

Bitney Preparatory High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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).

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.

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.

2022-23 School Contact Information

School Name	Bitney Preparatory High School
Street	135 Joerschke Drive
City, State, Zip	Grass Valley
Phone Number	(530)477-1235 x202
Principal	Jonathan Molnar
Email Address	jmolnar@bitneyprep.net
School Website	www.bitneyprep.net
County-District-School (CDS) Code	29102980114314

2022-23 District Contact Information

District Name	Bitney Preparatory High School
Phone Number	(530) 477-1235 x202
Superintendent	Jonathan Molnar
Email Address	jmolnar@bitneyprep.net
District Website Address	www.bitneyprep.net

2022-23 School Overview

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 Program 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

2022-23 School Overview

- 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	23
Grade 10	12
Grade 11	18
Grade 12	14
Total Enrollment	67

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.7
Male	35.8
Non-Binary	1.0
American Indian or Alaska Native	1.5
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	4.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.5
White	50.7
English Learners	0.0
Foster Youth	0.0
Homeless	3.0
Migrant	0.0
Socioeconomically Disadvantaged	62.7
Students with Disabilities	23.9

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.70	81.29	103.20	60.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	1.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	5.78	11.40	6.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	12.76	48.70	28.47	12115.80	4.41
Unknown	0.00	0.00	5.70	3.34	18854.30	6.86
Total Teaching Positions	5.80	100.00	171.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.70	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Bitney Prep continues to provide our students with the appropriate, state-adopted textbooks in all curricular areas. This year we adopted the Star Renaissance Freckle Program which provides individual student learning support and reinforcement in both Reading/Language Arts and English. This program is tied to the Star Renaissance validated assessment program that all students participate in three times per year. Freckle provides remediation and learning expansion for individual students based upon their performance on the Star Renaissance assessments.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>For all Reading/Language Arts students Star Renaissance Freckle</p> <p>Novels for English</p> <p>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 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</p>	Yes	0

	<p>All Quiet on the Western Front by Erich Maria Remarque The Taming of the Shrew by William Shakespeare Bless Me, Ultima by Rudolfo Anaya Raisin In the Sun by Lorraine Hansberry</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 Gawain: The Green Knight</p> <p>Seniors: American Gods 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>		
Mathematics	College Prep Math Star Renaissance Freckle	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
History-Social Science		Yes	0
Foreign Language	Prentice Hall Realidades	Yes	0
Health	Positive Prevention Plus, Rockwell Printing. Purpose Plus SEL Curriculum, Edgenuity online courseware.	Yes	0
Visual and Performing Arts	Ceramics offering & Makers' Lab	Yes	0
Science Laboratory Equipment (grades 9-12)	All equipment necessary to teach college preparatory courses in Biology, Chemistry, and Physics.	Yes	0

School Facility Conditions and Planned Improvements

The ownership of the property that is leased for Bitney Prep High School (BPHS) changed in 2020. The new owners have been very proactive in addressing structural and maintenance issues on the property. During the 2021-2022 school year, the outside stairway and landing on Bitney's Administration Building was replaced. Sections of the water main on the campus were replaced. The asphalt on campus was re-sealed and the perimeter fencing was repaired.

During a severe snowstorm in December 2021, the shade structure behind the Administration Building was destroyed. We are working with our property insurer to replace the shade structure.

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19	18	94.74	5.26	38.89
Female	11	11	100.00	0.00	45.45
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	33.33
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19	18	94.74	5.26	11.11
Female	11	11	100.00	0.00	18.18
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	8.33
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	30.43	--	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	10	31.25	68.75	--
Female	14	2	14.29	85.71	--
Male	16	7	43.75	56.25	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	7	31.82	68.18	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	6	30	70	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Historically, Bitney Prep has not offered 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. Through this program, all Bitney Prep students experience on-the-job career focused training and experiences that help to prepare them for adult work world.

