



Bitney Prep High School SELF-STUDY REPORT

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District: Bitney Prep High School

Date of Self-Study Visit: March 5-7, 2018

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2017 Edition**



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Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study, i.e., any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

The self-study process at Bitney began in the Fall of 2017. As a small school with a major programmatic transition underway, we chose to concentrate the self-study data collection and writing responsibilities to a team which included the Director, the Dean of Academics, The Business Manager and one teacher. Additionally, we relied on input gathered from our Charter Council and Parent Council and on information gathered from parent and student surveys. The teaching staff was engaged through weekly staff meetings.

We began the year with a new Dean of Academics who had a steep learning curve to climb during the first semester. Our Business Manager was hired in January of 2017 at a time when the Nevada County Office of Education, our charter authorizer, was transitioning to a new accounting system so the Business Manager also had much to learn in her new position.

Despite the challenges these circumstances presented, we are very satisfied that we have conducted an honest and thorough self-assessment of our school and its programs. We are genuinely thankful for the opportunity to take such an extensive and deep look at our school, guided by the WASC/CDE criteria and self-study process. Our Schoolwide Action Plan sets clear goals for the future of the school and includes measurement benchmarks and timelines to accomplish the objectives.

We are confident that the visiting team will find much to appreciate at our school and we look forward to their input and recommendations for how we can continue to improve in order to benefit our students' education and preparation for life after high school.

Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

SIGNIFICANT DEVELOPMENTS

The six years since the last full accreditation visit have seen a distinct shift in the direction and philosophy of the school. Earlier reports have described the changing landscape of educational options in our county and the addition of many new schools and programs to serve the needs of our diverse student community. These changes have brought challenges and competition for Bitney and a need to continually evolve to meet the needs of the students we attract. It is significant to note in this context that, throughout its history, Bitney has, as our motto says, been "a place where students are known, respected and educated." Relationships come first at Bitney, along with a recognition of the uniqueness of every student and the acknowledgement that everyone learns in different ways. This has become our "specialty" and a significant factor in attracting the students and families we serve. Holding true to this philosophy and the ways in which it manifests at our school has been fundamental to the growth and evolution of the school. Following are the significant developments in recent years which have shaped the Bitney program of today:

1. Affiliation with the Big Picture Learning Network.

Following the piloting an internship program at Bitney in the 2015-16 school year, we decided to join the Big Picture Learning (BPL) network of schools. A full description of the BPL program can be found in Chapter 2 of this report as part of the school profile. Fundamental elements of the program are a) a one or two day a week internship for all students ("Real World Learning"), b) an advisory program providing guidance to students in the design and pursuit of individualized learning plans ("One Student At A Time"), c) a strong curriculum addressing the abilities and needs of a diverse student population and d) the development of close relationships between the school and students' families.

Our association with BPL came about through our contact with a member of both the 2011 and 2015 accreditation visiting teams. Phillip Rosoff-Horne is a staff member at the Met Sacramento High School and, through our conversations with him, we became interested in The Met's program and how it seemed to us to be a model for the direction Bitney was heading. During the 2015-16 school year every staff member visited The Met and had an opportunity to see the BPL program in action. Our collective enthusiasm for the program was shared with the Parent and Charter Councils and we ultimately became affiliated with BPL in the Spring of 2016. That summer, we held an all-staff professional development training facilitated by a BPL network trainer and the 2016-17 school year was our first as a BPL school. Adoption of the program presented many challenges and new learnings for all concerned, but we were assisted with excellent consultations provided by the BPL organization. Now in our second full year as a BPL school, we feel strongly that the program is a perfect fit for our students and community.

2. School Name Change

Over the course of the many conversations and discussions held in recent years about Bitney's program and identity, and as the school's educational program grew to include more experiential learning opportunities, it became clear that the name Bitney College Prep did not fully describe our program and, in fact, may have resulted in assumptions about our educational program in the minds of potential students and parents. Clearly, Bitney has succeeded in developing a rigorous college prep curriculum, but we realized that we are more than just a college prep school - we're a life-prep school. We would never suggest that college is not a viable and significant option for our students, but we also want to acknowledge and honor the many other post-secondary choices available to students in career/technical fields, entrepreneurship, service learning options, the military and many others. We therefore decided to rename the school simply Bitney Prep and this was approved by the Charter Council in March of 2017.

3. Broader Graduation Requirements

Once again recognizing the diversity and range of individual abilities among our students (we average approximately 17% of students with IEPs for example), we requested and received approval from the Charter Council to broaden our graduation requirements. All students must, of course, meet the minimum subject and 130 credit graduation requirements set by the State of California but not all Bitney students must meet our full college preparatory curriculum and 225 credits requirement. This has allowed us to better meet the needs and abilities of all of our students and to retain and graduate students who might otherwise have dropped out of school and failed to graduate.

4. Personal Finance Class Added

In the 2015-16 school year, we added a Personal Finance/Business Math class to our math offerings in order to give more choice to students who do not plan to attend a four year college after high school and therefore opt out of the Algebra 2 admission requirement. Taking the Personal Finance class allows them to complete the minimum 2 year math graduation requirement provided of course, they have passed Algebra 1.

5. Memo of Understanding with Sierra College

We have signed a Memo of Understanding with Sierra College, which allows our students to take courses for which they qualify and which greatly expand and enrich their learning opportunities. Course options fall within a range from higher level math classes to career, technical, vocational and arts offerings. Sierra's Grass Valley campus is walking distance from Bitney making it possible for students to take classes during the school day as well as outside of regular school hours.

6. Charter Renewal

The Nevada County Superintendent of Schools Office which authorizes our charter, granted us a full five year renewal (2017- to 2022) following the submission in March 2017 of our comprehensive Charter Renewal Petition.

7. New Lease and Facility Upgrades

In February 2017, the school signed a new, five year lease with the landlords. Before signing the lease however, we required that the porch on the administration building be replaced and that an erosion issue be addressed that was causing water seepage into one of the classrooms in building 3. Both of these major upgrades were completed to our satisfaction and in a timely manner. Additional facility upgrades in recent years include the installation of LED lighting fixtures throughout the facility, the installation of a new HVAC unit in the admin building, AC units provided in all classrooms, and new furniture in most classrooms. A large solar array which will significantly reduce our energy bill is due for installation on January 20, 2018.

8. Computer Lab Upgrade

With much generous support from community donors, the Computer Lab was upgraded during the summer of 2016 with 23 new Apple computers, an HVAC unit, and new carpet and furnishings.

9. Leadership and Administrative Transitions

The current director, who has held the position since October of 2014, has announced his retirement in June of 2018. A search committee with representation from all school constituencies has been formed, a job announcement created, and the search for a new director is underway.

A new business manager was hired in January 2017, replacing a long time employee who had "come up through the ranks" and who possessed a great deal of institutional knowledge. The new business manager has brought prior administrative and educational consulting experience to the position and has quickly climbed a steep learning curve and brought fresh insights and procedures to the position.

We also experienced turnover in our Dean of Academics position this year. The new Dean is a veteran school administrator with school leadership experience at all grade levels.

10. Staffing Changes and Challenges

The school experienced two abrupt and unexpected staff resignations (Spanish and Social Studies) within two weeks of the start of the 2017-18 school year and another resignation (Math), due to health reasons, at the beginning of Thanksgiving Break. Dissatisfaction with the direction the school is taking and low compensation were cited as reasons for the early resignations. Fortunately, we were able to find highly qualified replacements for the Spanish and Social Studies vacancies before school started and have hired a long term substitute to complete the year in the Math position. A Bitney graduate and former study hall supervisor at the school will obtain her teaching credential in May, 2018 and will fill the math position at the start of the 2018-19 school year.

11. Finances and Staff Compensation

The launch of the Big Picture Learning program in 2016 -17 resulted in a slight downturn in enrollment as the school set about to rebrand and market itself. The entering freshman class that year numbered only 15 students, 10 below our recruitment target of 25. Schoolwide enrollment averaged 82 students that year and, again due to BPL implementation challenges, our attendance suffered as well. As a result, our ADA for the year was 78.9 and the 2017-18 budget reflected these low numbers. We have necessarily been in a rather "lean" financial state during the 2017-18 school year but, by keeping a close watch on spending, we have remained "in the black." We have had to cut back on staffing however and have either filled staffing needs internally (the director is teaching freshman Health and PE for example) or left vacant some positions like the tech/computer lab supervisor position.

As noted above, low overall compensation rates for our teachers (we have ranked at the bottom in comparable salaries county-wide in recent years) have resulted in some staff resignations and the low compensation issue hit a peak staff-wide in the fall semester of this school year causing a significant drop in morale. Fortunately, the administration and charter council had already begun looking at ways to increase staff compensation by tapping into available budget reserves and a new salary schedule was approved for all employees at the December 2017 Charter Council meeting.

SCHOOLWIDE ACTION PLAN PROGRESS AND UPDATES

Following is an updated narrative from the 2015 Interim Report which addresses progress in meeting the Schoolwide Action Plan Goals from the 2011 Full Accreditation Visit. Annual updates and commentary for the 2015-2018 time period have been added to complete the summary. The 2011 Schoolwide Critical Areas for Follow Up and recommendations from the 2015 Visiting Team report which relate to the Action Plan Goals are also noted.

The 2011 identified Critical Areas for Followup are:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
3. Continue to upgrade the facilities to make them a more attractive learning environment.
4. Research ways in which students can take online courses that will help personalize the learning process.

The 2015 Interim Visiting Team recommendations are:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.
3. To meet the needs of those students needing remediation, research and evaluate computer based programs (Reading and Mathematics) that effectively diagnose and prescribe instruction based on student need.
4. Expand the current "study hall" to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.

SCHOOLWIDE ACTION PLAN GOAL 1:

Bitney will strengthen the overall academic atmosphere of the school

A. Bitney will strengthen the overall culture of order and respect.

Rationale:

- In the 2010/11 community survey, both teachers and some students expressed frustration with an overall lack of order and respect on the part of a handful of students.
- While it remains a distinct Bitney imperative to address each student behavioral problem as a unique case most befitting the situation and the needs of the individual student, it has become clear that in some cases we have done so with a certain loss to meaningful instructional time and the maintenance of a classroom atmosphere most conducive to learning.
- Increasing the overall level of order and respect could create an opportunity to close the achievement gap between our highest and lowest achieving groups.

Updates by Year:

2012: Frustration continued into 11/12 on the part of some students and staff, that a handful of new and transferring students continue to exhibit an overall lack of order and respect/low interest in academics/and just not "getting" what Bitney is about. We had three students in particular that were particularly egregious in this regard. After repeated attempts at intervention, all three were removed from the school on a daily basis. One was asked to leave, one was expelled, and one was put on Independent Study for the last month of the year.

Discussion has occurred about this at the staff and Charter Council level. It has been determined that since a portion of these behaviors can be considered nothing less than bullying, that a more concentrated effort should be instituted during 12/13 to address bullying both in general, and in making sure any specific incidents do not escalate. Possible actions/solutions include:

1. An all-school showing of the film Bully, followed by breakout discussions by House
2. A concerted effort by administration and faculty to keep the discussion about Bitney culture at the forefront throughout the year. Typically we make such an effort at the beginning, through Wilderness Week, and beyond – but not as much during the spring semester.
3. Try to incorporate some type of "peer" resolution of conflicts through the student leadership.

2013: Not Bully, but a 2007 film entitled “The In Crowd and Social Cruelty” was shown to the entire student body in September, followed by break-out discussions in each House group. Without question the film and discussion were taken seriously by the vast majority of students – and most had no idea any type of harassment took place here at Bitney at all. Relatively minor incidents do occur from time to time, but in a manner far less serious than the year before. All staff have made a concerted effort to keep the “Bitney culture” dialog going. Although there has been no attempt to create any type of peer conflict resolution system or organization, overall student “buy-in” to a positive and engaging culture is fairly consistent. We recognize the occasional incident(s), given we are a public school of choice, may never go away completely. Still, progress is evident and every effort is made to confront issues such as these in a logical, consistent, and mature manner.

To be sure, finding meaningful ways to measure success in this ongoing endeavor will require a creative effort on the part of staff. To date, no mechanism has been created to either track results or transfer data to the as yet developed Report Card.

2014: Both the newly implemented Drug Policy (which mandates placement in a counseling and testing program run by CORR), as well as the systematic taking of attendance for each class period of the day have made improvements in this area. We are much more able to track student whereabouts cutting down on the few who seem to slip away from class and simply “hang out.”

2015: There are now clear expectations for student behavior throughout the school. Teachers deal directly with student misbehavior and may refer repeated offenders to the Dean or Director through formal Incident Reports. Staff discussions at bi-weekly meetings identify behavior issues and solutions, sometimes leading to the writing of contracts with clear expectations and timelines. All-school or small group meetings are held to address specific issues as necessary and reminders of behavioral expectations are frequently made to individuals and groups. Students themselves are taking responsibility for the “Bitney Culture” and have reported severe offenses to the administration for action. Addressing behavior issues communicates clear expectations for our learning environment which helps in supporting students who are at risk of not having academic success. We are also fortunate to have three part-time special education professionals on our staff (provided through the Nevada County Charter School Association) who work closely with our students who have IEPs and who also assist with other students as their schedules allow.

2016-17: With the adoption of the Big Picture Learning program, our first year of implementation included considerable independent study time for students. The hope was that students would rise to the opportunity to work independently, particularly in their English and Social Science studies which we experimented with letting them study independently with oversight by their advisors. While some students did work well in this way, the majority of students struggled with the self-discipline and focus necessary to achieve significant learning in these subjects. The situation also created supervision issues for staff and very loose accountability for class attendance. The addition of the advisory program, significantly improved our knowledge of individual student's abilities and needs. This close attention to each student is a vast improvement in the study hall approach taken previously.

2017-18: Learning from our experience described above, we returned to a more direct-instruction model for all core classes. We also reached agreements as a staff on independent study parameters for students. Another significant development this year has been the proactivity of the student body in addressing issues of common concern in our school community. The student council which had been dormant in recent years, was re-energized through the leadership of a group of students representing all grade levels. The director serves as the Student Council advisor and the group has publicly addressed such issues as drug use, smoking, inappropriate language and “tagging.”

Impact on student achievement:

While it is not possible to measure the results of these changes using standardized scores, it is nevertheless clear that students perform more effectively in an environment of mutual respect, order and accountability.

Critical Areas of Follow Up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
4. Research ways in which students can take online courses that will help personalize the learning process.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
4. Expand the current “study hall” to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.

B. Bitney will analyze the effectiveness of our academic support mechanisms and academic probation policy.

Rationale:

While the BCP staff and administration have begun to address this issue in a more consistent manner, further review and enhancement remain important. In particular, as evidenced by the continued high numbers of students falling below the 2.0 GPA level, the policies require more consistent implementation, additional resources, and more collaboration amongst the staff. Increasing the effectiveness of these policies could lead to a marked improvement in the achievement gap between our highest and lowest achieving groups. Strengthening the policy will allow the school the opportunity to identify those students for whom Bitney is not the right fit in a more cohesive and consistent manner.

Updates by Year:

2012 - As mentioned in the above section, a handful of students who were not adhering to the particulars of their probationary contracts were removed from the school through various means. In addition, as is customary practice, several other students and their parents have either been "counseled" to seek their education at another placement, or advised they will be placed on a probationary contract for next year. Thus the emphasis on shortened contracts with more frequent review seems to be working, at least to a certain extent. In addition, the re-institution of peer tutoring proved effective in several instances. However, sufficient progress has not been made to date toward creating a mechanism for greater communication of the needs and academic deficiencies of students either choosing or being placed in Academic Support. This is certainly one area that could be improved. The staff discussed several options at the June in-service. These included offering this class primarily as a means of support for those who do poorly academically, as well as for those wishing to pursue an AP examination.

2013 - A shorter leash on behavioral or academic probation cases continues to be effective. In a few cases peer tutoring also has helped a great deal. One particular improvement has been to increase the hours of our part-time Instructional Aide – herself a Bitney grad. She works primarily but not entirely with students on IEPs and 504s. At the suggestion of our Resource Specialist, a goal for 2013/14 is to create a more consistent mechanism for both the RSP and Aide to reach more students. Thus a "Supported Study" period will be implemented two to three periods a day with the hope of putting as many students in a small selected space for both one-on-one instruction and targeted academic assistance as possible. However, no specific measurable mechanism (other than frequent informal and formal discussion amongst staff members) has yet been instituted for creating a system to better communicate specific academic needs of particular students to the AS teacher. It is hoped that the 2013/14, our stellar Instructional Aide, can initiate a mechanism for sending and receiving information about the needs of all students in AS.

2014 - Supported studies and the continued use of the Flunch List have helped in our ability to track students who are falling through the cracks, but is not necessarily effective at reducing the number of students with failing grades. For the 2014/15 school year, we will implement a system whereby Alison Harper will have knowledge of both weekly and long term assignments for all classes. We will also explore ways in that this type of information can be viewed by parents in the Student Information System.

2015 - Almost all students are now scheduled into a supervised study hall each day. The supervising teacher maintains an assignment board for all subjects and teachers so that she knows what each student needs to work on. Unfortunately, she is not able to attend our bi-weekly staff meeting where we discuss student progress, however we use email communication to solicit the names of students we are concerned about, giving the study hall teacher the opportunity to provide input on the student prior to our staff discussion. As noted in the response above, we continue to seek ways to engage students who are capable but unmotivated to apply themselves academically. Academic Probation Contracts continue to be developed for incoming students who have come from schools where they have failed courses prior to Bitney. The Dean of Academics has put more energy into a more prompt review and accountability of students with a contract, and this personalized attention has showed promising results, though results cannot be quantified at this time. We are hopeful that a combination of personalized attention, classroom instruction, experiential learning opportunities, and project-based learning will provide connections for these students.

2016-18 - Bitney became a Big Picture Learning School (www.bigpicture.org), implementing a one day a week internship program for all students. While finding it challenging to adopt and change to this model of learning, the school nevertheless has seen a dramatic increase in students' interest in and connection to their learning. Students follow their interests in finding their internships and mentors and in so doing, make relevant connections to the real world of work. Another focus of Big Picture Learning is the emphasis on "One Student At A Time" and the development of individualized learning plans for each student. Another fundamental element of the BPL model is the advisory program. Students meet twice each day with their advisory group and are responsible for the design and pursuit of an individualized learning plan. Staff advisors closely monitor each student's progress in meeting their academic goals and internship commitments. The program has had a significant effect upon the responsibility that students take for their learning and the overall school culture has improved as students' "Real World Learning" experiences provide them with the opportunity to enter the world of work and interact with their adult mentors. Please see a detailed explanation of the Big Picture program in Chapter 2 of this report.

- With the implementation of the Big Picture Learning model and its emphasis on individualized "One Student At A Time" learning, we have increased the use of online learning opportunities. It is worth noting that, following the model of well-established BPL schools in our region, we gave students considerable flexibility in using online learning to meet core academic requirements, particularly in the area of ELA and Social Science. The prevailing model in BPL schools is that these subject areas are addressed within the advisory structure, carefully monitored by the advisors. In this, our first year, we found that we went "too far too fast" in allowing students to choose the content and depth of their ELA and Social Science studies. The typical student experience was to find and pursue a particular area of interest (a literary work in ELA, a period or event in history in Social Science) resulting in a pursuit of depth as opposed to breadth in these subject areas. The situation was particularly challenging for our teachers-turned-advisors, who found it very difficult to monitor and advise their students' learning but also realizing that we had sacrificed the breadth and richness afforded by direct-instruction classes. It also created significant supervision and "on task" challenges as students generally lacked the focus and self-discipline to study independently to this degree. This experience resulted in a return to direct instruction and the return of ELA and Social Science classes for the 2017-18 school year.
- As noted earlier, we changed the name of the school from Bitney College Prep High School to simply, Bitney Prep High School. We feel this change better reflects the scope and depth of our educational program and acknowledges the many post-secondary choices available to our students including college, career and technical training, military or community service, gap year experiences, etc.
- Our Charter Council authorized the administration to individualize graduation requirements as needed depending upon the needs and abilities of each student. Bitney graduation requirements now range from the minimum California state requirements of 130 credits up to our rigorous college prep curriculum requiring completion of 225 credits.

Impact on student achievement:

While it is not possible to measure the results of these changes using standardized scores (due both to the small size of the school and to the change in the state's testing regimen during this 3 year period), it is nevertheless clear that supported study halls for students have 1) increased the number of students completing homework assignments, 2) improved the feedback loop between all teacher about specific student progress, and 3) benefitted students who need more organizational and homework assistance, especially in mathematics.

2016-18: As noted above, the BPL model has brought an expectation of self-determination and responsibility to our students and they are rising to the expectations and accountabilities. Each semester ends with every student presenting a summative "Exhibition" of their work during the semester, a profound opportunity to tell an audience of peers, parents, teachers and community members what they have learned and how their experiences are preparing them for future decision making and actions.

Critical Areas for Follow-up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
4. Research ways in which students can take online courses that will help personalize the learning process.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.
3. To meet the needs of those students needing remediation, research and evaluate computer based programs (Reading and Mathematics) that effectively diagnose and prescribe instruction based on student need.
4. Expand the current "study hall" to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.

C. Bitney will increase the effectiveness of the handbook/planner and its usages.

Rationale:

For several years, the staff noticed that the majority of students do not use their planners at all, or have no skill sets to effectively put the planner to good use. This seems to be especially the case for those students who are achieving at a low academic level. Similarly, a recurring theme at nearly every SST or IEP meeting is the need for students to develop a more effective method of organization and planning. In most cases however, the student is left to his or her own devices to come up with that method. There is no comprehensive method or plan for utilization of the planners, nor a student expectation to do so. Increasing the effectiveness of the handbook/planner and its usages could lead to a marked improvement in the achievement gap between our highest and lowest achieving groups.

Updates by Year:

2012: We began the year with the staff agreeing to institute a systematic process of checking each student's planner during study periods. The practice continued sporadically for the first several weeks of school and then seemed to lose momentum. After much discussion at the June in-service, the staff agreed to continue to place a good deal of emphasis on proper planning and organization, but to do so within the parameters of each individual class or discipline, and within the realistic expectations of each individual student. The whole idea is to mentor those who most need help in this regard, while at the same time allowing them to learn what techniques work best for them.

2013: Progress continues with some success as described in the paragraph above.

2014: Each year we introduce the school rules and policies in the handbook in a very creative way - either through competition or skits via the Bitney Houses. More and more students are tracking their assignments and homework on their own electronic devices rather than using the old-school Planner. Rather than fighting this trend, we simply expect students can demonstrate they are using some type of planning method effectively.

