

# Bitney Preparatory High School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Bitney Preparatory High School
<b>Street</b>	135 Joerschke Drive
<b>City, State, Zip</b>	Grass Valley
<b>Phone Number</b>	(530)477-1235 x202
<b>Principal</b>	Jonathan Molnar
<b>Email Address</b>	jmolnar@bitneyprep.net
<b>School Website</b>	www.bitneyprep.net
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	29102980114314

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

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."

## 2024-25 School Description and Mission Statement

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

**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 and have significant workplace experience
- 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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	29
Grade 10	30
Grade 11	21
Grade 12	11
<b>Total Enrollment</b>	<b>91</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.9
Male	48.4
Non-Binary	8.8
Hispanic or Latino	9.9
Two or More Races	4.4
White	46.2
Foster Youth	1.1
Homeless	1.1
Socioeconomically Disadvantaged	58.2
Students with Disabilities	26.4

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.70	81.29	103.20	60.34	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	1.16	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	5.78	11.40	6.67	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	12.76	48.70	28.47	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.70	3.34	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.00	83.47	113.40	61.34	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	1.65	13.00	7.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	8.93	51.80	28.03	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.30	5.79	6.50	3.54	15831.90	5.67
<b>Total Teaching Positions</b>	6.00	100.00	184.90	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.40	93.97	110.80	64.68	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	1.17	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	3.79	14.50	8.52	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	2.07	40.00	23.38	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	3.80	2.24	14303.80	5.15
<b>Total Teaching Positions</b>	5.80	100.00	171.30	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.30	0.10	0.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.30	0.10	0.2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.70	0.00	0
<b>Local Assignment Options</b>	0.00	0.50	0.1
<b>Total Out-of-Field Teachers</b>	0.70	0.50	0.1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	31.00	7.5	7.8

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

## 2024-25 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.

All Bitney Prep students are issued a school-owned and managed Chromebook when they start at our school. All Bitney Prep teachers use Chromebooks and Google Classrooms as the platform for their courses. These platforms allow teachers to provide students with access additional to learning materials that meet California Content Standards. The use of Chromebooks also helps to provide students with appropriate learning accommodations such as text-to-speech and audiobooks.

Bitney Prep continues to use 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 on 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
<b>Reading/Language Arts</b>	<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:</p>	Yes	0

	<p>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  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  1984 by George Orwell</p> <p>Seniors:  American Gods by Neil Gaiman  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  All the Pretty Horses by Cormac McCarthy  One Flew Over the Cuckoo's Nest by Ken Kesey</p>		
<b>Mathematics</b>	College Prep Math Star Renaissance Freckle	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>History-Social Science</b>		Yes	0
<b>Foreign Language</b>	Prentice Hall Realidades	Yes	0
<b>Health</b>	Positive Prevention Plus, Rockwell Printing. Purpose Plus SEL Curriculum, Edgenuity online courseware.	Yes	0



<b>Visual and Performing Arts</b>		Yes	0
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Note: Cells with N/A values do not require data.

## 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.

<b>Year and month of the most recent FIT report</b>	January 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			The heating and air conditioning systems in Rooms 7 and 8 were replaced in May 2024.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	58	62	48	45	46	47
<b>Mathematics</b> (grades 3-8 and 11)	11	29	33	30	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	21	21	100.00	0.00	61.90
Female	--	--	--	--	--
Male	12	12	100.00	0.00	58.33
American Indian or Alaska Native	0	0	0	0	0
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	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	21	21	100.00	0.00	28.57
<b>Female</b>	--	--	--	--	--
<b>Male</b>	12	12	100.00	0.00	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	11	100.00	0.00	36.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	14.29	--	--	--	30.29	30.73

## 2023-24 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Prior to 2022-2023 school year, Bitney Prep was not able to offer state certified CTE program. However for the last eight years, through our association with Big Picture Learning, every student has had the opportunity to participate 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 the 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. Starting in the 2022-2023 school year and continuing during the 2023-2024 school year, Bitney Prep is now 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. Students who complete both Dual Enrollment Business Tech courses and participate in a related internship have completed the CTE Pathway in Entrepreneurship and Self Employment. The grant funding that allowed Bitney to start this dual-enrollment program ended after the 2023-2024 school year. Starting with the current school year, Bitney Prep is now funding this valuable program independently for our students.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	9
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	27.27

## 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.

## 2023-24 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. The administration of the PFT requires only participation results 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 5					85%
Grade 9	73%	81%	85%	78%	

## 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.

## 2024-25 Opportunities for Parental Involvement

Parents are involved at Bitney Prep High School at all levels. Beginning before students start attending Bitney, all parents participate in an Enrollment Conference with their student and the Director. Parents are contacted regularly by their student's

## 2024-25 Opportunities for Parental Involvement

Teacher/Advisor to keep them informed of ways they can support their student and the school. Bitney establishes a contact list for all members of our community. A Weekly Update is regularly sent out to keep parents informed about what is happening at the school and what events are upcoming. Parents are invited to attend their student's Exhibition presentation at the end of each semester. Bitney's staff has developed and implemented a multi-tiered system of student support and regularly involves parents in Student Success Team and 504 Plan meetings. Parents provide insights through stakeholder surveys and one-on-one conversations with the faculty and staff.

Bitney Prep has an active Parent Council. 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	17.6	10.5	21.4	67.1	58.8	69.4	7.8	8.2	8.9
<b>Graduation Rate</b>	76.5	89.5	78.6	25.5	24.6	22.1	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	14	11	78.6
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	0	0	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	0.0	0.0	0.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	12	9	75.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	98	45	45.9
Female	45	42	19	45.2
Male	51	48	21	43.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	51	45	22	48.9
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	63	59	30	50.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	32	30	19	63.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.45	8.18	4.72	0.81	1.16	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.72	0.00
Female	2.22	0.00
Male	5.88	0.00
Non-Binary	0.00	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	1.96	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

Bitney's School Safety Plan was last reviewed and updated in January 2024. The plan was approved by our Charter Council in March of 2024. The Staff received training on the plan and a copy for their classroom at that time. The Safety Plan is currently being reviewed and updated for Charter Council approval in February of 2025. The plan is in an orange binder in the office and

## 2024-25 School Safety Plan

in each classroom in order to be readily identifiable in case of an emergency.

The Bitney Prep Safety Plan is divided into the following sections with concise instructions included for each section: County Resources, Active Shooter, Bomb Threat, Earthquake, Fire, Lockdown, 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.

## 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		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	9		
Mathematics	8	11		
Science	17	3	1	
Social Science	17	4		

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12		
Mathematics	13	6	1	
Science	21	2	1	
Social Science	9	7		

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	9,207.00	1207.00	8000.00	\$53,000.00
<b>District</b>	N/A	N/A	8000.00	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$10,771	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.5	-0.3

## Fiscal Year 2023-24 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. By law, 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		

## 2023-24 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
<b>Total AP Courses Offered</b> 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; Proactive Circle/Restorative Justice training, Adam Project AED training, 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).

## Professional Development

For the 2024-2025 school year, the Bitney Prep staff began using Vector Solutions to provide targeted safety training to all staff members. For this first year, staff completed training in the following areas:

- Bloodborne Pathogen Exposure Prevention
- Cardiopulmonary Resuscitation
- First Aid
- General Ethics in the Workplace
- Mandated Reporter: Child Abuse and Neglect
- Sexual Harassment Prevention
- Slips and Falls
- Title IX Compliance
- Workplace Violence: Awareness and Prevention
- Back Injury and Lifting
- California SB 553 Workplace Violence Prevention Definitions and Requirements

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5