by the following statements:

**Vision Statement:** "Bitney...Inspiring students to be ready for life and relevant to the world"

**Mission Statement:** "With collaborative, experiential, and traditional methods, Bitney imbues our diverse student body with profound curiosity, a love of learning, and a clear sense of self-direction."

Bitney became a Big Picture Learning (BPL) School in 2016, implementing a one-day-per-week internship for all students and adopting the "One Student At A Time" motto of the BPL network.

#### 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 Bitney, 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.

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	27
Grade 10	15
Grade 11	26
Grade 12	20
<b>Total Enrollment</b>	<b>88</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	8.0
Native Hawaiian or Pacific Islander	0.0
White	81.8
Socioeconomically Disadvantaged	63.6
English Learners	0.0
Students with Disabilities	18.2
Foster Youth	0.0

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	6	6	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Novels for English</p> <p>Freshmen</p> <p>To Kill A Mockingbird by Harper Lee                      Romeo and Juliet by William Shakespeare                      The Princess Bride by William Goldman                      Dandelion Wine by Ray Bradbury                      Ender’s Game by Orson Scott Card                      Shane by Jack Schaefer                      The Illustrated Man by Ray Bradbury                      Heroes, Gods, and Monster of the Greek Myths by Bernard Evslin                      Siddhartha by Hermann Hesse                      Marcelo in the Real World by Francisco X. Stork                      A Lesson Before Dying by Ernest J. Gaines                      A River Runs Through It by Norman Maclean                      Of Mice and Men by John Steinbeck</p> <p>Juniors</p> <p>O Pioneers! By Willa Cather                      The Crucible by Arthur Miller                      Death of a Salesman by Arthur Miller                      The Red Badge of Courage by Stephen Crane                      Narrative of the Life of Frederick Douglass by Frederick Douglass                      The Great Gatsby by F. Scott Fitzgerald                      Ethan Fromme by Edith Wharton                      Song of Myself by Walt Whitman                      Breakfast at Tiffany’s by Truman Capote</p> <p>Contemporary Issues in Literature</p> <p>As I Lay Dying by William Faulkner                      The Catcher in the Rye by J.D. Salinger                      The Road by Cormac McCarthy                      The Road by Jack Kerouac                      Being There by Jerzy Kosinski                      Generation X by Douglas Coupland                      Slaughterhouse 5 by Kurt Vonegut                      Fear and Loathing in Las Vegas by Hunter S. Thompson                      All the Pretty Horses by Cormac McCarthy                      One Flew Over the Cuckoo’s Nest by Ken Kesey</p> <p>Seniors</p> <p>A Clockwork Orange by Anthony Burgess                      Beowulf translation by Seamus Heaney                      Macbeth by William Shakespeare                      The Tempest by William Shakespeare                      Frankenstein by Mary Shelley                      Brave New World by Aldous Huxley</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Sophomores Night by Elie Wiesel Lord of the Flies by William Golding Beloved by Toni Morrison Hamlet by William Shakespeare All Quiet on the Western Front by Erich Maria Remarque The Taming of the Shrew by William Shakespeare Bless Me, Ultima by Rudolfo Anaya		
<b>Mathematics</b>	College Prep Math	Yes	0
<b>Science</b>	Chemistry, Prentice-Hall; Biology, Prentice- Hall; Principles of Environmental Science: Inquiry and Applications, 7th edition, published by McGraw-Hill,	No	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Bitney has made significant improvements in the facility this year. We replaced the HVAC systems, improved the lighting, improved thermostat controls, added indoor and outdoor lighting, upgraded to LED lighting and installed a Solar System which will supply the majority of electric needs. In addition we have painted most of the interior and exterior, installed safety cameras and an additional storage building. We are bringing in state of the art internet capabilities and expanding our technology.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Replaced missing sheet metal on wall heater and gas was turned off during the summer and was turned back on in the fall
<b>Interior:</b> Interior Surfaces	Good	Door locks have been replaced and improved to meet emergency needs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Facility was cleaned , painted and improved summer of 2018
<b>Electrical:</b> Electrical	Good	New solar system installed in the fall of 2018. New HVAC and lighting 2018.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Built supports for bathroom sinks
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Front porch was replaced by the landlord and drainage issues were corrected by landlord
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 11/18</b>	
<b>Overall Rating</b>	<b>Good</b>

**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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	65.0	25.0	44.0	43.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	25.0	4.0	30.0	29.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	25	24	96.00	25.00
<b>Male</b>	15	15	100.00	26.67
<b>Female</b>	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--
<b>White</b>	19	18	94.74	27.78
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	20.00
<b>Students with Disabilities</b>	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	24	96	4.17
Male	15	14	93.33	7.14
Female	--	--	--	--
Hispanic or Latino	--	--	--	--
White	19	18	94.74	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	15	14	93.33	0
Students with Disabilities	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**Career Technical Education Programs (School Year 2017-18)**

Bitney is not currently participating in the CTE program however, through our association with Big Picture Learning, every student participates in a mentored internship in our community one full day per week. In addition, we have established a MOU with the local campus of Sierra College through which students are able to access CTE and other vocational training opportunities.