2015: The planning function of the handbook is increasingly being replaced by the use of electronic devices. There are however, some students who continue to need assistance in this area. The mandated study hall mentioned above as well as the daily assignment board help those students for whom planning and organization is a difficulty. The special education support staff works closely with some of our most challenged students in this area. Several faculty members have begun using blogs and/or websites to increase the availability of assignment info and notes so that students can access this info at home.

2016: We discontinued publication and use of the school planner but still produce a "Community Handbook" which provides information about all aspects of the school program and is required reading for students and parents.

Impact on student achievement:

Organization for learning continues to be a priority for all students and is now being primarily facilitated through the advisory program wherein students check in often with their advisors with regard to their academic work, due dates, etc.

Critical Areas for follow up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.

2015 Interim Visiting Team recommendations addressed:

4. Expand the current "study hall" to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.

D. Bitney will introduce more thematic units and strive for further interdepartmental collaboration across the curriculum.

Rationale:

This goal is consistent with the school's strategic plan, and the objective to move toward more experiential and cross-curricular endeavors.

Student responses from the community survey suggest there is a certain level of frustration on some student's parts regarding seemingly arbitrary and non-cohesive sets of expectations, major assignments, and field trips.

The Bitney staff and Charter Council have concluded that movement in this direction is vital to ensure the continued success and growth of the school.

For many years there has been some collaboration, particularly between the English and Social Science departments on specific assignments and themes, and during the 2009 Wilderness Week at Donner Summit. In each case it was determined that it would be in the school's best interest to expand the concept.

Updates by Year:

2012: Some progress was made in this area, but again particularly in regard to a few instances of nominal collaboration between English and the Social Sciences. In addition, the staff routinely collaborates on informal accommodations for students who need them, and in creating and implementing various basic policy decisions. However, we did not carve out ANY time during staff meetings or otherwise for specific departmental or inter-departmental strategy sessions. Without question, both the commitment to inter-departmental thematic collaboration, and the implementation of it are still not universally accepted.

The staff agreed it was a good idea to carve out inter and intradepartmental meeting times during the year. Discussion also hit upon the concept of watershed and restoration as a possible loose theme for the year, beginning with Wilderness Week, and carrying through to a cost-benefit analysis of the restoration of Hetch Hetchy Valley, and a trip there by the Economics class in May.

Discussion also explored in a very embryonic way the possibility of a several day, or even weeklong "intersession" during the second semester to try and address academic and community themes in a systematic way. Academic themes and/or disciplinary units not normally covered could be taught as a block, and community building and the "Bitney Way" could be re-emphasized in the same way that Wilderness Week does in the beginning of the year. Not every staff member saw the immediate benefit of this, but the concept will certainly warrant further discussion in the fall. In addition, the Math, Spanish, and English departments were able to sit down and develop at least a few thoughts and ideas pertaining to placement tests for math to determine the appropriate course, lining up the Spanish curriculum, and fulfilling the UC requirements for putting our new English elective up for inclusion in the "a-g" list.

2013: We ran our inaugural Intersession in January 2013 to widespread student and staff acclaim. Without question the concept will be continued and possibly expanded. As before, numerous small-scale collaborative projects went on – primarily between the English and History faculty.

A framework for proceeding on a wider scale with multi-disciplinary thematic units was drafted but many circumstances prevented us from pursuing the idea this year.

A part-time Social Science teacher has been hired for 2013/14 school year who will not only fill the Government/Econ position – but teach an academic elective course entitled Living History. This course will engage in hands-on simulations and re-enactments of various historical events and developments – with the intention of using those projects as a springboard to inquire about current global issues and collaboration with other History and English projects.

2014: The Intersession continues to great acclaim. The gentleman who was hired to develop the Living History program took another position. At the start of the 2014/15 school year, the Bitney Interdisciplinary Unit (BIU) will be discussed by staff and hopefully implemented in the spring semester. The staff will be planning for this event by setting aside regularly scheduled time during staff meetings.

2015: Intersession classes continue to be the most significant new opportunity for interdisciplinary collaboration although alignment between the English and Social Studies department continues as well. Sophomore literature courses this year, for instance, have increased the reading and analysis of world literature so as to align with the world history curriculum traditionally taught to 10th graders. Discussion of the proposed Bitney Interdisciplinary Unit (BIU) are on hold at this time. We discussed this in the beginning of the year, and even began to pick times to do it, and think about a theme, but problems with implementing a school-wide thematic exploration this year include an entirely new resource staff, a new director, a new faculty member, and energy spent instead on expanding facilities. A certain hesitancy on the part of more staid faculty members to embrace anything outside of traditional core instruction also slows the implementation of changes such as the BIU, or any other change resulting in fewer direct classroom instructional hours.

2016-18: The introduction of the BPL model has provided the opportunity for students to pursue their learning through their interests and passions. We feel that this individualized approach allows students the freedom and opportunity to make connections and form understandings of the relationships between separate core subject areas. This year, one of our veteran English teachers in mentoring our new Social Studies teacher and they are collaborating on the alignment of their curriculum in grades 10 to 12.

Impact on student achievement:

We firmly believe that students at Bitney (and other schools) benefit from a more global and less discrete approach to topics, and that innovative approaches to curriculum delivery make sense in the future.

Critical Areas for Follow-up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
4. Research ways in which students can take online courses that will help personalize the learning process.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.
3. To meet the needs of those students needing remediation, research and evaluate computer based programs (Reading and Mathematics) that effectively diagnose and prescribe instruction based on student need.
4. Expand the current "study hall" to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.

E. Bitney will develop and implement a more comprehensive four-year guidance plan.

Rationale:

Even though we do a reasonably good job of providing basic information to our parents and students concerning college and financial aid applications, we feel the entire process can and should be formalized a bit more.

This is especially true in the last four years since we have not had the luxury of conducting Senior Seminar as a completely separate course rather than embedding it within English 12.

In addition, more effort should be given to those students not going directly into a four or even two year college program to offer them guidance for a post high school life.

Anecdotal evidence, and the comments of some parents and students suggests a component of this plan should be basic financial literacy, something usually not a major part of our Economics course.

Updates by Year:

2012: Significant progress was made in this area during 11/12, with Academic Dean Dave Peterson outlining a specific comprehensive plan. In his capacity as instructor/mentor of the Senior Seminar and Independent Study Coordinator, Scott Young collaborated in the effort. There has also been significant progress made in presenting interesting and challenging options to our more academically inclined students. Several sat for AP Exams this spring, and some are enrolled for Sierra College courses over the summer or fall. We will be evaluating and updating this plan on an ongoing basis. We will also ensure that the entire plan is posted on our website and pertinent aspects of it are included in our updated brochure. In addition, the Dean continues to attend the annual UC conference of high school guidance counselors. In that capacity, he has learned that the UC is pushing for more high schools to adopt and offer a new math course entitled EAP Math. The purpose of the course will be to augment the traditional math offerings with a comprehensive course designed to satisfy the UC's requirement for a basic level of math proficiency. While not quite ready or able to offer this course during 12/13, we will be looking to do so the following year.

Staff discussion of the AP issue emphasized the need to be a) more selective in who may or may not attempt an AP test, b) a mechanism, possibly during AS, to offer additional support for those students wishing to do so, and c) the need for interested students to make a commitment to do so early in the year.

2013: First off, we backed off a widespread pursuit of AP for multiple reasons – among them staff resources, a reduced reliance on AP results for college admissions, and the non-Bitney concept of “teaching to the test.” To be sure – if identified as an important component of any student's personalized learning plan – we would most definitely pursue it. As has been the case several times in the past, mentoring appropriate Calculus students to pursue the AP is an effective strategy for us to pursue.

Coordinated efforts between the Academic Dean and the Senior Seminar instructor continue to bear fruit in this area. With assistance from Math Instructor Susan Noble, whose contract included administrative assistance, the Dean was able to complete solid grad plans for all current juniors this spring, and is in the process of undergoing the same process for all current sophomores. We have been just short in this effort the past few years, primarily due to the budget situation necessitating the Dean work only at a 60% level. For 2013/14 the Dean's position is being increased to 80% which will help across the board in this area. Also incorporated into the 2013/14 budget and program is the separation (as it was originally intended) of Senior Seminar into a separate course from English 12. This opens up numerous exciting possibilities in this area next year and beyond.

2014: This program continues quite effectively. The Dean is now a full time position and the Senior Seminar course as a separate offering will continue into next year. The Dean is able to put more time into ensuring that students, particularly seniors, are taking the correct mix of electives to ensure compliance with UC requirements and our graduation requirements. Addressing these issues in the earlier grades is ensuring that the concept of “college prep” to become more and more part of the culture.

2015: Annual college visit trips for sophomores began in 2009 with a focus on public, private and vocational post-secondary options for students in California. Close attention is being paid to Intersession and Elective class offerings to assure that students have ample opportunities to satisfy graduation and college entrance requirements – particularly in computer literacy, modern languages, and physical education. The Senior Seminar requirement is sometimes a “hard sell” to student who have apparently already decided that they either will not attend college or intend to attend Sierra College as a starting point. This causes tension and resistance to the objectives of the course and challenges the school's fundamental identity as a college prep high school. Faculty and Charter Council discussions on the topic are ongoing. The addition of internships and technical instruction electives will assist in providing career pathways and skills to students who are not necessarily college-bound. Senior Seminar classes do include financial literacy, resume building, entrepreneurial skills and other practical financial instruction, but these are smaller units compared with college applications.

2016-18: The implementation of advisory classes as part of the BPL program has added much depth to our guidance program. The close interpersonal relationships that develop between students and advisors have institutionalized what had always been a characteristic of Bitney's approach to student advisement, namely acknowledging the uniqueness of every individual and the ways in which they learn. Advisors work closely with students, parents and the Academic Dean to assure that students' individualized learning plans not only meet subject specific and overall graduation requirements, but most importantly, reflect the interests and possible post-secondary direction of each student. The annual sophomore college trip continues to be a highlight for students. We have also hosted a number of college representatives at our campus, giving them an opportunity during all-school assemblies to talk about their programs and then visit with interested students.

Impact on student achievement:

Over the years, Bitney's mandatory college prep requirements, including individualized graduation plans for every student, have allowed many students to visit and apply to colleges, receive college counseling, fill out the FAFSA and think seriously about future plans. The majority of these students come from households which would not otherwise explore university, or even community college, as an option based simply upon lack of experience and income. While we do not place every student in college (that is not one of our goals), we do expose every student to the possibility of continuing education, and we do mandate that the doors to higher learning be opened. We are very proud of this aspect of our school, but also recognize that our student population has changed dramatically, now including approximately 25% IEP students, and, further, that the general landscape of work and career has changed, making a traditional college degree less relevant, especially in certain fields.

All students remark about how much they enjoy their internships and real world learning opportunities and for most, it is the highlight of their academic week to go to their internships. Perhaps more than any other experience at school, the internships provide the opportunity for our students to develop many of our Expected Student Learning Outcomes and to make connections between their high school education and possible post-secondary options available to them. Advisors play a critical and ongoing role in helping to guide students' interests and future plans.

Critical Areas for Follow-up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
4. Research ways in which students can take online courses that will help personalize the learning process.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.

F. Bitney will continue to improve student performance in California standards- based mathematics classes.

Rationale:

CST scores in Both Algebra 1 and Geometry continue to indicate a lower level of achievement than befits a college preparatory school.

While progress has been made in this regard since 2005, the WASC process has clearly indicated that more needs to be done. A small, but significant and growing number of freshmen continue to enter Bitney unprepared for Algebra 1.

Updates by Year:

2012: Our math instructors have been, and continue to be diligent at the beginning of each school year in assuring that each student is placed in the appropriate course. In addition, this year in particular, we moved in the direction of creating an individualized plan for some students in need of extra attention, or for those not willing or able to fully participate in our regular offerings. In consultation with Dean Peterson, part of the solution for this has been to steer selected students toward the BYU online course in Business and Consumer Math. Increased use of peer tutoring and/or instructional aides if necessary has also been part of the solution in this area. In the future, the UC approved EAP Math, as mentioned above, could also be a valuable option for students struggling with Algebra or Geometry.

This past year, one of our Algebra instructors attended one or two sessions of the countywide math readiness program. Most school districts and other charters also attend. We hope to continue this collaboration next year, as the county intends to put more energy into this. Still, there is little the school can do to help prepare middle school students for Algebra.

2013: Algebra instructor Rexanne Simpton did attend several of the county wide Algebra workshops. In addition, for 2013/14 we are for the first time including a Personal Finance or Consumer Math course as an elective. While on the surface this may seem like a step backward for a college preparatory school, nothing could be further from the truth. Many of our students – including those on a definite college track – can and will benefit from practical and relevant business and consumer skills and knowledge. Beyond that the fact remains that a percentage of our students are simply not headed to college, are not well adept at higher mathematical reasoning, and will also benefit tremendously from such a hands-on practical course. Hopefully, the course can also serve as a “bridge” for many students to get back on track with basic math and numbers skills so they can return to Algebra and/or Geometry the following year.

2014: A handful of students continue to benefit from the online Business and Consumer Math courses. The addition of the UC approved EAP Math program into the program never came to fruition. Discussion was held at the staff and council levels of whether or not to include a General Math or Pre-Algebra class to our offerings. There is no consensus to move forward with this idea.

2015: A new math teacher was hired for the 2014-15 school year. She is fully credentialed but did not have prior full time classroom experience. She is being mentored by a former Dean of Academic Affairs as well as by the current Dean and Director. Our College Prep Math curriculum requires a discovery approach rather than pure instruction and there is a learning curve to be climbed in this regard. It may be time to revisit the proposal to add an EAP Math course given that there are some students who are struggling with the traditional math continuum. This would clearly be a decision taken with full consideration of the faculty and charter council. Due to pressure from the Charter Council, the courses in consumer math were eliminated.

2016-17: One of our math teachers resigned to take a job in another district. Her assignment included both math and PE and due to a decrease in enrollment we were able to combine all math classes into one staff position. The remaining teacher has found it challenging to prepare and deliver all of the classes but we are seeing some improvement in students' math studies. One reason for this is the impact that our weekly internship day has had on instructional time. In an effort to support this transition the administration has encouraged the math teacher to consult with her peers at Met Sac High School where a rigorous college prep math curriculum is successfully delivered with just three days of on campus class time. We added a Personal Finance/Business Math class this year in an effort to add depth to our math curriculum and offer more math options to our students.

2017-18: Our math teacher resigned at the beginning of Thanksgiving break due to health concerns. As noted in the Significant Developments section above, we have found a math teacher to finish the school year for us and have an excellent candidate set to begin in the 2018-19 school year. Our RSP teacher has worked closely with the math teacher and students needing math remediation finding online and hard copy resources to assist students in meeting the Algebra 1 graduation requirement. The College Preparatory Math program has presented challenges with regard to both instructional methodology and student comprehension. We are investigating whether or not it is the best program for our school in the context of improving our student achievement in mathematics.

Impact on student achievement:

Changes to Bitney's student population, particularly the rapid and significant increase in our percentage of students with formal learning difficulties, has created pressure on both our mathematics department and on our college prep philosophy. The last three years have seen significant discussion among faculty and Charter Council, and shifts back and forth, so that sometimes we have offered remedial math and sometimes not. Again, with the changes in the state-wide testing regimen, it has been difficult to determine the impacts on overall student achievement, at least as measured by standardized testing data.

Our 2017 CAASPP math scores showed some improvement, but we feel we still have work to do to strengthen our math program.

Critical Areas for Follow-up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
3. Research ways in which students can take online courses that will help personalize the learning process.

The 2015 Interim Visiting Team recommendations are:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
3. To meet the needs of those students needing remediation, research and evaluate computer based programs (Reading and Mathematics) that effectively diagnose and prescribe instruction based on student need.
4. Expand the current "study hall" to include individualized tutoring, a place to practice basic skills, take online courses and receive individual counseling as needed.

G. Bitney will strengthen overall skills in reading, writing, and speaking across the curriculum.

Rationale:

Although standardized test scores indicate a decent level of Bitney students in the proficient to advanced levels in English-Language Arts, anecdotal evidence, and the general consensus amongst the staff indicate a need to increase these skills across the board. Strengthening overall skills in reading, writing, and speaking could also lead to a marked improvement in the achievement gap between our highest and lowest achieving groups.

While some students write reasonably well in an English assignment, staff recognize the need to improve the level of writing across the curriculum, eg., Science lab reports, History homework assignments, and Economics essays.

Updates by Year:

2012: The English Department collaborated early in the 11/12 school year to produce a generic rubric for the evaluation of the formal five-paragraph essay. Other courses to utilize this important tool were Economics, Government, Spanish III/IV, and Documentary Film. The staff will continue to explore ways that more classes can implement this practice. I am reminded here of what a UC Santa Cruz professor in Chemistry mentioned to our sophomores during a tour of his lab last fall: "The single most important thing that high school students can do to prepare for university and work, is to master, or at least become proficient in the art of writing." When told we were implementing the teaching and practice of the five-paragraph essay across the curriculum he was ecstatic. I believe we are and will continue to move stridently in this direction. It should be noted as well that the Science Department, while not utilizing the 5-paragraph essay, has altered the format of the Lab Report across all courses to emphasize narrative responses to both report and analyze data.

Less effort has been placed on some type of collaborative assessment for reading assignments and oral presentations. The staff will continue to address this concern.

One thing we have been able to move forward on is the enhancement of course offerings in the English Department. For the first time in five years we offered a year- long 7th period elective in Creative Writing. Creative Writing will continue in 12/13, and be joined by an additional 7th period elective in the Graphic Novel, and a UC approved academic elective during the regular school day in Literature or Fiction.

2013: The following will continue into 13/14;

- The new English elective entitled 20th Century Novel (UC approval pending)
- Creative Writing and Graphic Novel
- Continued emphasis on the five-paragraph essay
- January Intersession courses that include the presentation of projects and an opportunity for public speaking
- The new Poetry Club initiated this spring
- In addition, the English Department teachers attended a whole series of workshops based on the implementation of the new Common Core Standards. Both teachers are enthusiastic about the ideas of in-depth analysis of specific pieces of writing, and the continued inquiry into novels, plays, and poetry.

2014: We continue to move forward on all fronts listed above, including the implementation of the five-paragraph essay in all offerings of the Social Science Department.

2015: The Bitney English faculty split courses this year so that students are exposed to both instructors by the middle of their four year time at the school. Continued intense focus on reading and writing has allowed for upper class students to move beyond the traditional five paragraph essay. In addition to formal essay instruction, all students at Bitney now contribute to their own unique blog weekly. English instructors are also working on 'split classroom' models of instruction, including a major online reading and writing segment utilizing the new mobile lab, though these efforts are in their infancy. Additional English electives include a full year poetry course, and Intersession offerings in The Beat Movement and in The Art of the Essay. Finally, students in the Publications class have begun writing articles for the semi-annual newsletter. Progress has not been made on authorizing the English electives as 'a-g' courses, however.

2016-18: We feel strongly that our adoption of the BPL model is providing students with authentic and relevant opportunities to develop skills in reading, writing and speaking. A major demonstration of these skills occurs at the end of each semester when students present "Exhibitions" which summarize their learning in the prior semester. The process to develop students' writing skills is under constant review and we will continue to seek ways to assure that our students leave Bitney with a solid ability to express themselves in writing.

Impact on student achievement:

Critical/analytical writing, and the skill sets needed to do it well, constitute one of the most important aspects of the personalized instruction model we practice at Bitney. Both Bitney English instructors are published, professional writers, both teach electives in creative writing as well as formal English, and both remain committed to constantly improving both the instructional methodologies and the inter- departmental communication about writing across the curriculum.

Critical Areas for Follow -up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
4. Research ways in which students can take online courses that will help personalize the learning process.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.
3. To meet the needs of those students needing remediation, research and evaluate computer based programs (Reading and Mathematics) that effectively diagnose and prescribe instruction based on student need.

H. Bitney will identify and develop our own internal Report Card to assess student and staff achievement and progress on these goals.

Rationale:

The Report Card will not only enable the school to track progress on the goals of this Action Plan, but also augment and provide valuable multiple measures to assess student and staff achievement in all areas.

The Report Card will be an immensely more useful tool to measure success and any lack thereof than standardized test scores or a traditional top down administrative evaluation of staff.

The Report Card can become part of our annual report, and an integral feature of any future WASC Self Study Reports and Charter Renewal Petitions.

The Report Card will be commensurate with our goal of becoming a national model and showcase of small site-based college preparatory charter high schools.

Updates by Year:

2012: No progress was made in this regard during 11/12. I hope to have a draft prepared toward the end of 12/13 for review by the entire school community. One additional aspect of this, not mentioned in the above plan, will be the inclusion of staff self-evaluation and development plans, as outlined in our Evaluation Procedures.

Staff briefly discussed utilizing the old PART model (used in our 2005 Self-Study), to find a proper and worthwhile model to use in this regard.

2013 Update: Still no significant progress toward the development of a Report Card per se. Still, I hope to have an outline or suggestion to the new director and/or the Charter Council to proceed in this regard. We did make progress on the Self-Evaluation procedures, and all staff have completed one. We determined to discard the old PART model completely.

2014: The idea of our own internal report card to create multiple measures to assess progress in all above areas has simply been put on the back burner. Despite this being an admirable goal, the time and staffing involved to do so in a proper way is simply not available to us at this time.

2015: As the above sequence of updates indicates, the development of a School Report Card has not moved forward.

Impact on student achievement: NA

Critical Areas for Follow-up addressed: NA

2015 Interim Visiting Team Recommendations addressed: N/A

I. Bitney will introduce and implement the parameters and suggestions of the new Common Core standards over the next five years.

Rationale:

After a multi-year comprehensive process, it is expected that the new Common Core standards will be implemented in schools across California over the next several years.

At first blush, the Common Core standards appear to be more in line with the Bitney vision and philosophy than were the previous California content standards.

Phasing in the Common Core standards will give the school an opportunity to review and if necessary revise our ESLRs in our continuing effort to improve the school and its academic program.

Updates by Year:

2012: No progress has been made to date in this regard. Staff will be briefed on timelines for implementation at our in-service on June 11. Staff members are encouraged to conduct their own research online. In the fall, our entire staff will attend a 2-hour briefing from NCSOS about Common Core and the timing for implementation. We are confident that Bitney will have no problem meeting the expectations as outlined above.

