

# Bitney Prep High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Bitney Prep High School
<b>Street</b>	135 Joerschke Drive
<b>City, State, Zip</b>	Grass Valley
<b>Phone Number</b>	(530)477-1235
<b>Principal</b>	Jonathan Molnar
<b>Email Address</b>	jmolnar@bitneyprep.net
<b>Website</b>	www.bitneyprep.net
<b>County-District-School (CDS) Code</b>	29102980114314

Entity	Contact Information
District Name	Bitney Prep High School
Phone Number	(530) 477-1235
Superintendent	Jonathan Molnar
Email Address	jmolnar@bitneyprep.net
Website	www.bitneyprep.net

## School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Grade 9	16
Grade 10	32
Grade 11	20
Grade 12	27
<b>Total Enrollment</b>	<b>95</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	9.5
White	76.8
Two or More Races	10.5
Socioeconomically Disadvantaged	50.5
Students with Disabilities	13.7
Homeless	1.1

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	6	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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>1</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 2019-20)**

Year and month in which data were collected: January 2020

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	One Flew Over the Cuckoo's Nest by Ken Kesey  Seniors 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  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, Conceptual Physics, Prentice Hall	Yes	0
<b>Health</b>	Positive Prevention Plus, Rockwell Printing	Yes	

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

Bitney has made significant improvements in the facility this year. Carpeting was replaced in the administrative building. Significant painting was completed on both the interior and exterior of two campus buildings. Storage areas were cleaned and organized during the spring of 2019.

Major improvements were made in the Bitney's technology infrastructure. By participating in the BIIG Grant, Bitney was able to convert to a fiber optic internet connection. The school's Local Area Network was replaced.

### 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

**Year and month of the most recent FIT report: 1/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems are in good condition and are serviced on a twice yearly basis. There are no issues with gas or sewer. New solar electrical array was activated in the spring of 2019.
<b>Interior:</b> Interior Surfaces	Good	Interior painting in two of the three campus buildings was completed during the summer or 2019.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	All storage areas were organized during the spring of 2019. Old, damaged or unused furniture donated or discarded.
<b>Electrical:</b> Electrical	Good	Electrical system modifications in two classroom were completed September of 2019 to meet fire code.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restrooms in all buildings are in good repair. The water fountain in one of the building was repaired, but needs to be replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Repairs to door hardware and electrical systems were made in the fall of 2019 to meet fire code. The fire alarm system is inspected twice a year and fire extinguishers are regularly inspected.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Parking lot was re-coated by the property owners in the spring of 2019. More exterior lighting needs to be installed on campus.
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	25	57	43	47	50	50
Mathematics (grades 3-8 and 11)	4	19	29	31	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	21	95.45	4.55	57.14
Male	12	11	91.67	8.33	63.64
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	18	18	100.00	0.00	61.11
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	12	11	91.67	8.33	72.73
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	22	21	95.45	4.55	19.05
<b>Male</b>	12	11	91.67	8.33	36.36
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	18	18	100.00	0.00	22.22
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	12	12	100.00	0.00	25.00
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>					



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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

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. We are currently researching how to become legitimately certified as a CTE program through the CDE.

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	45

### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	6.2	18.8	6.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents are involved at Bitney Prep High School at all levels. Beginning with enrollment, parents participate in an enrollment interview with their student and the Director. Parents are contacted regularly by their student's Teacher/Advisor 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, which is the group that helps us with fundraising and field trips. Each Class Advisory (Freshmen-Senior classes) have two Parent Council representatives who assist the Teacher/Advisor in keeping the rest of the class parents up to date and involved in classroom & schoolwide activities. Parents provide insights through Parent Surveys and through one-on-one conversations with the Faculty & Staff.

### 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	12.5	13.6	5	11.2	49.6	61.9	9.7	9.1	9.6
Graduation Rate	87.5	68.2	90	85.1	25	23.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	11.1	6.0	5.8	0.7	0.7	0.5	3.6	3.5	3.5
<b>Expulsions</b>	0.9	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	9	10	1		17	2	2		11	5	1	
<b>Mathematics</b>	7	12	1		10	7			11	8		
<b>Science</b>	14	4			5	4			16	3		
<b>Social Science</b>	5	4			10	2			26		1	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
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	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	6.4	

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 2018-19)

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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$
Mid-Range Teacher Salary	\$	\$
Highest Teacher Salary	\$	\$
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$	\$
Percent of Budget for Teacher Salaries	%	%
Percent of Budget for Administrative Salaries	%	%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses		

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	5

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.