### Career Technical Education Participation (School Year 2017-18)

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

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.5	20.8	16.7

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.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are involved at Bitney at all levels. Beginning with enrollment, parents participate in an enrollment interview with their student and the Dean. Parents are contacted regularly by their students adviser to keep them informed of ways they can support their student and the school. Bitney establishes a parent contact list and sends out at least weekly updates on the School and Student events. Parents are invited to attend their student's exhibition presentation each semester. Parents participate in the Parent Council, the Bistro (a food program), Fundraising and field trips. They also provide support to their students in regularly participating in the students weekly Internship day every Wednesday. Parents provide insights through Parent Surveys and one on one conversations with the Administration.

### State Priority: Pupil Engagement

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	4.2	12.5	13.6	38.9	11.2	49.6	10.7	9.7	9.1
<b>Graduation Rate</b>	95.8	87.5	68.2	39.2	85.1	25.0	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	100.0	71.4	88.7
<b>Black or African American</b>	0.0	59.0	82.2
<b>American Indian or Alaska Native</b>	0.0	61.5	82.8
<b>Asian</b>	0.0	63.6	94.9
<b>Filipino</b>	0.0	50.0	93.5
<b>Hispanic or Latino</b>	100.0	69.3	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	100.0	88.6
<b>White</b>	100.0	87.8	92.1
<b>Two or More Races</b>	66.7	72.1	91.2
<b>Socioeconomically Disadvantaged</b>	100.0	69.7	88.6
<b>English Learners</b>	0.0	48.0	56.7
<b>Students with Disabilities</b>	100.0	81.5	67.1
<b>Foster Youth</b>	0.0	68.4	74.1

### 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	10.8	11.1	6.0	0.7	0.7	0.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.9	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Bitney's School Safety Plan was last reviewed and updated in January 2019. The Staff received a training on the plan and a copy for their classroom at that time. The plan is in an orange binder in order to be readily identifiable in an emergency. It is divided into the following sections with concise instructions included for each section:

County Resources, Active Shooter, Bomb Threat, Earthquake, Fire, Lock down, Medical Emergencies, Systems Failure, Suicide/Death, Shelter in Place, and Reunification. Drills for emergency situations are practiced every semester with analysis and plans for improvement after each drill.

We recently installed new door mechanisms and locks throughout the school to improve our ability to secure the campus and protect students in the event of an active shooter or other threatening situation. The School Safety Plan is being reviewed for updates and will be approved in the Spring.

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

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.0	10			9.0	10	1		17.0	2	2	
Mathematics	10.0	8			7.0	12	1		10.0	7		
Science	9.0	5			14.0	4			5.0	4		
Social Science	15.0	2			5.0	4			10.0	2		

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

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	98
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	.15	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	0.15	N/A
Resource Specialist (non-teaching)	0.85	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9,207.	1207.	8000.	\$4495
District	N/A	N/A	8000.	
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125	
Percent Difference: School Site and State	N/A	N/A	-36.3	

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## **Types of Services Funded (Fiscal Year 2017-18)**

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Under the federal Individuals with Disabilities Education Act, or IDEA, Bitney Prep High School identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. A team using a process specified in the law makes decisions regarding the services that are included in an IEP. An IEP team includes a student's classroom teacher, special educator, parents, and a representative of the school administration who is empowered to commit resources such as staff time or funding. Bylaw, we are required to carry out all provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options. This includes placement in programs, services, supports, modifications and specialized equipment (if indicated) necessary to provide a free and appropriate education. Students with disabilities participate in general education, including nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or removal of students with disabilities from the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Bitney Prep High School seeks to provide a variety of placement, service, and support options to serve students with special needs in the least restrictive environment. The continuum of placement options at school include:

- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech, or occupational therapy

For students requiring more intensive and/or supportive placement, the Bitney IEP Team would work closely with the Nevada/Placer SELPA to determine the most appropriate option(s) including the following:

- Placement in a Special Day Class for portions or all of the school day
- Placement in a Non Public Day School
- Placement in a Non Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the Nevada County Charter Services Authority in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

## **Professional Development (Most Recent Three Years)**

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In recent years, Bitney instructors have participated in day-long County-wide professional development covering a wide variety of topics, and multi-day professional development in the Big Picture model. The school works closely with a Big Picture Learning Academic and Advisory coach and individual teachers have established job-alike partnerships with a well established Big Picture school in Sacramento. In addition, teachers have been able to access specific subject professional development instruction in several subjects. New instructors at Bitney are also provided with intensive support through the BTSA process.

5 professional development days are included in the annual calendar every school year.