2013: Consistent progress has been made in this regard. English, Science, and Social Science teachers all attended a series of workshops in regard to the new writing criteria across the curriculum. Several teachers included working toward Common Core implementation next year as part of their professional development plan. The Math Department will have the opportunity to attend workshops this coming summer or fall. All in all we remain right on target for introducing Common Core elements into our program in 13/14, with full implementation the following year.

2014: Moving forward

2015: Bitney sophomore students participated in the Common Core pilot testing last year, and we are fully prepared to test Bitney sophomores in Common Core henceforth. All teachers have familiarity with the standards and work with them on a daily basis. Most instruction in how to 'un-pack' difficult text still occurs in the English classrooms, but all teachers are cognizant of the need to teach students critical thinking skills.

2016-18: We are satisfied that our curriculum is now well aligned with the Common Core standards in all subject areas. With the adoption of the BPL model, we need to develop methods and protocols for assuring that students' project-based learning opportunities align with the Common Core standards. All teachers link their lessons to the standards and advisors are careful to monitor students' independent work to assure that standards are being met.

Impact on student achievement:

Our CAASPP scores in ELA and math indicate that we are, for the most part, meeting the mandated standards in these subjects.

Critical Areas for Follow-up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
4. Research ways in which students can take online courses that will help personalize the learning process.

2015 Interim Visiting Team recommendations addressed:

2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.
3. To meet the needs of those students needing remediation, research and evaluate computer based programs (Reading and Mathematics) that effectively diagnose and prescribe instruction based on student need.

SCHOOLWIDE ACTION PLAN GOAL 2: Bitney will refine the school's strategies and increase efforts aimed at growing and stabilizing the student body population.

A. Bitney will develop and maintain a consistent and assertive marketing strategy to attract more students.

Rationale:

Even though we are encouraged by the three-year trend of increased enrollment, there is absolutely no room for complacency. To reach a good solid level of sustainability and budget stability, Bitney needs to once again reach and maintain an enrollment level over 100 students on a consistent basis. Ultimately, a full enrollment of 160 (forty per grade level) is preferable.

Bitney continues to have a large number of students transferring in and out during the school year for a variety of reasons. Similarly, the school also continues to have a number of students enrolled at the end of any given year who choose not to return. While the basic numbers and percentages of students in both categories has remained fairly constant, and some level of this will continue to occur; it would be beneficial to find a basis for equilibrium.

Consistent enrollment numbers well over 100 students could also provide Bitney with the opportunity to offer more reasonable and equitable compensation to the staff, create a stepped salary schedule, enhance the program, and fund further facility improvements.

Even further competition for high school ADA could emerge in the 2012/13 school year with the opening of the Sierra Academy of Expeditionary Learning, a new charter high school with a very similar approach to ours.

Updates by Year:

2012: We are progressing well in this regard. As mentioned in the Administrator's Report to the Charter Council for the June 12 meeting, Dave and the director will be moving forward in June on the development and printing of a new color tri-fold brochure, and in consultation with Chris Schneider, similar upgrades to our website. Dave Peterson has acted as our "face" on Facebook, with regular and interesting postings.

In addition, Dave and Chris have collaborated on improving the online aspects of applying to Bitney. Hitting the "apply here" button on the homepage takes a potential student and their parents through a user-friendly step-by-step process that informs Dave of the interest, and actually begins the enrollment conference process. This process will continue to be refined and improved.

The staff emphasized the need to make the website "pop," both graphically and as a means to overcome the lingering myths about Bitney. The content seems to be fine, although many pics are woefully out of date. In addition, the staff would like to see the inclusion of individual "teacher pages," or at least the ability to link to a teacher and course content and information document.

2013: The "piece," the new rack card replacement of the old tri-fold has proven quite popular. With some adult mentoring from the Publications and Photo instructor, the piece was entirely student designed and produced. We will continue to use it for outreach to 8th graders and transfer students. Our Facebook page continues to garner more and more friends and seems to be doing the trick. We feel this will continue to be an important tool. Unfortunately, besides an update in text, no improvement was made to the website in regard to design and "pop." This should be a major focus for next year. The Photo and Publications department will play a major role in this with the development of Flickr accounts. This year – for the first time in many – they were actually able to produce three issues of the "Dog Bowl," the reincarnation of the online newsletter. Bravo and let's keep it going.

2014: The student population has more or less stabilized at 100 to 110. Progress continues on nearly all fronts listed above. The next step is clearly to move up to the next level, 120 to 140.

2015: The newly-formed Marketing and Communications Committee is moving forward with this initiative. Currently the committee is working to redesign and publish a new website. Other marketing and communications efforts will follow with a goal to "telling the Bitney story" to as wide an audience as possible, emphasizing its college prep focus, small class sizes, excellent faculty, and attention to the unique learning needs and styles of every student. Bitney has now begun utilizing an email marketing service, and sent out a full color html edition of the Dawg Bowl newsletter. Postings and sharings online now include videos.

2016-18: The last two years have been formative in setting a direction for Bitney, one which clearly identifies what makes us unique among the many educational options in Nevada County. Clearly, our affiliation with the Big Picture Learning Network has been advantageous not only in better defining our educational program, but also by adding to our profile, the credibility that association with such a nationally-recognized organization brings. As noted earlier, the 2016-17 school year, our first as a BPL school, saw a dip in enrollment as the school initiated the program transition. However in this, the 2017-18 school year, it is clear that our brand is

growing and that we are becoming known as the school which not only offers a strong academic program, where students are "known, respected and educated," but where students can engage in relevant real world learning opportunities driven by their personal interests and passions. Our recruitment efforts for the current freshman class resulted in the highest enrollment (28) in recent years. Similarly, we have been attracting students at other grade levels, particularly juniors, where our enrollment numbers 26 students. Unfortunately, the sophomore class is still small, less than 20, but we are seeing some growth in this class as well.

We are very fortunate to have a new, core group of parents who have stepped into important leadership roles on the Parent and Charter Councils. They are fully committed to Bitney and understand the work to be done to attract more families and students to the school. The Parent Council and Charter Council are working in collaboration to aggressively market the school and to increase our revenue stream through donations and grant writing. We have initiated a significant increase in our recruitment efforts with support from the student council and parent council. Visits to feeder 8th grade schools are conducted from December through February and include a delegation of student "recruiters" as well as the Dean of Academics. The Parent Council supports recruitment efforts through the use of social media resources, emails to the parent community, and word-of-mouth contacts.

Impact on student achievement:

To the degree that Bitney maintains a stable and/or growing enrollment, and provides an attractive, relevant and modern educational environment, nearly all students will benefit from expanded programs, dynamic and innovative opportunities and more resources.

The most powerful demonstration of the school's success in meeting our student achievement goals are the end-of-semester Exhibitions when every student delivers a 30-45 minute oral presentation of their learning during the previous semester. Exhibitions are typically very insightful and authentic demonstrations of of and how students have learned complete with goals accomplished but also acknowledgement of where efforts did not meet expectations. Students share a true ownership of their learning and the ways in which is is connecting to possible future directions, bot in school and beyond.

Critical Areas for Follow-up addressed:

1. Identify, support and provide alternative educational opportunities for those students at risk of not having academic success.
2. Continue to work on ways to stabilize the enrollment numbers.
3. Continue to upgrade the facilities to make them a more attractive learning environment.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.

B. Bitney will sustain and widen a major Capital Campaign for the renovation of the facility into a model of sustainability and endow the Parent Council with sufficient capital to sustain a downturn in enrollment or state funding.

Rationale:

Further site improvements and the transformation of the facility into a model of sustainable building practices is not only commensurate with our strategic plan; we believe it is a vitally important part of promoting internal and external community pride. The further development of community pride will enhance the word-of-mouth aspect of our marketing strategy.

The transformation of the facility can further be a basis for creating and maintaining vital strategic partnerships with local non-profit entities, other schools, and private business.

The erratic and fluctuating nature of state education funding requires the creation of a more solid and sustainable endowment.

Updates by Year:

2012: Progress, though slower than originally hoped, is being made here as well. The Major Donor Program once again provided us with enough local income to meet our budgetary obligations. Due to the ongoing sluggish economy, it has become increasingly difficult for many Bitney families to maintain regular pledges and/or donations. And, as mentioned during our discussion of the 12/13 budget, grant writing, development, and the expansion of our major donor program will be a major focus of mine over the next year.

2013 Update: Unfortunately circumstances did not allow us the time to pursue major grants or donors in a consistent manor. Hopefully more time can be devoted to this in the near future. Still some progress was made. In a "cold call" letter, a couple of the local high tech firms were asked to help us with the upgrade of our computer lab. CEO Dan Castles of Telestream came through with a \$5000 donation. We used the money to purchase 24 refurbished Dell desktop computers, along with new keyboards, mice, and monitors. Many of the old units will be placed in various classrooms and the office. We were also able to obtain a grant for 40 gallons of paint to put a fresh face on the exterior of the office.

2014: One of the parent members of the Charter Council has implemented an effective giving and pledge campaign. It is expected to continue and be even more successful as time goes on.

2015: An Annual Giving Campaign is now in its second year. We reached our dollar goal this year primarily due to the generosity of one family but we continue to seek 100% participation from the parent community. The newly formed Fundraising committee will work to develop a "Culture of Giving" within the community and also will initiate in the months ahead, a program to cultivate annual donors from both within and outside the school community. There is significant interest in this area and the committee includes individuals with both the resources and connections to move us toward our giving goals.

Continued remodeling to the site has resulted in new offices and classrooms this year, but little enthusiasm exists for expensive or permanent improvements to this property as the landlords are themselves unwilling to commit much-needed maintenance resources. The focus has shifted to utilizing external resources, such as our partnership with the theater company and our rent of the dance studio across the street, and to searching for another site at which we might invest money with more expectation of a positive return. This includes the possibility of buying or building. While we have managed to receive grants from the state to help with rent, we have been otherwise unable to free up hours or find adequate volunteer resources to pursue grants more effectively. State funding did, however, pay for more technology to help with preparing for Common Core testing, and this was used to create a new mobile lab.

2016-17 - Upgrades to the current facility since opening in 2009 include the addition of classrooms and offices in the main building, the construction of a green house and planter boxes to add some "green" details (and provide a teaching opportunity for students), student murals on the exterior and interior of the buildings, and the purchase of new chairs and tables in the classrooms.

- Using Prop 39 funding, we upgraded all lighting in the building to more energy-efficient and higher lumen fixtures. This resulted in better classroom lighting and a one third reduction our energy costs. We also replaced the HVAC unit in the administration building and have installed air conditioning units in all classrooms.
- With the generous support of local donors including area Rotary Clubs and local tech companies, we were able to upgrade our computer lab with new computers, a mini-split HVAC unit, and new carpet and furnishings. We also purchased a classroom set of chromebooks which are available for students use along with a previously-purchased set of Dell PCs.
- We signed a new five year lease with our landlords for the period 2017 to 2022. Before signing however, we asked that the front porch which was in bad need of repair, be replaced and that an embankment that had eroded and was causing seepage problems at the rear of Building 3 be excavated and stabilized. Both of these major repairs were made by the landlords, significantly improving the appearance and sustainability of the facility.

2017-18 - Again, with the use of Prop 39 funds, we have purchased and will be installing a large solar electricity array which will further reduce our energy bill.

- Maker Lab - In an effort to provide more hands-on learning opportunities for our students, we have created a "maker space" for student use in creating passion projects and to develop skills in design, tool use, and resourcefulness. The maker space serves as the classroom for our Solar Learning elective and as a general workshop for campus projects and maintenance.
- One of our students has taken the initiative to create a Recording Studio on campus as the site of his internship. Mentored by a long time adjunct member of staff who rents space from us and where he teaches elective courses for our students and also gives private lessons, the Recording Studio has become a focal point and resource for many students who have an interest in and passion for creating an playing music.
- With great support from the Parent Council and a core group of volunteers, our on-campus food service program, "The Bistro" has seen improvements in organization and service as well as offering more healthful food options. The local food bank and Briar Patch food coop have been generous donors to the Bistro thanks to the efforts of our parent volunteers.

Impact on student achievement:

Bitney students are generally happy with the 'funky' nature of Bitney; they believe it sets them/us apart from more traditional schools, and, in a certain way, they identify with the scruffy, rebellious image conveyed through our post-Industrial chic locale. However, when we struggle to cool or heat the facilities, or struggle to find space to host a new elective or an expanded program, it becomes clear that better, more modern facilities would assist all of us in providing the best educational experience. In general, the improvements we've made to this property have greatly enhanced the learning experience.

Critical Areas of Improvement addressed:

2. Continue to work on ways to stabilize the enrollment numbers.
3. Continue to upgrade the facilities to make them a more attractive learning environment.

2015 Interim Visiting Team recommendations addressed:

1. Continue to work on stabilizing the enrollment numbers by considering students who may not be algebra ready at the freshman level but can benefit from the personalized learning and family structure that the school has to offer.
 2. Continue to expand use of the computer as an instructional tool for learning, i.e. research, writing, evaluation and communication.
- C. Bitney will take the necessary steps to convert the school into a California non-profit corporation with federal 501(c)3 tax exempt status.

Rationale:

501 incorporation provides the school with one additional layer of authenticity, and moves the school from dependent to independent charter status. 501 status will enable the school as a legal entity to pursue more and varied grant opportunities.

Updates by Year:

2012: As you know, thanks to the efforts of Katrin Olafsson, Lora Willis, and the entire council, we are steadily moving forward in this regard and almost there.

2013: After much delay, confusion on the part of IRS, and more than a bit of consternation; our efforts were rewarded May 14 with the announcement of our tax- exempt status from the federal government. This will add tremendous weight to our donor and grant writing operation. The clincher was sending a copy of our Charter Renewal Petition to the IRS with a line-by-line response to several of their questions and concerns.

2014: Done!

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

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 Prep High School has served students living in the Sierra Nevada foothills of Western Nevada County, California since 1998. Located in the Brunswick Basin Commercial Center, equidistant from the towns of Grass Valley and Nevada City, Bitney is a public charter high school with a current enrollment of approximately 90 students in grades nine through twelve. Most students live in or near the two towns, however some students travel up to 30 miles to attend our school. The current population of the county is approximately 98,500 with recent census data reflecting 86% of the population as Caucasian.

From the mid-19th to mid-20th centuries, Nevada County hosted thriving mining and logging industries. However, with the demise of those economic drivers, the county has in recent years become a desirable destination for retirees and a "bedroom community" to Sacramento and the surrounding urban and suburban areas. The local service and product economy is relatively strong and a thriving tourist industry exists as well. Cultural and outdoor activities abound providing entertainment and exercise opportunities for residents of all ages.

Over the course of its operating history, Bitney Prep High School has continually evolved to meet the needs of its students through informed governance, well-researched educational theory, and the application of best teaching practices in the classroom. With the growth in diversity of educational options in Nevada County, high school age students are presented with many choices in finding the right fit for their unique developmental and learning needs. School offerings range from independent study models to large comprehensive high schools, and from credit recovery or vocational programs to rigorous college prep specialization. Throughout its history, Bitney has strived to serve its students by offering a challenging college preparatory curriculum aligned with the University of California A-G entry requirements, while at the same time attending closely to the emotional and developmental growth of each individual. Referring again to our motto, we prioritize getting to know our students, respecting them and educating them in a way that best guarantees their success in school and in life.

Bitney has arrived at a significant point in its development. In an ongoing effort to meet the mandates of our mission and vision, we have introduced various strategies and initiatives to engage students and make their learning meaningful and relevant to their interests and post-secondary choices. The success of a pilot internship program during the 2015-16 school year led us into a relationship with the Big Picture Learning (BPL) organization, www.bigpicture.org. During the 2016-17 school year, we embarked upon a transition period designed to implement the BPL model of advisories, internships and project-based learning. The implications for the school included the following material changes to our charter:

1. A name change from Bitney College Prep High School to Bitney Prep High School. We feel this name change better expresses our purpose and mission by emphasizing preparation for a variety of post-secondary choices that include college, career and technical preparation, the military, social service organizations and many others.
2. Alignment of our curriculum delivery with the Big Picture Learning model. By introducing real world learning opportunities for our diverse student body through internships, and by having students, guided by their advisors, develop individualized learning plans, we are making our students' education more meaningful by making it more relevant, engaging and experiential and by linking it to identified post-secondary options.

Big Picture Learning Overview

Big Picture Learning was established in 1995 by Dennis Litkey and Elliot Washor, two veteran school administrators whose combined 30 years of successful school teaching and leadership experience led them to propose an educational model in which students would take responsibility for their own learning. In the schools that Big Picture Learning envisioned, students would be at the center of their own education. They would spend considerable time in the community under the tutelage of mentors and they would not be evaluated solely on the basis of standardized tests. Instead, students would be assessed on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, and heart – reflecting the real world evaluations and assessments that all of us face in our everyday lives.

Around the same time, the state of Rhode Island was re-examining its educational system. Dennis and Elliot proposed a design – a bold new school dedicated to educating one student at a time -- the Metropolitan Regional Career and Technical Center (“The Met”), the very first Big Picture Learning school. The first Met class graduated in 2000 with a 96% graduation rate. Ninety-eight percent of its graduates were admitted to postsecondary institutions, receiving over \$500,000 in scholarships to help fund their college dreams.

Clearly, Big Picture worked. With these ground-breaking successes came national attention. In 2001, the Bill and Melinda Gates Foundation announced that the Met was its favorite high school in America, and that the U.S. needed more schools like it, providing Big Picture Learning with a large grant to replicate its design nationwide. In 2003, after the continued success of Big Picture schools, the foundation pledged a second grant to launch even more schools. By 2010, the President of the United States was lauding the Met and schools like it as engaging and relevant models of innovation worth replicating.

Today, there over 65 Big Picture network schools in the United States and many more around the world; with schools in Australia, the Netherlands, Italy and Canada utilizing the Big Picture Learning design. Each individual school embodies the fundamental philosophy of Big Picture Learning: putting students at the center of their own learning. This year Bitney became one of four schools in California to adopt the Big Picture Model. The program is best defined by 10 distinguishing characteristics as follows:

ONE STUDENT AT A TIME - The entire learning experience is personalized to each student's interests, talents and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.

ADVISORY STRUCTURE - Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul, often described as a “second family” by students. Students stay with an advisor and a group of fellow classmates for four years, building close personal relationships that last a lifetime.

LEARNING THROUGH INTERESTS AND INTERNSHIPS (LTIs) - Real world learning is best accomplished in the real world. Big Picture students intern--often twice a week for an entire school day--with experts in their field of interest, completing authentic projects and gaining experience and exposure to how their interests intersect with the real world.

PARENT AND FAMILY ENGAGEMENT - Parents are welcomed and valued members of the school community and play a proactive role in their children's learning, collaborating in the planning and assessment of student work. They use their assets to support the work of the school, and often play an integral role in building relationships with potential LTI mentors.

SCHOOL CULTURE - In Big Picture schools, there is palpable trust, respect and equality between and among students and adults. Students take leadership roles in the school, and teamwork defines the adult culture. Student voice is valued in the school decision making process and visitors are struck by the ease with which students interact with adults.

AUTHENTIC ASSESSMENT - Students are assessed not only by tests, but by public displays of learning that track growth and progress in the student's area of interest. Assessment criteria are individualized to the student and the real world standards of a project. Students present multiple exhibitions each year and discuss their learning growth with staff, parents, peers, and mentors.

SCHOOL ORGANIZATION - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is an interdependence between school and community.

LEADERSHIP - Leadership is shared and spread between a strong, visionary principal; a dedicated, responsible team of advisors and other staff; and students. The community functions as a democracy. A pervasive sense of shared ownership drives a positive culture dedicated to ongoing improvement.

POST-SECONDARY PLANNING - Students develop plans that contribute to their future success--be it through college, trades, schools, travel, the military, or the workforce.

PROFESSIONAL DEVELOPMENT - Regular advisor PD is conducted at each school by principals, other school staff, and BPL staff and coaches. A Big Picture School is a community of lifelong learners who embrace continuous improvement.

Local Control Accountability Plan (LCAP) Alignment

In the process of meeting the mandate of the LCAP over the last two years, Bitney has identified three overarching goals that align our program with our expenditures and that allow us to meet the eight State (and/or Local) Priorities listed in Ed Code sections 52060, 52060(d) and 52066. The goals and associated measurement metrics are well matched to the program modifications and improvements that are underway at our school. Our goals are:

1. All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.
2. The school will clearly identify and articulate the "Bitney Brand" as a distinct and unique educational alternative for county students.
3. Enrollment will increase annually to a maximum of 125 students by LCAP year 3 and to an overall maximum of no more than 150 students in the future.

Following are the metrics we are using to measure our progress in meeting the State Priorities associated with our goals:

State Priority 1 - Basic

- A. 100% of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.
- Credentials and assignments are continually monitored in compliance with state and WASC requirements.
- B. Every pupil in the school district has sufficient access to the standards-aligned instructional materials.
- No student in the school lacks access to instructional materials.
- C. School Facilities are maintained in good repair as indicated on our site review checklist.
- School maintenance is ongoing through regular attention to needed repairs done both by school staff and the property owners.

State Priority 2 - Implementation of State Standards

- A. Implementation of the academic content and performance standards adopted by the state board has been accomplished.
- This work is ongoing to assure alignment of our curriculum and methodologies with the standards.
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
- English learners are typically foreign exchange students in our school who are assessed through administration of the California English Language Development Test (CELDT) to determine if they need EL support.

State Priority 3 - Parental Involvement

- A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.
 - Regular monthly meeting of the Parent Council attended by the Director and Development Director.
 - Monthly News and Notes emails from the Director and feedback from parents.
 - Goal to increase regular Parent Council participation to at least 10 parents.
 - Conducting annual parent surveys
- B. How the school district will promote parental participation in programs for unduplicated students.
 - Parent Council involvement in hot food service
 - Parent Council support of scholarships for low-income students
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.
 - As determined by the IEP Team.

