

Bitney Prep High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	http://www.bitneyprep.net
Phone Number	(530) 477-1235
Superintendent	Jonathan Molnar
Email Address	jmolnar@bitneyprep.net
Website	www.bitneyprep.net

School Description and Mission Statement (School Year 2020-2021)

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 2019-2020)

Grade Level	Number of Students
Grade 9	13
Grade 10	15
Grade 11	32
Grade 12	22
Total Enrollment	82

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Asian	1.2
Hispanic or Latino	8.5
White	76.8
Two or More Races	8.5
Socioeconomically Disadvantaged	64.6
Students with Disabilities	12.2
Foster Youth	2.4
Homeless	2.4

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	6	6	7	7
Without Full Credential	0	0	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	0	0	0

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

bitney Prep continues to provide our students with the appropriate, state-adopted textbooks in all curricular areas. This year we added the Purpose Plus curriculum from Edgenuity to our Health Curriculum. Purpose Plus provides Social Emotional Learning lessons in many areas including - career planning, bullying, and drug use intervention.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Novels for English Freshmen: 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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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>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</p> <p>Juniors: 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>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</p> <p>Contemporary Issues in Literature: 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>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	College Prep Math	Yes	0
Science	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
Foreign Language	Prentice Hall Realidades	Yes	0
Health	Positive Prevention Plus, Rockwell Printing. Purpose Plus SEL Curriculum, Edgenuity online courseware.	Yes	0

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

School Facility Conditions and Planned Improvements

The ownership of Bitney Prep High changed in 2020. The new owners have been very proactive in addressing structural and maintenance issues on the property. Roofing repair was done on two of Bitney's buildings. Sections of the water main on the campus were replaced. The asphalt on campus was re-sealed and the perimeter fencing was repaired.

During the 2020-2021 school year ongoing improvements to our technology infrastructure have been undertaken. New switches to support the Local Area Network were installed in all of our buildings. Additional, upgraded internet access ports were also installed to improve wifi access throughout the campus.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 1/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: 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. Significant sections of water main on the property were replaced in the fall of 2020.
Interior: Interior Surfaces	Good	Interior painting in two of the three campus buildings was completed during the summer or 2019.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	All storage areas were organized during the spring of 2019. Old, damaged or unused furniture donated or discarded. No pest or vermin infestation.
Electrical: Electrical	Good	Electrical system modifications in two classroom were completed September of 2019 to meet fire code. Electrical updates identified identified during Bitney's 2019-2020 Fire Inspection were completed to provide electrical service to three ceiling mounted projectors.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in all buildings are in good repair. A new touch-free water fountain with a bottle filler was purchased for the back building.
Safety: 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.
Structural: Structural Damage, Roofs	Good	Minor roofing repairs to the back building and portions of the roofing on the administration building were completed by the new owners in October 2020.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Parking lot was re-coated by the property owners in the spring of 2019. The fencing around the boundaries of the campus was replaced in 2020, as well as a gate repair and brush clearing. More exterior lighting needs to be installed on campus.
Overall Rating	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Bitney does not currently offer a state certified 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 (CTE) Participation (School Year 2019-2020)

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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	11.54

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 Parent Council, which helps with fundraising events, field trips & dances. 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 Stakeholder Surveys and through one-on-one conversations with the Faculty & Staff.

The opportunities for parental involvement in school activities has definitely impacted by the changes caused by the COVID-19 Pandemic. Throughout this year Bitney staff have worked to maintain communications with parents.

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 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
Dropout Rate	13.6	5	0	49.6	61.9	70.2	9.1	9.6	9
Graduation Rate	68.2	90	96.7	25	23.3	22	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.0	5.8	0.7	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	0.18	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 case of 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.

At the beginning of the 2020-2021 school year, Bitney's School Safety Plan was amended to include our COVID-19 School Site Safety Plan. This plan describes in detail the COVID related safety measures that were put in place to insure the safety of student and staff on campus during the COVID Pandemic. The COVID-19 School Site Safety Plan is available for review on the Bitney Prep website - www.bitneyprep.net

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	17	2	2		11	5	1		12	6	1	
Mathematics	10	7			11	8			9	10	1	
Science	5	4			16	3			12	3	2	
Social Science	10	2			26		1		15	5		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,207.00	1207.00	8000.00	\$51,200.00
District	N/A	N/A	8000.00	\$51,200.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750.	\$83,059.00
Percent Difference - School Site and State	N/A	N/A	3.2	-47.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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 2018-2019)

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 2019-2020)

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
Science		N/A
Social Science		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5

Starting in the spring of 2020 and continuing into the 2020-2021 school year, most staff development at Banter has been focused upon working with students during the extended period of distance learning. Staff has been trained in using Google Classroom as a platform for all classes. Staff has also learned to use the Zoom application to facilitate virtual class meetings. The past year all teachers were trained in using the Edgenuity Online Courseware. All teachers have also participated in Suicide Recognition and Prevention training.