During the 2021-2022 school year, Bitney Prep entered into a MOU with the Career Pathways Partners office of the Nevada County Superintendent of Schools, Sierra College, and Forest Charter School to provide students with the opportunity to pursue a CTE Pathway in Business and Entrepreneurship. During the 2022-2023 school year, for the first time in school history, Bitney Prep providing our students with the opportunity to complete a CTE Pathway in Business and Entrepreneurship. We have a cadre of students participating in two Dual Enrollment Business Tech courses offered by Sierra College on our campus during the school day. In additional support for offering our students early college experiences this year we also offered another Dual Enrollment Course from the Business Tech Department at Sierra College called the New World of Work.

2021-22 Career Technical Education (CTE) Participation

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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	78%	75%	100%	75%	75%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are involved at Bitney Prep High School at all levels. Beginning with enrollment, all 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 weekly updates on what is happening at the school and what events are upcoming. Parents are invited to attend their student's exhibition presentation each semester. Bitney's staff has developed and implemented a multi-tiered system of student support and regularly involve parents Student Success Team and 504 plan meetings. Parents provide insights through stakeholder surveys and through one-on-one conversations with the faculty and staff.

During the 2021-2022 school year Bitney Prep was able to reestablish our Parent Council. The active success of the Parent Council has expanded as we have entered the 2022-2023 school year. The current Parent Council is very involved in working with Student Leadership to sponsor fundraisers that help to fiscally support student activities. The Parent Council is also closely involved in supporting the Bitney Prep staff. Parent Council also regularly provides the Bitney Prep Charter Council with regular updates on its efforts and activities.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.8	17.6		32.8	67.1		8.9	7.8
Graduation Rate		85.7	76.5		42.7	25.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	12	88.2
Female	3	3	100
Male	9	8	88
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	12	9	75.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	10	76.9
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	87	80	44	55.0
Female	50	46	30	65.2
Male	32	29	14	48.3
American Indian or Alaska Native	1	1	1	100.0
Asian	1	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	6	6	4	66.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	43	40	20	50.0
English Learners	0	0	0	0.0
Foster Youth	2	2	2	100.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	53	50	32	64.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	23	21	13	61.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.56	0.58	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.45	0.02	0.81	0.20	3.17
Expulsions	0.00	0.00	0.00	0.05	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.45	0.00
Female	0.00	0.00
Male	9.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.04	0.00

2022-23 School Safety Plan

Bitney's School Safety Plan was last reviewed and updated in January 2021 and is currently being updated for Charter Council approval in February of 2023. 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 throughout each school year 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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	6	1	
Mathematics	9	10	1	
Science	12	3	2	
Social Science	15	5		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	7		
Mathematics	10	6		
Science	11	2		
Social Science	11	3		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	7		
Mathematics	11	6		
Science	9	5		
Social Science	12	4		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

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	\$53,000.00
District	N/A	N/A	8000.00	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	19.3	-0.3

2021-22 Types of Services Funded

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 (IEPs) 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. IEP teams can also include a school psychologist, a Speech and language pathologist, and an ERMS counselor. 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 to provide Specialized Academic Instruction
- Related services such as speech or occupational therapy and ERMS counseling.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Over the past 2 years the Bitney Prep Staff has participated in a number of trainings focused upon student wellness and safety. These trainings included; Brief Intervention Drug Counseling Training a program that helps our staff work with students struggling with nicotine addiction, Suicide Prevention Training, Opioid Overdose Response Training, Behavior De-Escalation Training and First Aide and CPR training for all staff (ongoing).

Also, over the last year, Bitney's teaching staff has participated in a number of trainings related to the Star Renaissance Validated Testing Program that was adopted during the 2021-2022 school year and the Star Renaissance Freckle Program that was adopted at the start of the 2022-2023 school year. These trainings have focused upon testing data analysis and how to use these assessments to provide individualized learning support in Reading/Language Arts and Mathematics.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5