State Priority 4 - Pupil Achievement

- A. Statewide assessments
 - CAASPP Targets: Math 70% Exceed or Meet; ELA: 80% Exceed or Meet; CST: 80% Exceed or Meet
- B. The Academic Performance Index
 - Not applicable
- C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with the state board-approved career technical education standards and Frameworks.
 - Target: 100% of graduates
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.
 - Target 100%
- E. The English learner reclassification rate
 - Not applicable
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
 - AP classes are not regularly offered, however students wishing to take AP tests are provided with one-on-one tutoring and support to prepare.
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.
 - Target: 100% of graduating class

State Priority 5 - Pupil Engagement as measured by all of the following as applicable:

- A. School attendance rates.
 - Target: 90 ADA
- B. Chronic absenteeism rates
 - Target: Reduce from 9% to 7%
- C. Middle school dropout rates - not applicable
- D. High school dropout rates
 - Target: 0
- E. High school graduation rates
 - Target: 100% of grade 12 class

State Priority 6 - School Climate as measured by all of the following as applicable:

- A. Pupil suspension rates
 - Target: Reduce from 10% to 5%
- B. Pupil expulsion rates
 - Target: 0
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 - Target: Conduct annual surveys of all stakeholders re: marketing, school climate, and school safety and publish results.
 - Target: Increase number of school inquiries by 25%
 - Target: Increase number of new enrollments and transfers by 40%

State Priority 7 - Course Access

A. A broad course of study is provided that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as Applicable

- All courses are available to every student
- B. Programs and services are developed and provided to unduplicated students

- All courses are available to every student

C. Programs and services are developed and provided to individuals with exceptional needs.

- On average, nearly 20% of our students have Individualized Education Plans designed to provide them with access to our curriculum.

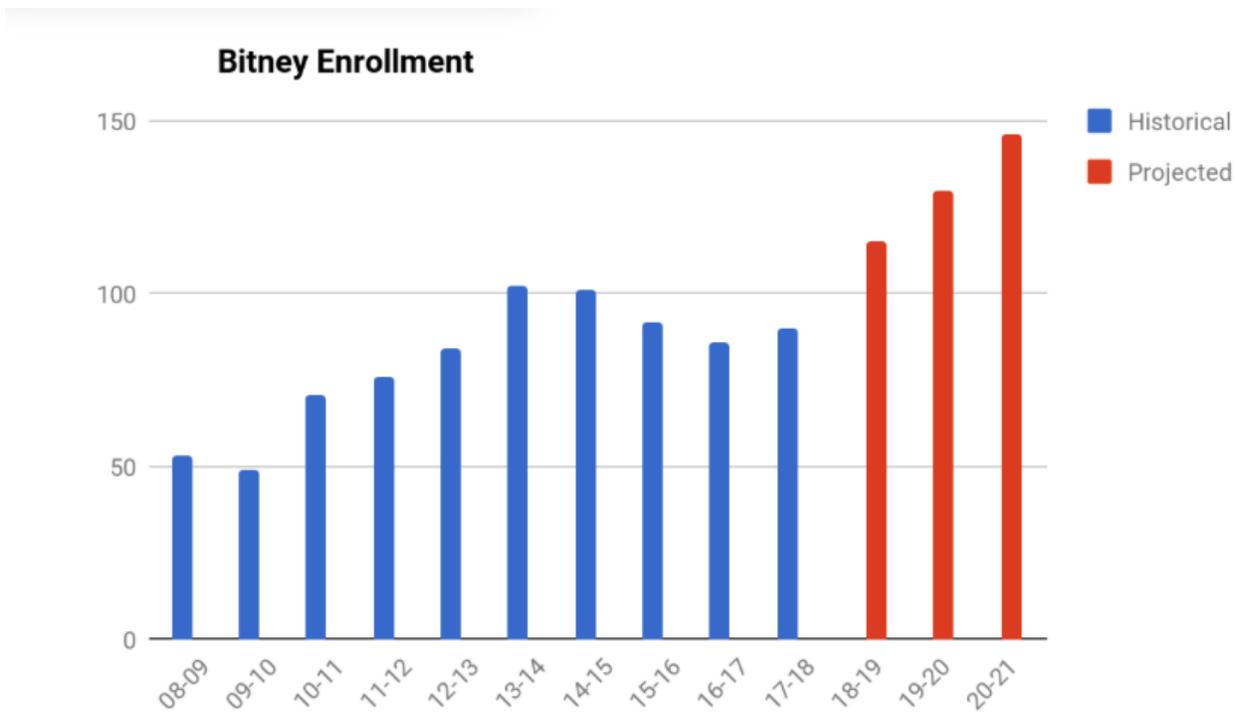
State Priority 8 - Other Pupil Outcomes

A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i) inclusive of Section 51220, as Applicable.

- Targets:
 75% students above 2.0 GPA
 40% students above 3.0 GPA
 15% student attending 4 year college
 50% students attending 2 year college
 % student attending other post-secondary options 35%
 100% students enrolled in internship program

Targeted School Populations

The educational program and philosophy of Bitney Prep is to provide 9th through 12th grade students, aged 14 to 18, with the experiences and skills needed to participate passionately and responsibly in life, and the tools to pursue their educational and career goals upon graduation. The chart below shows Bitney’s enrollment trend in recent years and a projection of growth in coming years. Our projections are based upon the launch of the Big Picture Learning model and our expectation that this re-branding will attract more students to our program.



There is no such thing as a “typical” Bitney student. The student body is drawn from virtually all middle school programs in Western Nevada County, and beyond. Most students are quite proud to attend Bitney and recognize the unique quality of our program. If there must be one way to describe the student body, the closest approximation would be that Bitney students are self-directed and not prone to “follow the crowd.”

What It Means To Be An Educated Person in the 21st Century

Bitney envisions educated people in the twenty-first century as those who are aware of themselves and the world around them, are skilled in the latest communication tools, and possess an understanding of the environmental, historical and cultural issues that shape and have shaped the world in which they are maturing. Together with a strong base in science, mathematics, and literature, they should possess a familiarity with, and appreciation for the arts, and celebrate their own creative talents. Above all else, they should be imbued with a lifelong love of learning, a profound curiosity, an uninhibited sense of questioning and examination, and a powerful sense of self-direction.

Consistent with these goals, our stated vision and mission, and the Big Picture Learning philosophy, Bitney students are exposed to a broad variety of academic and non-academic challenges on a daily basis. Throughout the program, our emphasis on critical thinking, real world learning opportunities and problem solving skills helps Bitney students not only reach for these lofty objectives, but also become self-motivated, competent, and lifelong learners who are better prepared to meet the immense challenges and opportunities of the 21st century. Strongly guided by the school's Mission, Vision and Motto, Bitney's student learning outcomes are expressed in our Expected Schoolwide Learning Results (ESLRs) and the Big Picture Learning Non-Cognitive Competencies.

The development of our ESLRs emerged out of the process of creating our 2005 WASC Self Study Report and represent a comprehensive list of academic and social skills and abilities. The Non-Cognitive Competencies were adopted from the Big Picture Learning Network and further elaborate the benefits of pursuing a learning program that includes both academic challenge and experiential learning opportunities.

Expected School-Wide Learning Results (ESLRs)

Bitney graduates will be:

1. Accomplished scholars who:

- have the opportunity to complete a comprehensive, standards-based, college preparatory course of study
- are well prepared for freshman level post-secondary education
- have explored a variety of educational and career options

2. Effective communicators who:

- read and listen critically
- write and speak confidently
- appeal to a target audience effectively
- make progressive use of technological resources

3. Critical thinkers/Problem solvers who:

- think in context
- are creative in formulating new questions and questioning old formulas
- recognize legitimate authority and have the confidence to challenge conventional thought
- gather, organize, analyze and synthesize information
- value and appreciate the capacities of multiple intelligences

4. Self-motivated, Competent, and Lifelong learners who:

- are intrinsically motivated to continue their education
- learn for the sake of learning
- engage the world with curiosity and wonder
- actively live out their physical awareness with healthy habits
- are able to confidently meet the demands of changing technology and are competent and critical internet researchers

5. Authentic individuals who:

- are self-possessed
- find and embrace their passion
- refine and exercise their creativity
- are free to explore, experiment and learn from failure
- are purposeful about their future
- maintain a positive outlook

6. Community members who:

- embrace tolerance and diversity
- hold strong convictions and with integrity
- are considerate of other people's experiences
- value service and honor selflessness

7. Responsible global citizens who:

- are geographically, historically and culturally literate
- have a strong foundation in foreign language
- are aware of their interconnectedness to the community, society and the world
- are able to articulate and defend their personal ethics
- are thoughtful about the interplay of science, technology and human values

Non-Cognitive Competencies

Competency #1: Positive Self Concept

A Positive Self Concept refers to an individual's level of confidence, strength of character, determination, and independence. We think about this competency in terms of how students refer to and think about themselves in the past, present, and future. While these temporal domains are related, we think it is essential for students to see themselves positively in each of these areas. Further, while a student may come across as upholding a positive self-concept, probing into how the student speaks of or writes about him/herself in the past or future may reveal deeper connections that the student is making in the development of his or her own self-concept.

Competency #2: Realistic Self-Appraisal

A Realistic Self-Appraisal refers to an individual's ability to recognize and accept his or her strengths and deficiencies, especially academic, and the individual's determination to work hard at self-development. In addition, it looks at how well an individual recognizes the need to broaden his/her individuality. This competency extends to a student's understanding of his/herself with regard to patterns of choice, recognizing and approaching struggles within and beyond the student's control, as well as how the student connects his/her learning to realistic goals and long-term vision.

Competency #3: Skills at Navigating Systems and Understanding and Dealing with Discrimination

Navigating Systems and Understanding and Dealing with Discrimination refer to how well the individual understands the "system" based upon personal experience and how committed he/she is to improving the existing system. The individual takes an assertive and active approach to dealing with existing wrongs, but is not hostile to society, nor is a "cop-out." Skills related to this competency include self-advocacy, social reasoning, and skills related to ethical development.

Competency #4: Preference for Long-Range Goals over Short-Term or Immediate Needs

Preference for Long-Range Goals over Short-Term or Immediate Needs refers to how well an individual is able to respond to deferred gratification, while planning ahead and setting goals. This can include quarterly or yearly learning goals, daily work goals, and post high school goals and long-term vision.

Competency #5: Availability of a Strong Support Person

Availability of a Strong Support Person refers to how well an individual seeks and takes advantage of a strong support network or has someone to turn to in a crisis or for encouragement. This extends to a student's definition of strong support.

Competency #6: Successful Leadership Experience

Successful Leadership Experience refers to how well an individual demonstrates strong leadership in any area of his/her life (e.g. church, sport, non-educational groups, family, community, etc.). Leadership has many definitions and not limited to traditional definitions based on roles, hierarchy, or in-school leadership. Leadership includes out-of-school involvement at home or in the community. This competency extends to understanding of successful leadership.

Competency #7: Demonstrated Community Service and Involvement

Demonstrated Community Service and Involvement refers to an individual's participation and commitment to his/her communities. This includes in-school and out-of-school communities. This competency extends to the students cultural community.

Competency #8: Knowledge Acquired in or about a Field

Knowledge Acquired in or about a Field refers to an individual's ability to learn from experiences outside of the classroom, using less traditional methods that are outside of the education system. Examples include internships and career and interest exploration.

The Importance of Highly Qualified Teachers

We firmly believe that the best means to attain the above objectives is by "putting the best team on the field." Studies continue to support the premise that the best way to achieve high academic success is through teacher quality. Whether or not a school has the best resources money can buy, state of the art facilities, or unlimited funding – a high quality teacher in the room can inspire, motivate, and challenge students like nothing else. Without question, we at Bitney believe we have the finest teaching staff in Nevada County.

How Learning Best Occurs

One Student At A Time

At Bitney we recognize the uniqueness of each individual student and strive to align their learning with their interests and passions. Rather than a "one size fits all" approach to learning, each student designs and pursues an individualized learning plan. Each student is supported in his/her learning by a team that includes their advisor, class teachers, administrators, special support staff as needed and, of course, parents. This enables students to develop academically and personally in an environment where they are supported and encouraged by both peers and faculty. This deep level of support and individualization is made possible through the Advisories.

Advisory

An advisory is a small group of students (10-20) at the same grade level who work closely with a teacher to design and carry out their learning plans. Advisory is the "home base" for students in our school and is the center of accountability for their work. Advisories typically stay together for all four years of high school and the students become closely bonded and supportive of one another as they make progress through their learning plans.

Advisors

The role of the advisor is critical and represents a significant departure from the "stand and deliver" subject-specialist profile which is typical in traditional school settings. Advisors are responsible for creating and maintaining a supportive and nurturing environment among their advisees and for working closely with each individual on the design and implementation of students' learning plans. In addition to their advisory responsibilities, advisors teach classes in their subject areas, conduct individual and group meetings with students, facilitate and monitor student internship placements, communicate regularly with parents, assess student progress in meeting their learning goals and are responsible for helping students to acquire a strong set of learning skills that foster independence and progress towards graduation and beyond. All advisors are California certified teachers at the high school level.

Learning Plans

Working together with his or her academic support team, each student develops an individualized learning plan that serves as the core of their educational experience. In addition to the advisory and internship experiences, learning plans typically include regular subject classes, independent study opportunities and online learning options. Learning plans are kept on file within the advisories and serve as the basis of the educational agreement between the school, the student and the parents.

Real World Learning

Bitney provides real world learning opportunities through the Learning Through Internship (LTI) program. All students are coached within the advisory structure to prepare for and secure a learning opportunity in the greater community. The learning experience is facilitated by the advisor who works closely with the internship mentor to identify and carry out projects which not only serve the needs of the internship site, but that also provide opportunities for acquiring academic credits through hands-on learning.

Curriculum and Graduation Requirements

Our academic program offers a broad range of choices for students to earn a high school diploma. For students planning to attend college, students must complete a total of 225 credits to graduate. In order to accomplish this goal, students are required to take and pass 4 years of English, 3 years of Math, 2 years of Laboratory Science, 1 year each of World History and U.S. History, a semester each of Government, Economics, and Health, 2 years of Foreign Language, 1 year of Visual or Performing Arts, 2 years of Physical Education, 1 semester of Senior Seminar, 1 year of Computer Technology, and 4 years of Advisory/Internship and Other Courses (See chart under "Graduation Requirements" below). An additional year of Math, Laboratory Science, and Foreign Language is strongly recommended, especially for those intending to go directly to a four-year college or university. Senior Seminar includes a comprehensive Senior Project.

The Mathematics program used is College Preparatory Math (CPM) although the school retains the flexibility to use other curriculum approaches as appropriate to students' understanding and success. CPM differs from the traditional delivery in math in the more widespread use of "applied" mathematics through word problems, and the practice of group work. With the teacher acting as a mentor, groups are encouraged to come up with the answers to a problem, or a particular theorem or function on their own. Without question this leads to greater development of problem solving and critical thinking skills.

Essentially, this same emphasis on group projects and presentations, frequent oral reports – both formal and informal – discussion, debate, hands-on experience, and cross curricular thematic units pervades the entire program. The English Department uses a wide variety of classroom sets of novels and plays. This allows the freedom for teachers to derive topical readings from a wide variety of sources, including books, magazines, newspapers, and online sources. The Science, Foreign Language, and Social Science Departments operate in much the same manner, yet all keep some manner of textbooks on hand as reference materials.

Thus, the curriculum is not tied to any particular methodology or system, other than adherence to our ESLRs, the state standards, and our UC approved syllabi. Teachers are encouraged to cover the material in innovative and relevant ways. This allows the staff to keep their programs fresh, and not be tied to the same lecture or system year after year. The overarching goal throughout the curriculum is the cultivation of problem solving and critical thinking skills.

A variety of general elective and enrichment courses enhance the academic program. Students also earn academic and elective credit through their internships, community and online independent study courses, and the chance to take courses directly through Sierra College. The typical school day on campus runs from 8:20 am until 3:30 pm, except on Fridays when school is dismissed at 2:00 pm. Wednesday is Internship Day when students are off site at their internship locations.

Previously, 150 hours of Community Service was a graduation requirement. However, with the advent of our internship program we have determined that students are satisfying the intent of the community service program through the experiences they are having in real world learning environments. For several years we have been nurturing relationships with many area non-profits, schools, and businesses in order to create solid community partnerships and these have proved very beneficial to the success of our internship program.

How Curriculum is Aligned to CA Content Standards

In addition to measuring student outcomes with a keen eye on our ESLRs and Non-Cognitive Competencies, the University of California has approved the entirety of Bitney's core academic program as "a-g" courses, and all meet or exceed the California Content Standards.

With our adoption of the BPL learning model, students are learning through their internships and through projects which potentially include opportunities for multiple separate subjects to be included. For example, one of our students is deeply interested in solar energy. He interns at California Solar in Grass Valley, learning about how solar systems work and how to design and install them. During the 2016-17 school year he initiated a project to build and install a solar array to power a cooling fan for the greenhouse. He collected donated solar panels and worked to design the best placement for the installation, researching solar patterns through the seasons, computing the optimal angle for the panels, designing the electrical circuitry and battery storage required and estimating the potential electrical output of the installation. His interest has led him into research about the evolution of energy policy and the energy industry in the US, including coal, gas and nuclear energy generation, the rise of the environmental movement as it relates to the energy industry, climate change concerns and possible projections for how alternative sources of energy may factor more significantly into our country's energy future.

The challenge we face with such a project is in identifying the specific subject learnings within the project and aligning them with the content standards. With coaching and support from the BPL network we are developing a process that requires the participation and collaboration of all of the faculty in evaluating a project proposal, identifying specific subject learning opportunities, matching those learnings to the subject content standards and finally, determining the amount of credit to be earned. This is a significant undertaking and one to which we intend to devote the majority of our professional development time and resources. Fortunately, as noted above, we have support and assistance from BPL specialists in this area and from schools within the BPL network that have either already developed or are developing similar processes and models. Please see a sample Student Project Proposal in the Evidence File.

Bitney uses School Pathways as its student database system. An online platform, School Pathways allows teachers to update their gradebooks continually, and parents and students to access this assessment information at home via computer or smartphone and therefore be more integrally involved with their student's learning and progress towards graduation. School Pathways also allows Advisors to structure and facilitate students' hybrid coursework and ensure that the California State Standards are being addressed. It does so by allowing projects to be tracked and assessed whether through independent, Advisory work, in a more traditional Workshop model, or a hybridized combination of the two. Please see an example of a Learning Record in the Evidence File that demonstrates this connection of coursework to the standards. Though we do not currently employ this Learning Record document, it demonstrates how Bitney's curriculum and diverse delivery methodologies can be aligned to the state standards.

Co-Curricular and Extra-Curricular Activities

Following are some of the opportunities that Bitney students have to explore additional learning opportunities beyond the core program:

Sierra College:

Bitney has always stressed the relevance for our students of taking courses through the Sierra College enrichment program. Juniors and Seniors with a minimum of a 3.0 cumulative grade point average can enroll in enrichment courses at the Grass Valley campus of Sierra College. This is a tremendous opportunity for several reasons. One, it exposes them to the atmosphere of a community college. Further, it enables students to either catch up on credits they need or actually accelerate their path through high school. We have had three students complete high school in three years by adhering to an aggressive program through Sierra College. This option is especially attractive to college bound seniors, as they are not required to be on campus at Bitney beyond lunchtime.

In addition to the enrichment program described above, we have negotiated with the Sierra College administration to make more of their classes available to a broader range of our students. We have signed a MOU with the college which outlines the parameters and expectations of this expanded course access. Bitney is one of only two area high school to have such access to a broad range of Sierra courses, greatly enhancing and expanding our students' educational options.

Independent Study and Personalized Learning:

Bitney is pleased to offer students the opportunity to participate in evening courses in the community, on-line courses, or specific short-term workshops; and receive academic credit for them. For example, PE credit can be earned by joining a fitness, dance, or fencing course; completing a log of hours at a local gym; or playing on an adult or club team sport, such as soccer or basketball. Courses in on-air broadcasting at the local radio station, or graphic design through a private entity are further examples of this option. We feel strongly that this allows students and their parents an opportunity to participate in important hands-on experiences in the community; and at the same time earn valuable high school credit. During our just completed WASC visit, this movement towards more personalized learning opportunities was considered a particular strength of our program, and one that should be more fully integrated into all aspects of our academic program.

International Educational Tours and Exchanges:

In five out of the last eight years, usually in the spring, a contingency of Bitney staff, students, and parents have participated in a seven to ten day trip abroad. The idea is to enhance some particular aspect of classroom study in a way that is both meaningful and profound. High school students and teachers from other parts of the country often join the group. The tours are organized through a commercial tour company specializing in high school travel. All arrangements are taken care of, although a good amount of free time to explore is set aside. Although prices are discounted, the cost of the trip prohibits large numbers of students from participating. Such trips are not considered a school sponsored event, due to the fact that the cost for air-fare, lodging, and tours are taken cared of by each individual participating family. All arrangements for these trips are made directly through the tour company.

In recent years Bitney families have hosted foreign exchange students and our own students have had the opportunity to study abroad as well. These experiences are formative in the students' lives and contribute significantly to the school culture by giving our students exposure to other cultures and global experiences.

Athletics:

Despite not having the capacity or facilities to field any type of interscholastic athletic team, we do field an ultimate frisbee team every year. "Air Traffic Control" often participates in several tournaments in other parts of the state and in Oregon. Beyond that, when student interest allows, we have put together teams that have competed in the Grass Valley Recreational Leagues in basketball and volleyball, and a mixed student/adult team at Samba Soccer.

Clubs:

In the same vein, we have very few extracurricular "clubs." When clubs do form they are generally once again student driven, or put together by a particular staff member or parent with an interest. We currently have a very active Gay/Straight Alliance club that meets regularly and does many outings throughout the year.

Wilderness Week:

Wilderness Week is a unique Bitney program that takes place each fall, usually during the third week of September. Each year the particulars of Wilderness Week are different, but the overarching goals and themes remain the same:

1. To expose our students to the outdoors in a thematic, comprehensive way, and to remove ourselves from the creature comforts of home and the ever present fascination with all things digital and technological. To become more comfortable in a wilderness setting, to have fun doing so, and to learn more about the issues confronting the ecosystems we visit.
2. To strive for solid community building; get the students to know each other a bit better, and allow the students and staff (and parents) to interact on a level that is simply not achievable in the classroom. During Wilderness Week, students and staff are literally and figuratively "in the same boat." This fits in quite well with Bitney's strategic goal of aiming high academically while building a strong community.

Supporting Students Who Do Not Meet Learning Outcomes

As a school where students are "known, respected and educated," Bitney prides itself on the degree to which we know our students. Every week the staff meets to review the progress of students who may be struggling academically or who are dealing with significant emotional, behavioral, or learning challenges. There is a near constant dialog among staff members about students we are concerned about.

When problems arise, we immediately take whatever steps are necessary and use all available resources to intervene with support and proposals for solutions. We inform parents, schedule meetings with all interested parties, convene student study teams, and draw upon the expertise and training of our resource specialist, psychologists, and speech and language specialist as needed. We are also fortunate to have a number of resources available through the County Office of Education and through other county-wide social service agencies.

Our track record with struggling students is strong and we frequently help students find success who have failed in other school settings. Students always come first at Bitney and we are a great team of professionals with a wide array of skills and abilities to apply in support of our students.

Special Education

Through membership in the Nevada County Charter Services Authority (NCCSA), Bitney currently serves and supports students with IEPs and 504s. Our special needs population averages just under 20% which is typically the highest in the county. The NCCSA, a California Joint Powers Agency, in cooperation with four other charter schools in the cooperative, provides Resource Specialists, Psychologists, and Speech and Hearing services to Bitney students. In addition, through the NCCSA, Bitney – and all other schools in the JPA – is recognized by the State of California as an LEA within the Nevada County SELPA, under Section 4, Subsection 2b, for the purposes of special education. An NCCSA administrator, representing all five schools, is a voting member of the Nevada County SELPA, and is in regular contact with the Nevada County Director of Special Ed. This voice at the decision making level is another benefit of Countywide sponsorship.

Our plan for the delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Local Plan and all legal guidelines. The NCCSA provides educational and administrative services and support to

members. The services include special education administration, staffing such as school psychologists, special education teachers, speech and language pathologists, and aides and related goods (testing materials, etc.) and oversight of their activities. 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 NCCSA 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.

The overall system for delivery of services to special needs students at Bitney Prep High School is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration. All Bitney special needs students are mainstreamed in their academic coursework, and meet with their respective service provider as determined by the IEP team. Without question, Bitney's commitment to providing a solid "team" effort in this area is one of our strengths. Teachers keep abreast of all required accommodations, and do not hesitate to provide extra help and time in order for assist students in accessing our curriculum.

To ensure special education staff are as informed as possible, they attend our weekly staff meetings to discuss student needs and monitor progress. These meetings play an important role in enhancing student learning, especially for special education students. Each week the entire staff meets to discuss student needs and concerns. This allows both the specialists and the regular teaching staff the opportunity to exchange information on progress, grades, and specific questions about certain students on a regular basis.

The above description of services, and the provision of both formal and informal accommodations, comprises the cornerstone of our strategy to support students not meeting expected pupil outcomes. The regular "student concerns" portion of the staff meetings allows that no Bitney student ever truly falls through the cracks. Although a great deal of care and attention is expended to meet or exceed all accommodations, every Special Ed student is subject to the same disciplinary policies and procedures as any other Bitney student, and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. BP will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Special Ed Funding

Federal and State Special Education funding is allocated to the NCCSA through agreed upon parameters of the NCCSA Board of Directors. Monthly payments to the NCCSA are derived directly from these restricted monies, and are represented as a line item under the Services portion of the Bitney budget. In addition, the NCCSA holds a one-month reserve (accumulated from all five schools) in its operating budget. Any possible encroachment above and beyond the allotted funds will come directly from the Bitney general fund.

Enrollment or Transfer out of IEP Students

New Bitney enrollees, whether incoming Freshmen or transfer students, are asked specifically whether or not they are now, or ever have been receiving services through an IEP or 504 Plan. In addition to these discussions at the Enrollment Conference level, there is a box to check on the Enrollment Application itself. If possible, a transition IEP is held while an incoming Freshman is still in the Eighth Grade, or within 30 days of the start of the new school year. For a student transferring from another high school program, the same systems are in place, and a transition IEP will be held within 30 days of their enrollment.

Students with IEP's who transfer out of Bitney must follow all applicable procedures of the new school or district. In addition, the Bitney IEP team will inform the local district of residence (NJUHSD) of such transfers within thirty days.

English Language Learners

To date, Bitney has never had the need to provide services for any student that may be insufficiently proficient in the English Language. However, if that was ever to be the case, the same care, attention to detail, and broad provision of services would be put in place to ensure more than adequate service and compliance with all state regulations regarding English Learners (e.g., the Home Language Survey, the California English Language Development Test, and Education Specialist staff who hold a CLAD, CTEL or BCLAD certification).

Transferability of Credits

All credits earned through Bitney courses are carefully maintained in our Student Information System (SIS), and are fully transferable to any other high school program in the nation. Parents are formally updated of each student's progress on meeting both Bitney and college entrance requirements annually when the second semester grade reports are sent home. In regular practice, parents and students are both kept informed of their progress on a consistent basis through conversation with the Dean of Academic Affairs, and the creation of an individual Graduation Plan for each student.

Those courses meeting UC "a-g" requirements are noted on the transcript. Students and parents leaving the area or choosing to transfer to another high school have access at any time to an unofficial copy of their transcript. Typical practices allow that the official transcript will be forwarded to the student's new educational placement upon the request of the new school. At that point the student's entire "cum" file will be sent to the new school.

All manner of further information, processes, deadlines, help with the applications – as well as the process for applying for federal and state financial aid – are part of our normal practices in the Senior Seminar and in conferences with the Dean.

Graduation Requirements

Bitney Prep offers a challenging college prep course of study which satisfies the entry requirements of the University of California and California State University systems. Recognizing however that not all of our students are college bound, we have the flexibility within our program to construct students' learning plans to best match their abilities and post-secondary plans. As mentioned previously, the Charter Council has given the administration the authority and flexibility to work with students to meet graduation requirements that are on a continuum from the minimum state requirements to those that meet the most rigorous college acceptance criteria.

Within these requirements is the addition of Advisory/Internship as a graduation requirement. Students work closely with their Advisor to develop a plan that suits their future goals, which are continually shaped by their present Internships. As has been mentioned, many Big Picture Learning schools boast strong college FTF (first time freshman) rates straight out of high school. What is important, though, is that young adult's post-secondary plans are aligned with their interests, passions, and skills.

Graduation Requirements		
Subject	Bitney Grad Rq (Credits)	UC/CSU Eligibility Requirements
English	40	4 years of college preparatory English composition/literature
Math	30, including Algebra 1	3 years of mathematics (algebra I and II, geometry); 4 years recommended
Lab Science	20	2 years of laboratory science*
World History	10	2 years of history/social science, including one year of US history OR one semester of US history and one semester of American government, and 1 year of history/social science from either the 'a' or 'g' subject area*
US History	10	
Government	5	
Economics	5	
Visual & Performing Arts	10	1 year required, chosen from the following disciplines: Dance, Music, Theater, or Visual arts
Language other than English	20	2 years (or equivalent to the 2nd level high school course) of language other than English(must be the same lang
PE (Health)	20	
Technology	10	
Senior Seminar	5	
Advisory/ Internship & Other Courses	40	1 year of an elective chosen from any area on approved 'a-g' course list
Total	225	15 <u>yearlong</u> college preparatory courses are required with grade C or better

UC/CSU 'a-g list' Courses

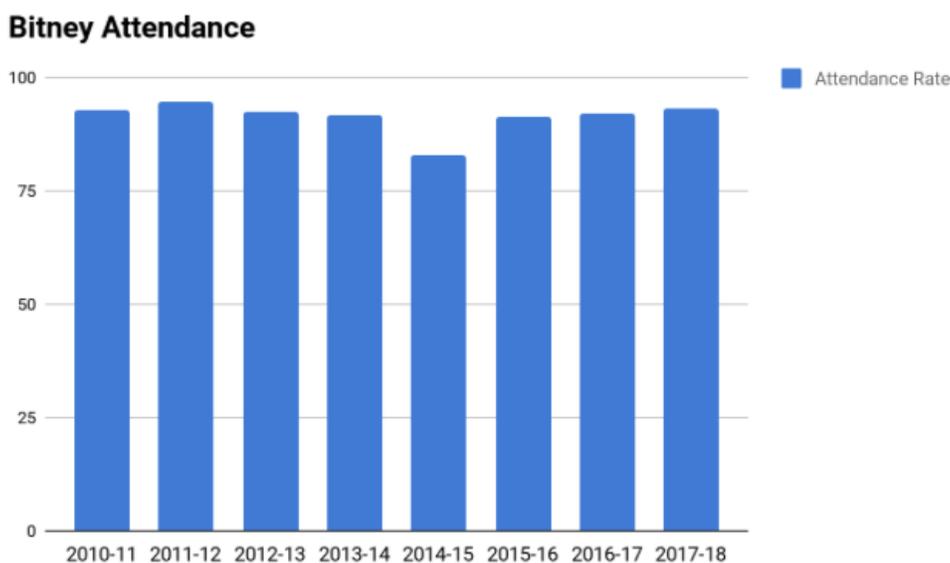
Bitney is committed to offering and encouraging students to take 'a-g list' courses. Please see Appendix XX for the current list of these courses. In addition to offering these courses, Bitney is has formed a relationship with the local community college, Sierra College, to expand its 'Academic Enrichment' offerings to students who might otherwise benefit greatly and be successful in these courses, but who are not currently eligible due to age or grade level.

Attendance

The school year typically begins in mid-August and concludes the first week of June. As prescribed by CA Ed Code, our academic calendar includes 175 instruction days and 5 professional development days for the faculty. Additionally, we meet the 64,800 instructional minute requirement. Note: Beginning in the 2016-17 school year, we adjusted our instructional delivery in order to include off-site internship-based learning opportunities. Students participating in the Big Picture Learning program are therefore on site 4 days and off-site 1 day each week. Ed Code #47612.5 (e) (1) stipulates that 80 percent of instruction (or 51,840 minutes) must occur at the school site. Our program presently meets this requirement, however, should we decide to move to a 3 day on site and 2 day offsite model as followed by most BPL schools, we would need to pursue authorization as a No-classroom-Based Instruction program. At the time of this writing we are evaluating the programmatic and budgetary implications of such a change in our funding model.

Bitney students are expected to attend school every day unless unable to do so due to illness or incapacity. Students and families who know they will be out for an extended time complete an Independent Study contract. Successful completion of the contract enables the school to count attendance for those students. The school makes every effort to approve an academic calendar that has consistent and nearly identical school holidays and breaks with those of the majority of schools in Western Nevada County.

The chart below shows Bitney’s attendance rate which has averaged above 90% in most years. Bitney remains committed to improving the amount of time students are in school, and if absent, that they are completing work in order to keep on track academically.

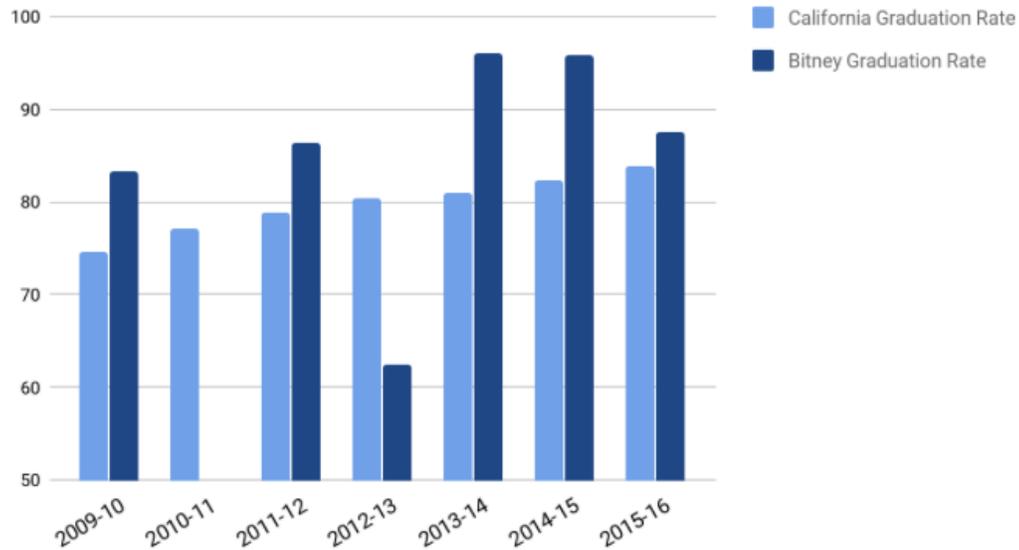


Graduation & Dropout Rate

Bitney has had a relatively low drop-out rate, averaging fewer than two students in each of the last five years. Staff attributes this success to its having developed meaningful relationships with all students. Students do transfer in and out of various schools throughout the year, but seldom do students just simply drop out of school at Bitney.

Bitney’s graduation rate remains well above the state average of 82%. Graduation and dropout rates for counties, districts, and schools across California were calculated based on four-year cohort information using the state's California Longitudinal Pupil Achievement Data System (CALPADS). Cohort means the same group of students entered ninth grade for the first time and followed for four years.

Cohort Graduation Rate



Student Assessment

Bitney will meet all statewide standards and conduct all required state mandated assessments as required by Education Code Section 47605.6(d)(1), including, but not limited to: the SBAC California Assessment of Student Performance and Progress (CAASPP), the California Standards Test - Life Science (CST), and any other requirement of ESSA. Former assessment included the Standardized Testing and Reporting (STAR) assessment and the California High School Exit Examination (CAHSEE), both required since Bitney’s last Charter Renewal. The STAR was discontinued in July, 2013 and the CAHSEE in January, 2016, so results in subsequent graphs and charts go up through these dates, respectively.

All Bitney assessment strategies and methods by definition and in practice will remain consistent with the school’s vision, mission, educational philosophy, and ESLRs. These will continue to meet or exceed the California Content Standards, and will meet or exceed the Common Core Standards.

Staff will assess the students' progress through the ongoing collection of original work, completed assignments and tests, class participation, and quarterly exhibitions. All assessment tools will be tied to our ESLRs and Non-Cognitive Competencies. Specifically, individual students will be assessed using a variety of methods that include but are not limited to:

- Grade assigned assessment
- Self-evaluation of students, teachers, and administrators Student demonstration of skills and methods through exhibitions Conferences, SSTs
- Collaborative project-based learning opportunities
- Formal and informal teacher observations
- Collection of student work and portfolios
- Content specific benchmark assessments in each subject area Student presentations as individuals or in groups - Exhibitions

As the assessment landscape changes, so does Bitney evolve and utilize state and other assessments for continued improvement of its program and support of student progress. As mentioned, the STAR and CAHSEE assessments and, as a result, the API indicator have all been discontinued.

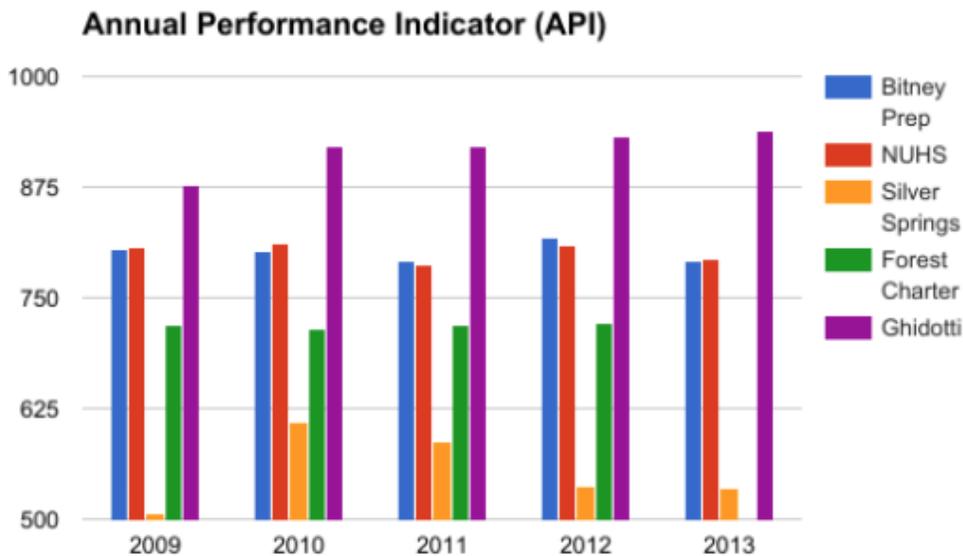
California High School Exit Exam (CAHSEE)

Bitney administered the California High School Exit Exam to all students in the 10th grade beginning in 2003. Results of the CAHSEE, as indicated in the charts below, depict that our students were well prepared in the proficiencies that these tests measure. Students who retook previously failed sections of the test were all successful in their second attempt. The CAHSEE was discontinued in the 2015-16 school year.

CAHSEE						
	ELA			Mathematics		
Year	Tested	Passed	Passed	Tested	Passed	Passed
10-11	14	13	93%	14	13	93%
11-12	19	15	79%	20	19	95%
12-13	28	28	100%	30	28	93%
13-14	20	17	85%	18	18	100%
14-15	27	25	93%	29	25	86%

Annual Performance Indicator (API)

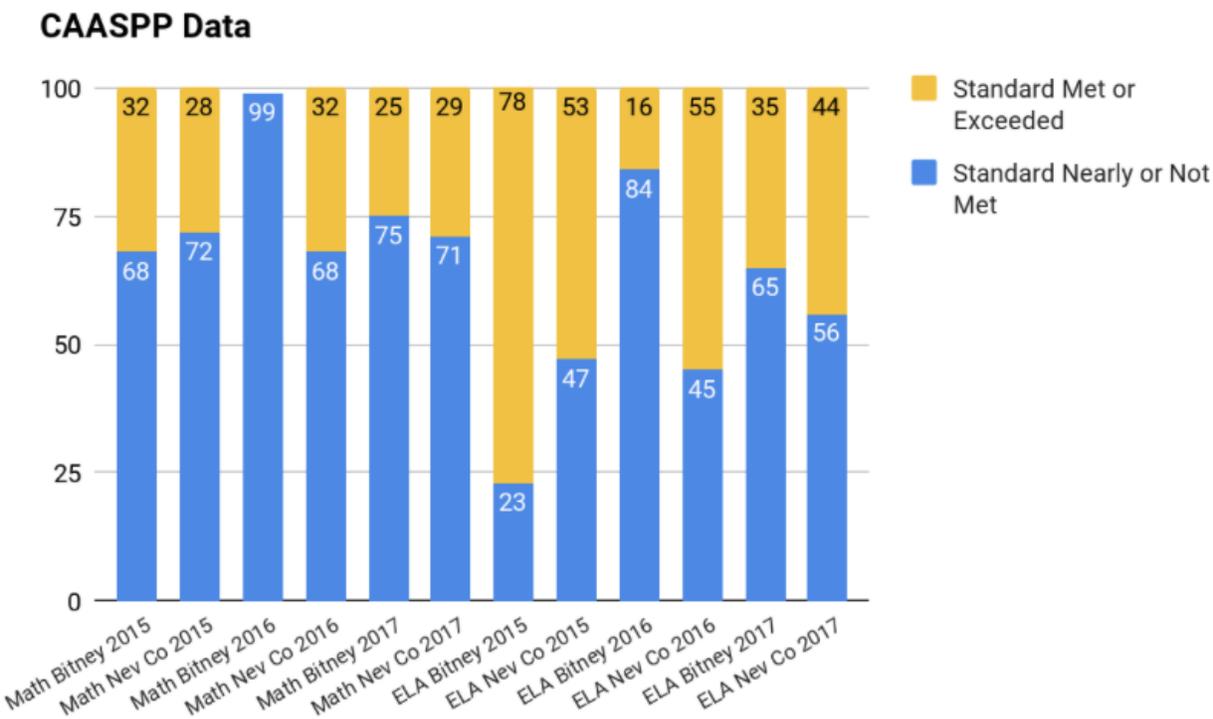
As can be seen below, up until the API was discontinued as a form of measurement, Bitney fared on par with it’s comparable school, Nevada Union High School, hovering close to 800.



California Assessment of Student Performance and Progress (CAASPP)

The CAASPP is a relatively new measurement in the state of California, replacing the STAR. First run as a field-test in 2014, the computer based CAASPP, designed to measure the also relatively new Common Core standards, went live first in spring, 2015, and was administered again in the 2015-16 school year.

Below is a chart of our CAASPP results thus far, including comparison with all other 11th grade students in Nevada County. Results from the 2014-15 school year show that 32 percent of students met or exceeded the standards in Math, bettering the results of Nevada County 11th graders by just a small percentage. In English/Language Arts, however, 78% of Bitney 11th graders met or exceeded the standards, while 53% of Nevada County’s 11th grade students did so.



As can be seen, results from 11th graders in the 2014-15 school year scored dramatically better than those from the 2015-16 school year in both Mathematics and English/Language Arts. This situation deserves a bit of explaining since the latter scores are not indicative of our students’ performance historically.

At the time of testing, in March, 2016, there was a malfunction in the secure browser on which the CAASPP was administered in Bitney’s computer lab. After hearing no answer from the technical support Customer Service desk at ETS (Educational Testing Service) for several hours, the testing was then postponed. This would not be a significant matter, except that a 7 1/2 hour online assessment was not looked upon favorably by the students to begin with, and then even less so after the postponement. When taking the CAASPP close to one month later, the initial postponement was still on the minds of the 11th grade class, morale suffered, and their scores clearly reflected their frustration.

In a situation such as this, with an anomaly due to extenuating circumstances, we rely on other measures such as grade performance, internal assessments, the PSAT (for 11th graders) and, newly, Exhibitions as additional ways to measure student progress.

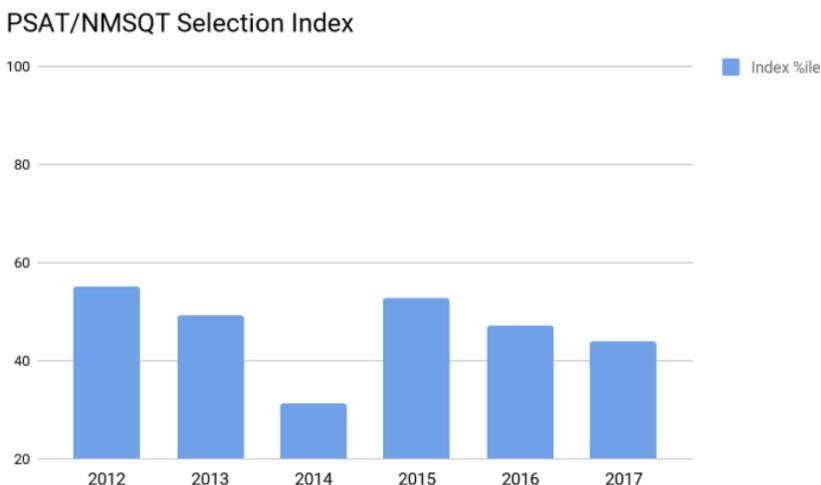
Despite the extremely low anomaly of spring, 2016, it is clear that we need to focus on invigorating our math program. Our 2017 scores show a good improvement. As mentioned in the section explaining our graduation requirements, we are now offering math courses outside of the Algebra to Calculus continuum, starting with Personal Finance and Business Math. Students are still, by state law, required to take at least one year of Algebra. Additionally, following the lead of universities and colleges, including our local Sierra College, we seek to offer more life-practical mathematics courses for those who (1) do not plan to continue on to 4-year universities straight out of high school, (2) need math courses that will better prepare them for their individual future, and (3) are ill-prepared to pursue academic math beyond Algebra. At the college level, these courses include titles such as Nature of Math, Problem Solving, and Modern Business Math.

Preliminary Scholastic Aptitude Test (PSAT)

Each year Bitney’s 11th grade class takes the PSAT, or Preliminary Scholastic Aptitude Test. The PSAT is typically an optional test from the College Board offered to schools that choose to offer it. Because this is a test that is classically taken by students who will eventually take the SAT, and then subsequently apply to and be enrolled in 4-year universities, it would stand to reason that students who typically take this assessment are likely stronger academically and, thus, will score higher on the test.

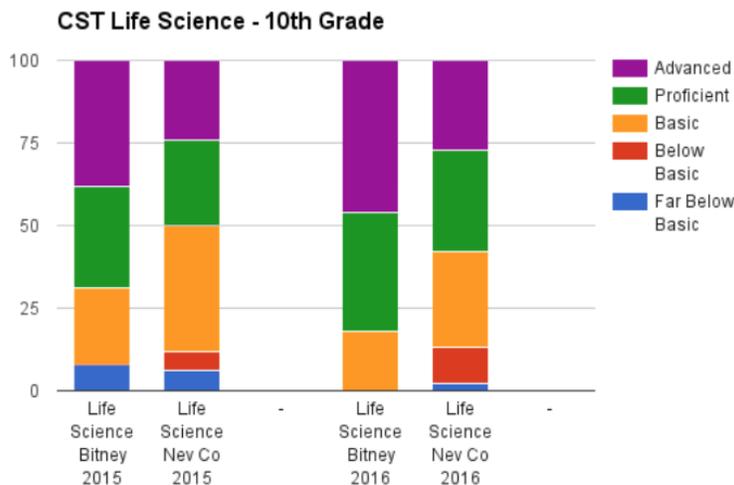
For the past 5 years, the PSAT has been a requirement for all of our 11th graders. There are several reasons for this practice, which is not typical among high schools. We require the PSAT primarily because it is, for many, the first foray into the college admissions conversation. It is a way of democratizing the process, rather than seeing some students (who would otherwise voluntarily sign up for the test) as “college material” and others not. The process has a way of passively communicating to students, by the experience itself, its resulting emails and college mailings, and then the score result report, that a college education is a viable option for them if they choose it. The PSAT/NMSQT also allows access to College Board’s vast career interest/profile and college search tools, which are employed later in the year in the junior class.

The “Selection Index Percentile” refers to the National Merit Scholarship Qualifying Test (NMSQT), the associated scholarship program, and is a percentile of the composite scores of Critical Reading, Mathematics, and Writing Skills. Percentiles at Bitney have ranged from the 94th percentile to single digit scores, usually represented by lower performing students with Individual Education Plans. Typically, however, Bitney 11th grade students score close to the 50th percentile.



California Standards Test (Life Science)

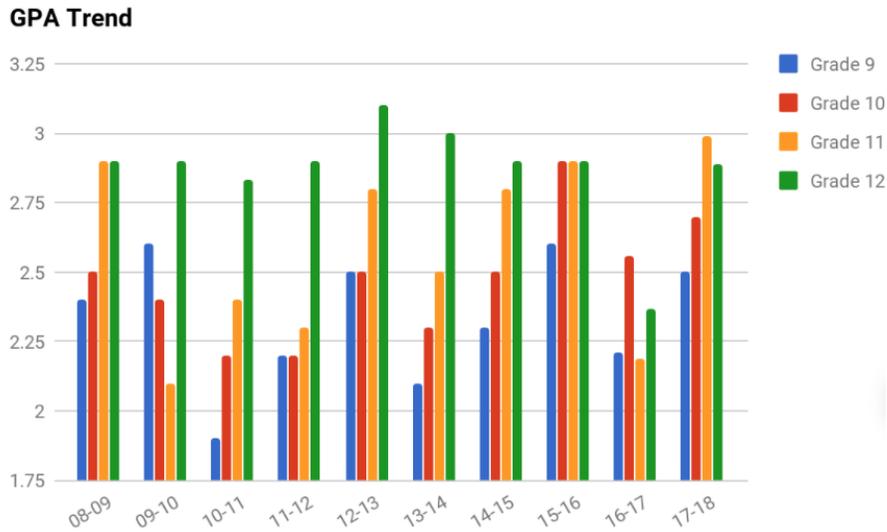
The CST was held over from the STAR test and is offered to 10th graders during the same time period that the CAASPP is offered to 11th graders. The test underwent changes in 2017 and was administered as a Field Test that year. We have not been provided with results from the Field Test, however the chart below reveals that the majority of Bitney’s 10th graders, tested in 2015 and 2016, scored in the Proficient/Advanced range.



Grade and Report Card Analysis

Bitney continues to use a traditional 4-point grade system, along with Exhibitions, as a way to report academic progress to both students and parents. This data is also essential for both transferability of grades/credits as well as reporting for post-secondary options such as college/university admission, military enlistment and other opportunities.

Informal feedback from Bitney students and parents suggests that students are appropriately challenged and teachers have high expectations for performance. Please note that Bitney utilizes the four-point scale in computing grade point averages (GPA) and subscribes no higher score to any AP, Honors, or Community College coursework. An overall analysis of grade point averages as depicted in the chart below indicates the average GPA is in the C+ to B- range. There appears to be no discernible trend either upwards or downwards, other than the senior class is typically the highest performing. The cumulative GPA of all age groups and years listed below is 2.55.



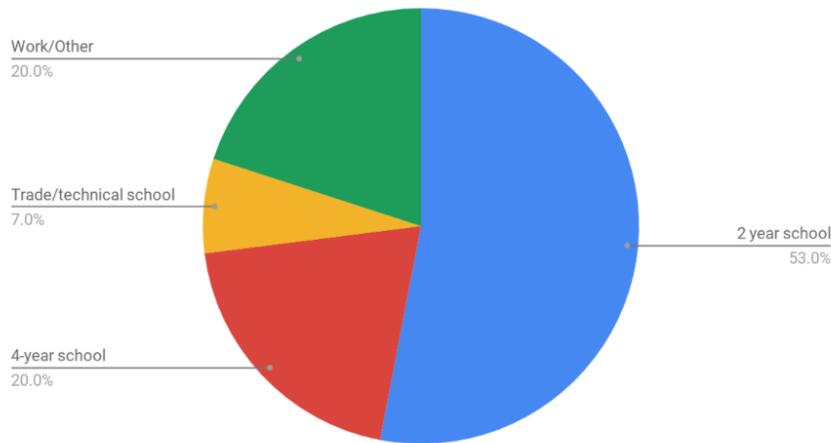
Poor academically performing students continue to be a concern. However, as is well-known in education, students have different learning modalities as well as multiple intelligences, and so their assessments should also be differentiated as well. Bitney’s commitment to student Internships, project-based learning, and assessment by Exhibitions all are employed in addition to traditional classroom-based learning.

Graduate Data

Bitney tracks its graduate data each year and, as can be expected, the ways to document the different directions that graduates take are as varied as the graduates themselves. For example, though a graduate may take a “gap year” after high school and then apply to and enroll in a 4-year school, the data for a recent graduate would be simply Work/Other. Conversely, a student who might enroll in a 4-year school as a FTF (first time freshman) may not continue, but the data would suggest that this student went on to earn their 4-year Bachelor of Arts degree.

The chart below, though only representing the class of 2016 graduates, is indicative of Bitney recent graduates’ post-graduation plans.

2017 Graduate Data



By far, most have attended 2-year community colleges, many go on to work, and then a smaller amount of students attend 4-year universities and trade/technical schools. Within this data there are a few lessons to be learned. First, as mentioned in the discussion on ‘a-g list’ courses as well as our Graduation Requirements, despite being a strictly “college preparatory” school, the percentage of students actually going on to 4-year schools has not been proportionate to our efforts as a school community, or of our requirements, to that end. Secondly, the fact that a good percentage of our students are attracted to post-secondary career and career training opportunities, presents an opportunity for Bitney, as a school, to start supporting these endeavors while still in high school, rather than simply preparing for more formal, academic education.

Bitney’s new direction takes into account this phenomenon, that being the proportion of graduates not pursuing a 4-year degree straight out of high school. Rather than holding rigidly to a notion of a strictly college preparatory education, Bitney is responding to the direction of both young people and parents alike.

Interestingly, though Big Picture Learning schools do not explicitly press for students to pursue “higher education” at all costs (though Bitney, like many other BPL schools, requires college entrance exams, college/university visits and a general trend towards learning about a 4-year university education as a viable and attractive option), schools that follow this model tend to have a higher percentage of students who attend and, possibly even more importantly, persist in their college education beyond their first year. See the Evidence File for more information on some of the longitudinal studies of students in BPL schools.

Surveys of Students and Parents

Please see Appendix X and X for summary results of surveys conducted during the self-study.

SUMMARY

The above review of the school's structures, program and measurement data confirm that we are meeting the spirit and mandate of our Vision, Mission and Motto. Bitney truly is "a place where students are known respected and educated." We are proud of the school's history of evolution and adaptability in meeting the needs of a diverse student body and are very excited that as the community looks forward to celebrating Bitney's 20th anniversary, there is a clear identity for the school and the program it offers to county students and families.

The adoption of the Big Picture Learning model is a great fit for the school and represents an innovative and very relevant direction for the way that 21st century students are being prepared for life in a challenging and ever-changing world. Our 3 LCAP goals are clearly aligned with the One Student At A Time and Real World Learning focus of the Big Picture model. Similarly, we feel that we are addressing the Critical Areas for follow-up from both the 2011 and 2015 WASC visits in ways that have been reported in the Progress Report section of the Self Study.

Over the course of the self-study data collection and reflection process, three critical student learning needs have emerged. These are a) improving our students' math achievement, b) further developing the format and monitoring of individualized learning plans for all students, and c) assuring that our entire curriculum, including project and internship based learning opportunities, are linked to content standards.

Other areas that have been identified and which deserve our attention include:

- ongoing efforts to increase enrollment
- supporting teachers in assuming new roles as advisors
- finding ways to measure our students' success in achieving our ESLRs and Non-Cognitive Competencies
- continuing to find ways for students to extend their learning beyond the classroom.

At the time of this writing, the future looks bright for Bitney. We are excited and proud to be offering an educational program that offers academic rigor and college preparation as well as real world relevance and personal growth opportunities for students, preparing them for a variety of post-secondary educational, career/technical, and other options.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the critical student learning needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Evidence for all sections will be available for review during the team visit.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>Motto: “Bitney is a place where students are known, respected, and educated.”</p> <p>Vision Statement: Bitney...Inspiring students to be ready for life and relevant to the world.</p> <p>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.</p> <p>Traditionally at Bitney, all constituencies are included in conversations and decision making processes which shape the ongoing evolution and development of the school. The most recent example of this is our association with the Big Picture Learning (BPL) Network. The current Director, who was hired in the 2014-15 school year, recalls joining a conversation already underway among staff, parents and charter council members, which was exploring the then current state of the school and its alignment with the above statements of purpose. One of the most significant realizations of this period was the growing awareness of a disconnect between the schools name - Bitney College Prep High School - and the reality that the majority of students who came to Bitney did not consider college as a post-secondary choice. Other school options existed in the county which offered very specified college preparation, most notably the Ghidotti Early College program, a collaboration between the Nevada Joint Union High School District and Sierra College. The Bitney community realized that there was an opportunity to re-</p>	<ul style="list-style-type: none"> • Charter Council minutes re name change and Mission revision. • BPL Adoption • LCAP Goals • Charter Renewal

<p>brand the school by keeping our college prep curriculum but to add to it, opportunities for students to pursue career, technical, and vocational training as well as other post secondary options. Our experimentation with an internship program in the 2015-16 school year ultimately led us to our affiliation with the BPL schools network and our launch of the program in the 2016-17 school year.</p> <p>The school name was changed from Bitney College Prep to just Bitney Prep in the Spring of 2017. Additionally, the mission statement was revised in the same year to better reflect the school's diverse student body.</p> <p>We feel strongly that there are many opportunities for all community stakeholders to have input on the growth and development of the school. The LCAP goals are reviewed annually, there was broad input on the recent and successful Charter Renewal process, and the administrative, governance and support organizations work well together in supporting the school in meeting its vision and mission.</p>	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Sufficient structures and meeting frequencies exist to assure that comprehensive conversations take place as necessary to the development and refinement of the Vision, Mission and Expected Student Learning Outcomes.</p> <p>All staff meetings are held weekly and both the Parent Council and Charter Council meet monthly.</p> <p>As described above, there have been recent revisions to both the school name and the mission statement which were the result of discussion and collaboration between all of these entities.</p>	<ul style="list-style-type: none"> • Renaming school • ESLRs • Adoption of BPL non-cognitive competencies and 10 distinguishers • Rewording of Mission Statement

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>All communication is infused with the sentiments contained in the motto, vision and mission.</p>	<ul style="list-style-type: none"> • Staff Agenda Template • Notes to the community. • Mentor materials.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The school is governed by a nonprofit Board of Directors (“Charter Council”) in accordance with its adopted corporate bylaws, which are consistent with the terms of the charter. The Charter Council is comprised of at least seven and no more than ten members consisting of the following: up to three parents of students attending the school, up to two Bitney teachers, the Dean of Academic Affairs, up to three members of the community at large, the (non-voting) school director and one voting student member. As per the bylaws, student members are exempted from any discussion and vote, and/or closed sessions regarding matters of an employee dispute or dismissal, or student expulsion.</p> <p>Charter Council members are elected or appointed according to the Bylaws as follows:</p> <ul style="list-style-type: none"> • Parent members are elected by the Bitney Parent Council; • Teacher members are elected by the Bitney faculty; • Community members are appointed by majority vote of the Charter Council members • The student member (and alternate student member) is elected by the Bitney Student Council. <p>The Charter Council’s major roles and responsibilities include but are not limited to the following:</p> <ul style="list-style-type: none"> • Establishing and approving all major educational and operational policies • Hiring and evaluating the School Director • Approving all major contracts • Approving Bitney’s annual budget as developed by the Director • Overseeing the school’s fiscal affairs • Approving salary schedules and staffing recommendations based on input from the administration. 	<ul style="list-style-type: none"> • Articles of Incorporation • Bylaws • Policy Manual • Board Trainings from Center for Nonprofit Leadership • Director’s Job Description

<p>As outlined in the above roles and responsibilities, the Charter Council monitors and approves curriculum and program changes, the annual LCAP report, the recent Charter Renewal document, and evaluates the Director in the performance of his duties. Please refer to the Director's Job Description for a detailed elaboration of the duties and responsibilities of the position.</p> <p>A dispute resolution policy guides the process for the resolution of complaints.</p>	
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A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>Computer use at Bitney is ubiquitous but in a near constant state of needed improvement and refinement. Students have access to a recently updated 23 station computer lab and to laptops and chrome books that can be checked out for use at school. Online learning options occur within both direct-instruction classrooms and when students engage in independent study opportunities. However, we are somewhat limited in our online learning and internet access by low bandwidth service. Attempts have been made to bring more bandwidth to the school but the costs have proved prohibitive thus far. We are currently part of a county-wide Broadband Infrastructure Improvement Grant (BIIG) and are in the process of making an E-Rate application. We are hopeful that these efforts will result in increased internet access at the school.</p> <p>Due to a reduction in enrollment in the 2016-17 school year and the resulting impact on our budget, we were not able to fill our tech support position during the 2017-18 school year. We anticipate being able to fill the position for the 2018-19 year.</p> <p>We recognize a need to assess students' level of competency with a wide range of tech skills and are looking at adding a self-guided tech teaching module to the advisory curriculum</p> <p>The school has had a Tech Committee and Tech plan in the past and recognizes the need to re-establish the committee in order to address and give guidance to the school's tech needs discussions and decision-making processes.</p>	<ul style="list-style-type: none"> • Tech Agreement • Early Tech Use Plans

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>The professional staff has a close relationship with the Charter Council (CC). Two faculty members sit on the council as well as the Dean of Academics. All are voting members. The Director is also a member of the council but does not vote.</p> <p>The relationship between the staff and CC is best characterized by a recently-resolved issue having to do with staff compensation. This is described in other sections of this report however, in brief, the CC responded quickly and significantly to the staff's request that the school's low compensation rates be addressed. The CC voted unanimously to approve an average 5% increase to the compensation scales for certificated, classified and administrative staff.</p> <p>There has been ongoing, clear, honest and transparent discussion and well-informed decision making between the staff and CC as the school has addressed the significant program changes outlined in this report. The administration and staff all feel that they are 100% supported by the governing board.</p>	<ul style="list-style-type: none"> • Bylaws • Employee handbook • Charter Council membership profile

Governing Board's Involvement in Review and Refinement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Once again, the very composition of the Charter Council, with representation of all school constituencies guarantees the access and participation of all voices. Whenever there is an issue or need for community and/or parent input, the school reaches out for volunteers and other resources to assist in whatever discussion is underway or process being undertaken.</p> <p>The Parent Council has been active throughout the school's history and is responsible for assuring that the parent body is represented on the Charter Council.</p>	<ul style="list-style-type: none"> • Minutes of CC meetings indicating review and approvals of LCAP, - - Charter Renewal, etc.

Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>The Nevada County Superintendent of Schools Office (NCSOS), our charter authorizer, reviews our LCAP annually for compliance on all required levels. During the 2016-17 school year, Bitney's charter was renewed by NCSOS for a full five year term. The renewal petition contained comprehensive data supporting the schools success in meeting all performance goals for the school and its students.</p> <p>The Director submits monthly reports to the Charter Council and provides updates at all meetings. This accountability assures that progress is being made in addressing the LCAP goals, student learning objectives, and that the school is operating within the fiscal parameters set by the budget.</p>	<ul style="list-style-type: none"> • LCAP Review and Submission dates to County Office of Education • Charter Renewal Document • Annual Review by NCSOS

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>Complaint and conflict resolution policies and procedures exist and are publicly available to all constituents in hard copy, electronically on the schools website, and are included where appropriate in the school's Community and Employee Handbooks.</p>	<ul style="list-style-type: none"> • Policy Manual • Charter Council Bylaws • Community Handbook • Employee Handbook

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program’s governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization’s performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program’s goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>As described in the previous section, Bitney enjoys broad and frequent communication between all constituencies. The Student Council, Parent Council, and Charter Council all have meeting schedules and structures in place to solicit and consider input on issues relevant to the ongoing planning and delivery of the school's educational program.</p> <p>The process to adopt the Big Picture Learning model which occurred in the Spring of 2016, involved many meetings with students, parents and charter council members to explore all of the issues and possible impacts on the school. This process included all school assemblies, informational meetings for parents and community members, and extensive review and discussion by the Charter Council.</p>	<ul style="list-style-type: none"> • Parent Council Minutes • Charter Council Meeting Agendas and Minutes • BPL Parent Info Meeting, Spring 2016

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Bitney does not employ a specific or published Single Plan for Student Achievement. Rather, procedures and practices are in place which assure that student progress with regard to meeting critical learner and college and career readiness needs, school wide learner outcomes and academic and career readiness standards is regularly reviewed and assessed. These practices and procedures include:</p> <ul style="list-style-type: none"> • The advisory classes where each student develops and is monitored by the advisor in attaining learning outcomes. • Formative and summative assessments conducted by teachers • Results of subject-specific and standardized test results. • Weekly staff meetings where student achievement and behavioral issues are discussed on an individualized basis. • End of semester summative Exhibitions presented by each student • SST and IEP meetings to identify and address student learning issues and needs. <p>The development of a rubric for the assessment of students' progress in meeting the ESLRs, would be helpful in assuring that these important learning outcomes are being met.</p>	<ul style="list-style-type: none"> • LCAP Priorities re: student achievement • Advisory Description • Exhibitions • SST • IEP

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>Twice daily advisory classes assure that advisors are keenly aware of individual student progress in meeting learning goals. Concerns are shared at weekly staff meetings as mentioned above and strategies for addressing student learning needs are discussed by the full staff - teachers, the RSP, the Dean and the Director.</p> <p>Where broad-based student achievement concerns in meeting curricular and graduation requirements indicate the need for a program change, addition, or adjustment, the topic is first</p>	<ul style="list-style-type: none"> • Graduation requirements • Sample staff meeting agenda and notes re: student issues.

<p>reviewed by the staff and then brought to the Charter Council for approval prior to implementation. An example would be the addition of our Personal Finance class to our math offerings. Also the broadening of graduation requirements which has allowed for more flexibility and adaptability in working with individual students.</p>	
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Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
<p>The existing structures for internal communication, planning, and resolving differences among staff and the administration include but are not limited to:</p> <ul style="list-style-type: none"> • Weekly staff meetings • Daily email communication and a weekly "Week Ahead" note from the Director to all staff members. • Regular one on one meetings between the director and individual teachers • Candid and open dialog at all times • Facilitated meetings to address issues of concern • Use of the dispute resolution policy when needed. <p>There is a high degree of mutual respect on our team. We do experience occasional challenges but are, in most cases, able to work through them satisfactorily. It should be noted however that we experienced some staff resignations during the 2017-18 school year that related in some measure to dissatisfaction on the part of the departing teachers with the direction the school has taken and differences of opinion between the director and a couple of individuals regarding professional expectations and contract obligations.</p>	<ul style="list-style-type: none"> • Employee Handbook • Community Handbook • Dispute Resolution Policy • Sample Staff Meeting Agenda and Minutes • Sample "Week Ahead for Staff" email

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>With only one exception, all staff members possess California Credentials in the areas that they teach. The newly-hired Spanish teacher holds an Adult Ed credential but has prior experience teaching Spanish in a private high school.</p> <p>The Director who holds a multiple subject teaching credential is currently teaching the 9th grade Physical Education and Health class.</p> <p>The school's staffing is monitored annually by our charter authorizer, the Nevada County Superintendent of Schools office (NCSOS).</p> <p>When vacancies occur, a job description and announcement listing job responsibilities and employment criteria is posted on Edjoin, and through local and regional media.</p>	<ul style="list-style-type: none"> • Job Descriptions and Announcements • NCSOS monitoring of staffing and credentials

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>The assignment of staff is primarily the responsibility of the Director with close support from the Business Manager who handles all Human Resource tasks. As noted above, careful attention is given to assuring that teachers are properly screened, credentialed and assigned.</p>	<ul style="list-style-type: none"> • Professional Development and Training for Advisory • Sample weekly Advisor Meeting minutes. • BTSA Process

<p>Specific course and advisory assignments are typically made through a collaborative schedule-making process that includes input and shared decision making of all teaching and administrative staff. In the Spring of 2017, many weeks were devoted to the drafting of the 2017-18 school schedule with much reflection and discussion regarding what had been experienced during the first year of BPL implementation. Significant agreements were reached among all staff members including the addition of two advisory periods per day and an extension of the school's instructional day.</p> <p>New teachers are paired with a mentor under the guidance of the County Office's administration of the Beginning Teacher Support and Assessment Induction Program (BTSA).</p> <p>With the adoption of the Big Picture Learning Program came the added role for teachers of being advisors to groups of from 15-25 students. This has proved to be a significant additional responsibility requiring specific inservice training in addition to weekly advisor meetings to address common questions, create documentation of student progress, develop procedures for facilitating internships, etc. More training and time to develop this role is definitely needed in order to meet all of the responsibilities of this key staff position.</p>	
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Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Written policies and procedures exist in various formats including the Community Handbook, Employee Handbook, Charter Council Bylaws and the school's Policy Manual. All of these documents are readily available to all staff and are referred to frequently as questions and needs arise.</p> <p>Recently redrafted job descriptions for the director, academic dean, and business manager have clarified roles and responsibilities for those positions.</p>	<ul style="list-style-type: none"> • Community Handbook • Employee Handbook • Policy Manual • Charter Council Bylaws • Job Descriptions

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>A variety of professional development opportunities are used to support teachers in delivering our educational program. These include:</p> <ul style="list-style-type: none"> • Annual county-wide PD days hosted by NCSOS offering a variety of classes and workshops. • During the 2015-16 school year every staff member visited Met Sac, a long-established Big Picture school in Sacramento. Invaluable first-hand observations of the BPL program we made and were significant in our decision to align with the BPL program. • At the beginning of the 2016-17 school year, a three day BPL staff training was held which focused on the advisory program. This was an invaluable aid to our BPL program launch and the very significant new advisor role added to teacher's responsibilities. • In July of 2017, the entire Administrative and Certificated Staff attend the Big Bang Conference in St. Louis. This four day event provided an opportunity for the staff to understand the scope and significance of the international network of schools which Bitney had joined. • During both the 2016-17 and 2017-18 school years, administrative representatives have attended BPL Leadership Conferences with representatives from schools throughout the BPL network. Additionally, Bitney participates in a cohort of new BPL adoption schools in the Western US Region. Connections with administrative peers in these schools has been very supportive as the schools discover and discuss common issues and challenges with BPL adoption. • Peer observations and support where possible and as needed. 	<ul style="list-style-type: none"> • County PD Day Offerings • Big Bang Info on Website • BPL Advisory Training August 2016

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>We do not have any online staff members.</p>	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Each year, every staff member is asked to complete a self-evaluation which is shared with the Director. The document is reviewed in a one-on-one meeting between the staff member and Director during which the Director may make observations and/or recommendations regarding the professional performance of the staff member. There is general agreement that this process is understood to be collaborative and supportive of each staff member's professional goals and growth and that, while evaluative in nature, the intention is to encourage a self-driven professional development and improvement process on the part of the staff member.</p> <p>On rare occasions a meeting regarding professional performance may be required. Such meetings are attended by either an administrative or faculty witness and the results and agreements reached are recorded in a conference memorandum which is signed by the staff member and Director.</p>	<ul style="list-style-type: none"> • Director's message to staff re: evaluation process • Anonymous sample of a staff evaluation • Evaluation guideline in Employee Handbook

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>As noted above, we do not have any online instructors, however, given the widespread use of technology in the school, it is important that our classroom teachers, advisors, administrators and support staff possess strong technological competencies and that they are able to share these skills with students.</p> <p>One area of significant growth for the staff has been in the use of Google Docs as an organizational and communication tool both in and out of the classroom. Through both individual effort and peer coaching, all staff members are now reasonably fluent in the use of Google Doc tools.</p>	

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Bitney Prep has a commitment to use its Vision and Mission statements as a lens through which to filter decisions which impact student outcomes. Clear goals are developed and supported through the LCAP process which is guided by the County Office of Education.</p> <p>Parent, staff, student and community insight and perspectives are gathered through surveys and both formal and informal discussion. Staff and Admin meet weekly to plan and assess progress on goals. The Charter Council and Parent Council meet monthly to provide input and approval where required. The Student Council takes on challenging issues and brings student involvement and "fresh eyes" to both new and on-going concerns.</p> <p>The budget review process gathers feedback from all groups and seeks to meet the needs of the learning community in order to support student learning outcomes.</p>	<ul style="list-style-type: none"> • Parent Council Minutes • Charter Council Minutes • Faculty and Admin Meeting minutes • Budget Review Process • LCAP • Student, Parent and Staff Surveys

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Bitney Prep operates with a MOU with the County Office of Education which provides Fiscal and Business Policies and support to the school. Bitney Prep operates under standard accounting practices and has clear checks and balances to maintain fiscal accountability.</p> <p>The budget process begins with the County providing assumptions and ends with both the Charter Council and the County approving the budgets.</p> <p>An annual audit is completed and recommendations are implemented to improve fiscal procedures.</p>	<ul style="list-style-type: none"> • Purchasing Processes and Warrants • Annual Audit • MOU with County Office of Education • Fiscal Policies and Procedures

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Bitney Prep is a Big Picture Learning School and as such engages the community in meaningful ways to benefit student outcomes.</p> <p>First, all students spend one day a week in an internship at the site of their participating Community Mentor. Thus the facility is individualized for each student by participating at the unique sites.</p> <p>Second, student driven interests and projects have led Bitney to develop unique learning opportunities at the school many of which are supported by the community. This includes such work areas as the Computer Lab, Makers Space, PE Room with climbing wall, Recording Studio, Automotive Restoration site and a music room. A comprehensive Safety Plan is in place and faculty, parents and students are engaged in creating a safe and healthy environment where learning can be pursued in an environment that respects each individual.</p>	<ul style="list-style-type: none"> • Safety Plan • SB740 • Prop 39 Funding

<p>The school receives an annual SB 740 Charter School Facility Grant which provides approximately 65% of our annual rental costs.</p> <p>Prop 39 funding has paid for energy efficient upgrades to our lighting, installation of a new HVAC unit and a solar array that will further reduce our energy consumption.</p>	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

Findings	Supporting Evidence
<p>Bitney Prep is based on a spirit of teamwork and commitment to create a positive learning environment which supports students, faculty and parents in maximizing individual outcomes. Teachers and admin meet regularly to discuss curriculum, instructional materials and equipment needs. Until this year we have had a full time Technology person on staff and it is a goal of the program to fill this position again ASAP. A part-time janitor provides day to day cleaning and repairs, however there is no maintenance staff to work on day to day facility needs. Larger projects require organizing volunteers or hiring a contractor.</p> <p>Bitney continues to develop a formal procedure to analyze curriculum, materials and technology needs and work together to prioritize the purchase of needed materials, equipment and staff. As a Big Picture Learning school, students have the advantage of experiencing specialized equipment and materials at their internship sites.</p>	<ul style="list-style-type: none"> • Internship Sites • Instructional Materials and Equipment Policy and Procedure

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

Findings	Supporting Evidence
<p>All teachers are credentialed and have the knowledge and experience for their area of specialty as well as bringing many unique skills to the school. Credentials are analyzed each year by the County Office of Education and the results reported to the Director. Areas of concern are immediately addressed.</p> <p>Bitney provides a minimum of two Professional Development days during the school year along with three Professional Development days during the summer. In addition, teachers are</p>	<ul style="list-style-type: none"> • Salary Schedules • Benefit Package • Professional Development • Faculty and Admin meeting minutes • BTSA Overview

<p>encouraged to request additional professional development they identify which will strengthen their skills as teachers and advisers.</p> <p>New teachers are provided a Mentor and participate in the BTSA Program.</p> <p>Bitney has conducted a Salary Study and all Salary Schedules were improved in the 2017-18 school year. In addition the salaries will be reviewed every two years to insure that Bitney is in line with other schools in our community. A competitive benefits package is offered.</p> <p>The professional environment at Bitney is one that respects teachers, holds them in high regard, and supports them as individuals and as a group.</p>	
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Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>LCAP is a coordinated part of the budget planning process with the County providing guidance and support in the development of that structure. Budgets and the LCAP process are reviewed, aligned and updated through the formal budget and first and second interim budget planning process.</p> <p>Both the Charter Council and the County review the budget to see that funding for the goals is included and carried out to support academic standards, college and career readiness as well as school-wide learner outcomes.</p>	<ul style="list-style-type: none"> • LCAP document • Budgets, annual, first and second interim

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>Bitney Prep High School engages students, parents, teachers, management and community members in both long term and short term planning for the success of the school. Bitney uses the school's vision and mission as a lens to focus decisions about the school's actions.</p> <p>Strategic planning occurs through the LCAP development process and retreats offer the opportunity for all groups to come together and develop a prioritized plan to lead to the schools successful implementation. A tentative retreat is planned for February 2017.</p> <p>There are monthly Charter Council, Parent Council and Student Council meetings which occur from August through June each year. Each of the groups provide insights into the needs of the school in order to meet learner outcomes. These shared insights are brought to fruition through the shared energy of the faculty, parents, community members and especially by students taking action to implement their individualized learning goals.</p> <p>The school is building the support of our new Internship Mentor group to provide a link into the community at large and build resources which support Big Picture Learning and student preparation for the future.</p>	<ul style="list-style-type: none"> • LCAP • Charter Council minutes • Parent Council minutes • Student Council minutes • Faculty and Admin minutes • Calendar of events • Retreat documentation (when available)

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>The school uses standardized accounting principles and follows the County Office of Education policies and procedures except when a unique characteristic of our charter school requires other policies to be written and documented. These are reflected in our Employee Handbook and Policy Manual.</p> <p>We hire an outside auditor to conduct the annual audit, and implement changes recommended by the auditor to strengthen our documentation and systems.</p>	<ul style="list-style-type: none"> • Office of Education Policy Manual and forms • Annual Audit • Employee Handbook • Policy Manual

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>Bitney Prep operates under an MOU with the County Office of Education which provides a review of contracts, monitoring payroll, reviewing bank reconciliations, deposits and withdrawals of all school financial accounts and the use of credit cards.</p> <p>Standard accounting processes are followed with at least two sets of eyes and signatures following every transaction to completion.</p>	<p>- MOU with County, Fiscal Procedures, Charter Minutes, Annual Audit</p>

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
<p>The budget is developed and reviewed three times a year. A Budget Narrative, Three Year Budget, Budget Comparison and Cash Flow report are presented for discussion at the Charter Council a minimum of three times per year.</p> <p>The Charter Council has parent, student and community representatives on the Council so all groups have access to the documents and an opportunity to provide input, recommend changes and ask questions.</p> <p>Special needs student support is provided through the Nevada County Charter School Authority (NCCSA), a Joint Powers Agency which serves five county charter schools including Bitney. The Director sits on the NCCSA Board and the NCCSA Director presents the annual budgeting process and conclusions for board approval.</p>	<ul style="list-style-type: none"> • Sample budget documents • NCCSA documents

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>Bitney Prep Charter Council called for a wage comparability study this year and as a result all salary schedules were increased to be more competitive. We have an incredibly strong and committed faculty and the resulting salary increases were an important recognition of the changes they have brought to students and our community. Through careful analysis, the Council was able to provide significant salary increases while still maintaining a reasonable reserve. In addition the Charter Council and Parent Council have developed a dynamic student recruitment process which will grow our enrollment, thus resulting in increased funding. An active fundraising campaign allows us funds to further provide flexible funding to meet student outcomes.</p>	<ul style="list-style-type: none"> • Salary Schedules • Benefit Package • Charter Council minutes • Parent Council minutes

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
<p>Bitney Prep has revitalized its marketing campaign this year with a multifaceted approach. Our website has been updated and allows interaction with parents and the community. The Academic Dean along with a student panel make presentations to all eighth grade classes during the school year.</p> <p>The Parent Council is driving an active fundraising campaign which unites parents and the community in a bond of support for the school. Parents are also engaged in a parent to parent campaign to inform other parents about the unique opportunities at Bitney and how much their students benefit from the school.</p> <p>Student successes are documented on the website and on Facebook so our community can see the high quality successes of our students. Brochures, cards, t-shirts and sweatshirts and other handouts spread the word about Bitney. In addition, publicity and advertising occur at the local cinemas, the newspaper and through radio ads.</p>	<ul style="list-style-type: none"> • Webpage • Brochures • Facebook • Presentation slide show • Parent Council Minutes • Charter Council Minutes • Faculty and Admin minutes • Samples of advertising materials (when available)

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>The Director, Business Manager, faculty, staff, and Charter Council collaborate in the development of a budget which reflects and supports the goals of the school’s LCAP. The Business Manager meets with the County Office (NCSOS) to review the developed budget for accuracy and accountability. The budget is presented at the monthly Charter Council meeting for approval. This meeting is open to the public and meets the requirements of the Brown Act.</p> <p>Additionally, the Director participates in Parent Council meetings where school finances and needs are often discussed.</p> <p>The Charter Council approves all Adopted, and 1st and 2nd Interim Budgets prior to submission to the Nevada County Superintendent of Schools. The County tracks actions at the state levels, representing local schools and keeping the schools informed of changes and potential funding opportunities.</p>	<ul style="list-style-type: none"> • LCAP • Budget sample • Email communication with NCSOS • Charter Council minutes • Parent Council minutes

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Bitney's organizational structures, policies and procedures provide the framework for an open and inclusive school community. Guided by strong statements of purpose and mission, actions are taken and programs delivered in a strong spirit of shared commitment to the education of our students. The Charter Council includes representation from all constituencies and conducts open and consensus-driven meetings. Active Parent and Student Councils provide opportunities for participation and support of school activities and, where appropriate, input on issues critical to the mission and direction of the school.

Every staff member ranks at the very top of his/her respective profession, whether in teaching, administrative or support roles. There is a strong sense of commitment to the school and a palpable "heartfulness" which permeates life on campus. There has always been a strong belief at Bitney in the value and uniqueness of every student and the adoption of the Big Picture Learning (BPL) model has further anchored our program delivery through the implementation of advisory classes and internships. The process which the school followed to explore and ultimately align with the BPL network of school speak volumes for the opportunities that exists for student, parent, staff, and governance input on the direction the school.

Our budgeting and accountability procedures keep us operating "in the black" however there is a real need for more fundraising and development work to augment the budget and provide support to our programs.

We recognize the need to continually improve our learning environment and to increase students' access to technology tools and skills development. In accordance with our "One Student At A Time" philosophy we are also committed to further development of the Individualized Learning Plans and to assuring that project and internship based learning opportunities are linked to content standards.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Strong alignment between guiding statements and practices
- All constituents represented and many opportunities for participation present
- Strong support from Student Council, Parent Council, and Charter Council
- Excellent instructional and support staff
- Adoption of Big Picture Learning with the addition of Internships and Advisory
- Sierra College MOU
- New Business Manager's expertise
- Salary Increase

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

TECHNOLOGY

- Hiring of tech support staff
- Increase internet bandwidth
- Improve access to tech tools for both staff and students
- Further development of Tech skills curriculum for students

INSTRUCTION

- Develop ESLR Rubric

PROFESSIONAL DEVELOPMENT

- Ongoing support for advisors
- Adjusting teaching assignments to balance advisor duties

STAFFING

- increase business manager hours in order to meet growing needs
- Secure strong leadership to keep institution moving forward
- Increasing staff compensation
- Adding part time maintenance person

PARENT SUPPORT

- Strengthening Development and Fundraising
- Facilitating improved parent involvement

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>As a public charter school in California we use the California Content Standards as the foundation for our subject specific areas of curriculum. These standards, which include the Common Core Standards in ELA and Mathematics, as well as the Next Generation Science Standards, provide our instructional staff with an up to date, research based structure on which to build their subject curricula. Further, as an accredited school, Bitney continues to provide students with the opportunity to complete college preparatory academic requirements by completing coursework that meets the University of California a-g requirements.</p> <p>The most significant recent impact upon curriculum at Bitney, as well as just about every other aspect of our overall school program, has been our transition to becoming a Big Picture Learning school. This transition and its impact upon curriculum and instruction is ongoing. We are still in a period of transition and are continuing to refine our approach to curriculum with the ongoing focus of providing students with an overall learning program that helps them develop real world knowledge, skills, and personal goals that will serve them as they transition to life and education after high school.</p> <p>Part of the story of our transition to becoming a BPL school in the areas of Curriculum and Instruction was our adoption of an Independent Study approach to areas of core curriculum during the 2016/2017 school year. This approach was in line with the way that many Big Picture schools have their students address learning in content areas such as English, social studies and</p>	<ul style="list-style-type: none"> • Charter Renewal Document • BPL 10 Distinguishers • Sierra College MOU • BPL studies

mathematics. Our staff quickly found that this approach to content area learning did not work well for our students, many of whom felt lost and struggled to make consistent progress. During the 2016/2017 school year the decision was made to return to a more classroom based, teacher directed approach with which to have students earn their credits and prepare for graduation and college. We still use an independent study approach for credit recovery and for selected individual students when and where it is appropriate based upon the students needs and abilities.

One clear example of the changes that we are making in our curriculum to match the BPL model and support our vision for student success is the adoption of new graduation requirement of 40 units of Advisory for all students as part of our Charter Renewal process from last year. The Advisory coursework, which is based upon the BPL model, is supported by a number of current research studies. Advisory includes both daily classes and the one day per week Internship Program. Advisory class supports all students as they prepare for, seek out and participate in internships. It also supports students through the development of long term relationships with both peers and Advisory teachers. Advisory is one of the BPL 10 distinguishers and is a key component in our effort to help all of our students work toward achieving the kinds of learning and development outlined in our Expected Student Learning Results (ESLRs).

Another change at Bitney that certainly impacts our students in the area of Curriculum is the recent MOU that we reached with Sierra College to allow many, if not all, of our students access to Dual Enrollment Coursework at the Grass Valley Campus of Sierra College. This MOU, which went into effect this year, provides access for Bitney students to coursework across a wide spectrum of college prep, elective and career/technical classes. This agreement greatly expands both the breadth and depth of curriculum available for our students starting in 9th grade. It also allows students to concurrently earn both high school and college credits and consequently has a direct impact on college readiness. For a small school like Bitney Prep this college partnership significantly strengthens the opportunities that our students have to individualize their learning programs and prepare for their post high school lives. It is also important to note that the movement for concurrent enrollment is greatly expanding in California and across the nation as more schools recognize the importance of giving students opportunities to access college level curriculum during high school.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>For most of its history as a Charter High School Bitney Prep's main focus was to prepare all of our students to enter a four year college or university after high school graduation. As evidence of this, until two years ago, the official name of the school was Bitney College Prep Charter School. For many years a more singular focus on college preparation was a successful focus for our school. However, in the last five years there were a couple of factors that caused the school community to reassess this "college preparatory" structure. Many of the students who were looking for a small high school experience in our community struggled with a singular focus on UC "a-g" requirements. We found that this approach to high school curriculum did not meet the needs, or post high school goals, of all of our students. Also, the landscape of small high schools in Nevada County was changing. There were a number of other charter schools in our community that had also committed to a strong focus on the UC "a-g" approach to curriculum and graduation requirements. These factors certainly contributed to our decision to transition into a BPL school.</p> <p>As we engage in our transition to becoming a BPL school, our instructional staff continues the work of defining our academic standards to to meet standards for career and college readiness. We are also working to match both advisory and content based classes to focus on our ESLRs, which we believe clearly encompass many different skills, abilities and experiences that genuinely prepare students for their post-secondary goals. Examples of how content is aligned in these areas includes:</p> <ul style="list-style-type: none"> • Spanish language classes that are aligning with CA Dept of Ed World Language Content Standards stages 1-4, with focus on stages 1 and 2. Curriculum is teacher-created or based on templates off of the web. • Science classes that adhere to Next Generation Science Standards and California Content Standards. Standards are presented with each lesson and questions are based on teacher-developed lectures that focus students on standards specific understanding. • All seniors are required to participate in the "Senior Seminar" program in their Advisory class during the first semester of their senior year. The Senior Seminar is a longstanding program at Bitney that is focused specifically on 	<ul style="list-style-type: none"> • Syllabi from a-g classes • Independent Study Course Guides • Senior Seminar Syllabus • World Language Standards

<p>preparation for college admittance and career exploration.</p> <ul style="list-style-type: none"> • For all students, Advisory class includes projects which focus on career-readiness through internship preparation and support and reflection. • To facilitate the needs of Individual Learning Plans and to provide scheduling options for our students, our instructional staff has prepared Independent Study programs for Personal Finance, Business Math, Anatomy & Physiology, and Health which are based on California academic standards. 	
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>At this time, Bitney Prep is making very limited use of online curriculum/courses. Students who meet the eligibility requirements to participate in the Dual Enrollment Program through Sierra College could possibly take classes that are offered online. However, we feel that these college level online classes can be very challenging for high school students and we discourage students from taking the online classes in favor of on-ground classes.</p> <p>In the past, Bitney Prep students have participated in online classes and we feel that within the context of Individual Learning Plans this kind of course remains as a viable option for our students in the future. In the past, all coursework that was completed online for credit by Bitney students was provided by an accredited college or has demonstrated that it meets the UC "a-g" requirements. The same expectations will apply to any future online courses that our students take to satisfy individual needs of graduation requirements.</p>	

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The importance of strengthening the congruence between the the elements listed in this indicator lies at the heart of the transition that Bitney is undertaking by become a Big Picture Learning School. We believe that the learning experiences that students have during their high school career need to be real world based. Students need to understand the connections between the work and learning that they do in high school and the experiences that they will have when they graduate.</p>	<ul style="list-style-type: none"> • ESLRs • BPL 10 Distinguishers • Artifacts from exhibitions • Examples of assignments that incorporate content standards

The connections between curriculum, student learning and California's academic standards is quite clear in the view of instructional staff. They consistently use the current content standards to guide curriculum and instruction. For example:

- In science classes the homework tied to lessons lists the content standards being addressed. Questions that students are asked to respond to are specifically written to that standard.
- In social science classes, each lesson plan is written to address a specific standard within the California Social Science Content Standards.
- In English, Common Core Standards are broadly defined so all lessons are based on standards. Standards are revisited with each lesson.
- In Spanish classes the World Language Standards objectives are the basis upon which students are evaluated at the end of each semester.
- Math curriculum at Bitney is based on College Preparatory Mathematics (CPM), a nationally adopted program for Common Core Standards. However, it is important to note that both staff and students struggle to connect to this curriculum. This challenge has had some impact upon student progress in some of our mathematics courses.

Many of the ESLRs and College and Career Readiness Standards are also addressed through content specific coursework. However, the real work of connecting these standards to the learning activities of students is done through the advisory classes, internships, exhibitions, and personal learning projects that are at the heart of the Big Picture Learning philosophy and structure. Reviewing the ESLRs that were developed over the course of a number of years for Bitney, the congruence between the goals that we have for our students and the learning activities and experiences that they are having through BPL structures are impossible to miss. For example, it is clear to us that students work to become effective communicators through their internships and exhibitions. These are also activities where they learn to connect to their community. Viewing student exhibitions and hearing students talk about what they have learned and their passions, it is hard not to see them develop authenticity and self-reflection as they share their experiences with their community.

While it is clear that there is strong alignment between student experiences and the learning outcomes that Bitney Prep envisions for them, there is work to be done to make sure that students actively connect what they are doing and the ESLRs that are intended to be guiding them through their high school experience. As we progress in developing Individual Learning Plans for each student we will need to develop goals and processes that will actively incorporate the ESLRs into their plans.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>At Bitney career technical curriculum is primarily provided to students through advisory and the Internship Program. The Maker Lab program and the Solar Learning class also provide students with experiences relevant to career technical education; however, the primary means of introducing students to learning that gives them knowledge and experience relevant to the working world is through their internships. Our goal is to provide all of our students with career related learning and experiences. While the specific internships that each student experiences varies greatly and is specific to that individual student, the structure, goals, and documentation of internships is integrated and aligned throughout the advisories and grade levels. Each Advisory Class helps students to prepare for, obtain, participate in, and evaluate internships using the same template and process. The model for the internship program comes directly from the Big Picture Learning network and has been adapted by our staff for use at our school.</p> <p>Given the small size of our instructional staff, communication by teachers across academic disciplines is quite common. However, it would not be accurate to say that there is a formal process through which this integration is supported and monitored. The instructional staff and administration does meet on a weekly basis to discuss long and short term planning, academic and activity planning, as well as individual student needs. Further examples of integration across subjects includes:</p> <ul style="list-style-type: none"> • the use of poetry and political cartoons in social science classes • The study of current events in Spanish classes which overlap with Social Science • Lab write-ups in science classes which specifically integrate English standards for writing • content specific, technical reading and writing standards that are integrated into all core content subjects as well as advisory classes. • English classes incorporate historical background and context to all literature <p>At this time, outsourced curriculum primarily takes the form of dual enrollment classes from Sierra College. Some of the classes</p>	<ul style="list-style-type: none"> • Copies of the paperwork used to document internships • Course syllabi • Copies of agendas and notes from staff and advisory meetings

<p>that students can take in core curricular areas such as mathematics, science, world languages, and ELA cover the standards for learning listed in the California Content Standards and can directly count towards subject area credits for high school graduation. We consider these courses to be strongly aligned to the curriculum at Bitney and to be both reliable and secure. Other courses, such as career technical classes that students may choose to take at Sierra College are not necessarily aligned with Bitney, because they are in fields that we do not offer. However, because these courses are offered to our students through an accredited college institution, we are confident in the integrity and reliability of these classes as well.</p>	
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>As a small, independent charter school our ability to systematically articulate curricular programs with our feeder schools is limited. Also, because of economies of scale, and real or perceived competition between public and public-charter schools, this is not an area of focus for the bulk of the feeder schools. This situation is also exacerbated by the fact that our feeder area includes a number of separate districts and charter schools. We will need to consider how to expand our interaction in the future.</p> <p>The Nevada County Office of Education provides training and professional growth opportunities on an annual basis that do support connections with other schools in our region.</p> <p>Through the development of the MOU that we have with Sierra College, we have spent an extensive amount of time working with their administration and staff on how to create and monitor structure and procedures that support our students as they enroll in and take classes at Sierra. While this is still a new relationship between our schools, we are confident that the experience of taking college level classes while in high school helps our students to prepare for post-secondary college coursework.</p>	<ul style="list-style-type: none"> • Sierra MOU • NEVCO Symposium materials

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

<p>Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]</p>
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Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Creating an institution where all students are supported in taking an active roll exploring and developing their own individualized learning plans, within the context of graduation requirements for Bitney and the State of California, lies at the heart of our overall school philosophy, vision and educational program. One of our central goals is to work with our students, parents, and the community to prepare our students for the learning, working and community environments that they will be a part of when they leave high school. As a Big Picture Learning school we believe that we have programs and structures in place that will help all of our students work towards achieving this goal.</p> <p>Each year that they are enrolled at Bitney, all of our students take part in the Advisory and Internship Programs. These two closely interconnected programs not only help students to connect with the learning and growing that they are experiencing in high school, but also consistently help them to explore options in the real world of work environments, and prepare for their future college and career experiences. Advisory and Internships help students to practice and develop life skills that closely match many of the ESLRs that were developed for Bitney students and predate our transition to becoming a BPL school.</p> <p>One of the central goals of the Advisory program is to help students focus upon their individual interests, strengths, needs, and goals to create Individual Learning Plans based on their past, current, and future needs. ILP's are living documents that need to be revisited, updated, and sometimes significantly changed each year as students grow and change during their high school careers. At this point, ILP's are a work in progress for our advisory staff as we continue to develop processes and standards for our ILPs.</p> <p>There are numerous discrete examples of learning experiences that help Bitney students to prepare for and understand the important transition that they will make from high school to their future college and/or careers. These include:</p> <ul style="list-style-type: none"> At the beginning of their freshman year, all students undertake interests and skills assessments and produce a "Who am I" presentation. 	<ul style="list-style-type: none"> Sierra College MOU Travel Itineraries from College Visitation Trips Examples of ILPs

<ul style="list-style-type: none"> • Each year, as a part of their preparation for internships, students either create or update their resumes and letters of introduction. • At the end of each semester all students participate in exhibitions where they publicly reflect on their learning from the previous semester as well as talk about goals that they have moving forward with both classes and internships. • We make sure that all of our students have the opportunity to participate in presentations by college recruiters when they visit Bitney. Also, during their sophomore year, all students participate in a two night college visitation trip where they visit state colleges and universities, private colleges and career technical schools. • An important goal that we have for all of our students is to have them take at least one course at Sierra College Sierra before they graduate from Bitney. The MOU that we have established with Sierra College will help provide this tuition-free access to college level classes to all of our students. It is important to note that the MOU with sierra college is unique for public and charter high schools in Nevada County and is the result in a years long discussion and planning process with the administration of Sierra. • We offer a number of electives that provide students with career technical learning opportunities including the Solar Learning Lab, Automotive Tech, Music, Maker Lab, and the Recording Studio • As a part of college preparation all of our Juniors take the PSAT • The central focus of the Advisory class in the first semester of senior year is the Senior Seminar, which is a series of activities that includes practicing the college application process, exploring the process of applying for financial aide through FASFA, and taking the SAT. 	
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Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Once again, the transition to Big Picture Learning is at the heart of the efforts at Bitney to make sure that each and every student has significant opportunities to explore real world learning opportunities and to develop their own vision for their future. Internships and the opportunity to leave campus to learn form the backbone of this real world program. All students prepare for internships, go through the experience of applying for internships with prospective mentors, participate in real world "on the job" type of experiences, develop passion projects within the context of their internships, and share their experiences with their mentors, advisors and community. Because Advisory and Internships are a core part of their educational program each year that they are at Bitney, this experiential learning is built upon over time and students either have the opportunity to experience a number of internship placements or experience long term growth by staying in the same internship for an extended period of time.</p> <p>While advisory classes and internships are central to the college and career preparation that students experience at Bitney, we recognize that the on campus classes that students take each year during high school also serve to build an essential foundation for their college and career preparation. All students have the opportunity to participate in rigorous, college preparatory coursework and all students have the opportunity to complete coursework that meets the UC a-g requirements. There are numerous examples of the ways that teachers work to provide classroom experiences that both challenge and support students and serve as a basis for post high school educational environments. Some of these examples include:</p> <ul style="list-style-type: none"> • Our resource specialist works directly with teachers to address needs of learners needing differentiated curriculum and various accommodations. While the Resource Teacher's primary responsibility is to focus upon the learning goals and needs of students with IEPs, her work in classroom also benefits other students in the classes as well. • Spanish classes include real world materials in music, current events periodicals, and basic, relevant language communication. Accessibility is addressed with the help of online supplemental materials, and bonus materials for students who are needing more rigor. 	<p>- Internship Database</p>

<ul style="list-style-type: none"> In Science classes, students are given visual teacher-created notes, lectures are presented in auditory format and labs are integrated to include kinesthetic learners. 	
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B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.’*

Findings	Supporting Evidence
<p>The Advisory Program that places a student with a consistent advisor over the course of a number of years and the development of Personal Learning Plans within the context of advisory class both lie at the heart of our ability to involve students, parents, and staff in long term collaboration as students prepare for college and careers. We believe that both students and parents have a strong voice at Bitney and we especially want them to have a significant role in long term planning for each student. As we work to strengthen and formalize the development of Individualized Learning Plans for all students, our success in building and strengthening this kind of collaboration will definitely be improved, so that we consistently seek feedback from parents as their students develop their ILPs.</p>	<p>- Examples of ILPs</p>

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>With the transition to Big Picture Learning, all of the stakeholders within the Bitney community made a conscious decision to fundamentally reorient our overall program in order to help our students plan and prepare for their future. Over and over in this self-study are references to the Advisory and Internship Programs as fundamental building blocks for college, career, and life preparation. We believe that students will have a much</p>	<ul style="list-style-type: none"> BPL studies Exhibition evidence College visitation itinerary

<p>stronger understanding of the world that they are going to enter as adults because they have had consistent, firsthand experience within the working world. As we are still in the early stages of this process, we do not have long term data to validate these strategies, but ample evidence exists in research from many BPL and similar schools across the country that validate the effectiveness of real world experiences in preparing students for their post high school lives. It is incumbent upon our staff and school governance to collect data over time that will verify the effectiveness of our transition to the BPL model. However, at this early stage in the process, we currently have ample anecdotal evidence from students that internships have a real impact upon them as learners. One has only to attend a few student exhibitions to see how important these experiences are to them as they participate in the working world and develop a vision of how they will fit into this world in their future.</p> <p>Along with advisory and internships there are a number of key elements in our school program that help students to prepare for the transition to the post-secondary world. These elements include:</p> <ul style="list-style-type: none"> • The Senior Seminar that all members of our senior class participate in during the first semester of their senior year. The elements of this seminar are detailed in other sections of this self-study • College visitation trips that all students take part in during their sophomore year • Frequent presentations by college recruiters that all students experience during assemblies • Individualized Learning Plans that involve all students in planning for their lives after high school • The opportunity for all students to participate in college classes during high school through our MOU with Sierra College 	
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WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Bitney Prep Charter High School has a long history of delivering high level, standards driven, curricula to our students that helps them grow academically and develop college and career readiness. As a small school we feel that we have consistently been successful at presenting rigorous, college preparatory coursework while at the same time meeting the needs of individual learners. In this way we believe that our curriculum meets the school mantra of educating one student at a time. Throughout our history as a high school institution we have had to recognize the many challenges of presenting the broad curricula of a comprehensive high school program within the context of a very small instructional staff. We take pride in the ability of a small cadre of single subject credentialed teachers successfully take on and complete this daunting task. We consistently meet the academic standards set forth by both the State of California and the University of California. Our teachers have implemented the Common Core Standards in English and mathematics as well as the Next Generation Science Standards. Our teachers consistently meet the needs of a broad spectrum of learners and ready to accommodate, adapt, and modify curricula to meet the needs of students with IEPs and 504 plans. Our ability to educationally serve special needs students because this is growing segment of our overall student population.

The challenges of presenting a comprehensive high school curriculum with a small staff has not gone away with our transition to becoming a Big Picture Learning school. In fact, this transition has added new and demanding role to the professional responsibilities of our teachers. They are no longer solely content specific teachers, they are now also advisors. As our teachers have learned first hand, the role of advisor requires new ways of teaching and relating to students. It also has an impact upon the traditional role that they have as subject area teachers. We have definitely come to understand that there is a learning curve to go with this new role and it is not a teaching assignment that matches the interests and skills of all teachers. In many ways our task is to develop the capacity among our professional staff to integrate these two key areas of responsibility. We need to be able to recruit, train and retain teachers who are passionate about the role of advisor. As we continue to support our staff as they develop in their roles as advisors, we need to look carefully at how we structure the delivery of content specific curriculum. We will have to look carefully at the efficacy of having a teachers with three or four content specific class assignments as well as their responsibilities as an advisor.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Rigorous college preparatory curriculum that meets UC a-g requirements
- Teachers work with students as individuals
- The Advisory and Internship Programs that creates an individualized learning opportunities for all students and supports college and career readiness
- Dual enrollment coursework that allows students access to transfer level, career technical and elective classes

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Ongoing staff development for advisor teachers so that they continue to grow and develop their skills within this new teaching role.
- Continue to explore ways to restructure our course schedule and teaching assignments to create realistic work loads for teachers who are both advisors and content area teachers.
- Develop standard procedures and practices that consistently involve students and parents in developing Individual Learning Plans that are living, changing documents that are closely tied to our ESLRs and encompass elements of non-cognitive competencies.
- Development of an ESLR rubric as an assessment tool

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Bitney provides opportunities for challenging and relevant learning for all students in a variety of ways. In the last 2 years, we've adopted the Big Picture Learning model, mentioned earlier, which provides the framework for project-based and personalized learning, day-long internships, and a specialized class called Advisory. Students are coached and mentored by Advisors and by their internship mentors to take on increasingly rigorous work, and to engage in difficult but rewarding projects. In addition, we've opened up a pathway for students to attend and receive credit for almost all of the classes offered at our local community college.</p> <p>Specific examples of challenging and relevant learning include:</p> <ul style="list-style-type: none"> All students have access to the UC/CSU A-G standard courses, which make up the bulk of the academic courses taught at the school. These courses are evaluated using tests, essays, presentations and other traditional mechanisms, as well as modified assessments (oral recitation of facts, competency-based assessment, the use of audio-visual presentations, reduced length of assignments and tests.) Through a program called Academic Enrichment, it is normal for students in grades 11-12 at most California high schools to have access to certain classes at community colleges if they have a 3.0 GPA or better. Just this year, our negotiated MOU with Sierra College provides students from Bitney in ALL grade levels, with a GPA of 2.7 and permission from Advisors, Counselors and parents, access to almost the entire catalog of classes at Sierra College (a 10-minute walk away) except for certain classes with age or pre-requisite restrictions, and collegiate-level athletics. This allows students to challenge themselves academically by taking 	<p>- Sierra College Enrollment Statistics</p>

more difficult classes, to explore and pursue career and technical instruction and certification, and to enjoy the resources of a much larger facility to pursue interest-based courses such as Ceramics or American Sign Language. Approximately 10-15% of Bitney students currently participate, though we expect that number to grow over time.

- Class sizes at Bitney are small, and all teachers personalize and adapt instruction to meet the needs not only of identified special education students, but each student in the class. Recognizing that all students spend one day per week in internships, all classroom instruction includes significant and on-going modification and adjustment. The goal at Bitney tends to be providing depth of knowledge, plus critical thinking skill sets rather than a survey of the subjects.
- All students participate in individual or group passion projects, driven by personal interests and enthusiasms, designed to ignite their sometimes stifled sense of curiosity and wonder. These projects are individualized for each student as they are designed based on the student's interests. Supervision by mentors includes advising students in project design, guiding students through project management instruction, and assisting students in communicating their vision to the entire school body.
- Electives at the school provide opportunities for all students to learn practical skills such as welding, automotive restoration, cooking and solar installation, as well as engage in passion-driven activities such as art, rock climbing, music and more. Each class includes students from all grade levels, and from a diversity of abilities, backgrounds and social competencies. Most electives are assessed based on student input and enthusiasm, and on the results of individual projects
- Between 1st and 2nd semester, Bitney holds an Intersession Week. All students select 3 courses for the week. Each course meets 100 minutes per day, and satisfies diversity requirements similar to electives. Courses include yoga, silent reading, cooking, documentary film, meditation, movie making, hiking, mountain biking, juggling and many more.
- A school-wide course of instruction/discussion regarding current events, supported by a grant, provides all students with access to "The Week", a national news and events magazine containing information about global and national issues and trends, opening their minds to political and social realities as well as the ability to track movements toward change, social justice and environmental awareness. Students choose the subjects that interest them for discussions. All students are encouraged to participate.
- All students participate in oral presentations, usually with accompanying audio-visual support, in all classes except math. These presentations include bi-annual comprehensive

<p>Exhibitions, generally lasting 35 minutes, during which students stand before an audience of peers, parents and mentors to both discuss and demonstrate the academic, practical and non-cognitive learning outcomes they've developed over the previous semester.</p> <p>*Our first year working with the Big Picture model we attempted to provide too many possibilities for independent learning choices without properly scaffolding the process, resulting in a considerable amount of chaos for many students, and a meaningful experience for a few. In our second year (now) we have returned to a more balanced model between classroom learning (using traditional as well as project-based models) and interest-based learning.</p>	
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
N/A	

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>While Bitney instructors are aware of both content and skill standards for all subjects, and even provide copies of those standards to students sometimes, strict standards-based instruction is not at the heart of the Bitney instructional model. In line with Big Picture Learning distinguishers, Bitney instructors seek self-determination and rigor in both in-class and out-of-class learning experiences. Most instructional sessions follow protocols designed so that all students speak and actively listen for precise amounts of time, usually in small or large groups. All students also practice, usually within the educational session, self- and group-wide reflection.</p> <p>In general, the goal of the instructional model at Bitney is for students to understand learning from within their own hearts and minds, rather than as an externally provided commodity. Students are encouraged to figure out what they want to learn, and to develop projects and plans for how to achieve that learning. Additionally, students are continuously guided toward the Learning Zone, where risk and reward meet in an exciting, sometimes scary dance, providing conditions for challenge and success. In short, we want students to know who they are, and what they want, and how they best access knowledge about both subjects and skills so that we graduate passionate, lifelong learners.</p>	

<p>All Bitney teachers use the same 6 category, 4-point rubric to assess student's twice-annual 35-45 minute Exhibitions. All students have access to this rubric to plan their Exhibitions, and during the presentations, each student is scheduled to assess specific rubric sections of the presentations of 5-10 other students. As mentioned before, these are oral, audio-visual and practical skills presentations in front of an audience of peers and adults, assessed by Advisors, audience members, and a panel of students.</p> <p>A standard rubric for essays has been developed and is in use in all classes in which essays are involved. Students use the rubric to plan their work, then to self-and peer-assess. This rubric is also used to by the instructors. Students are frequently instructed and guided in how to use this tool, and encouraged to see it as a tool for bettering their own work and that of their classmates.</p> <p>Many assignments in most classes are developed with a specific rubric in place, available from the beginning of the assignment so that students are clear about expectations.</p> <p>Most math classes are taught and sequenced fairly traditionally. One of our more popular math sequences, though, includes Business Math and Personal Finance, run entirely as project-based units. All units are available online with instructional notes.</p> <p>This is also true for our science classes. All have resources, notes and slides available at all times online so that students are aware of precisely what is required of them.</p> <p>Additional online links and resources are often provided in English and other classes. These can includes articles, videos, audio versions of required readings, further explorations, and more.</p>	
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Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
<p>As mentioned above, Bitney attracts a significant number of students who do not 'fit in' to more traditional or larger students. As a public school, we cannot say no to applicants, so there are sometimes when we are tasked with educating students whose previous educational placement involved special day classes with resource teachers and aides. We also have students with learning disabilities, autism, panic and anxiety disorder, suicidal ideations, chaotic or violent home lives, bipolar disorder and more. About 25% of our students body, at any given time, suffer from conditions such as these. Some are in the special ed system while others are not.</p>	

<p>Both Bitney and Big Picture Learning place students' needs and welfare at the absolute center of the school. We really are student-centered, and thus, at some level, we differentiate instruction for the entire student body.</p> <p>To manage this sort of student body, we keep our class sizes relatively small, thus affording more time and space for teachers to work individually with students. Most teachers use email reminders to help students and families recall assignments over the long term, or ask students to use their phones to set reminders and calendar events they need to remember.</p> <p>Other examples of task completion support include To Do lists, project management documents, class e-calendars (in addition to personal ones), electronic access to grades and transcripts available 24/7, SST, 504 and IEP meetings, frequent physical check-ins, signed assignment records, time out cards, one-on-one meetings with all students weekly and more.</p> <p>Most teachers use technology to provide additional support to all students, including internet research sites, photo, audio and video support to assist with different learning styles, audiobooks, text-to-speech and dictation systems to support those with reading and writing deficits, coaching for time and focus management, after-school or lunchtime extra work with students, assigning peer tutors, reinforcement of basic skills using online vocabulary, foreign language and mathematics software, and more.</p>	
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Over the last few years, all Bitney instructors have participated in day-long County-wide professional development covering a wide variety of topics, and multi-day professional development in the</p>	

<p>Big Picture model. In addition, teachers have been able to access specific subject professional development instruction in several subjects. New instructors at Bitney are also provided with intensive support through the BTSA process.</p> <p>All teachers at Bitney use technology to a certain degree, some more than others. In English classes, all writing and assessment takes place online, and students are asked to construct comprehensive audio-visual presentations several times a year. In addition, supplemental instruction occurs through online vocabulary development sites, study guides, blogging sites and research paper assignments. Movies, YouTube and more provide frequent audio-visual input for students.</p> <p>Math instructors supplement classroom instruction through Khan Academy, YouTube videos, and access to the textbook's online support.</p> <p>History assignments frequently involve internet research and instruction often includes audio-visual supplements.</p> <p>Science instruction includes access to the full range of assignments and supplemental information for each class at all times through the instructor's website. Instruction utilizes slides and videos.</p> <p>Foreign language instruction utilizes access to online program such as DuoLingo to help students practice and develop oral skills and vocabulary.</p>	
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C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
N/A	

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Viewing teachers as coaches comprises one of the most important components of the Big Picture model. Our goal is to provide the appropriate resources and scaffolding for students to develop their own learning strategies and styles, and to pursue knowledge out of passion rather than obligation. We believe a student succeeds when his or her curiosity has been awakened.</p> <p>Specific examples include: All students spend 2 periods a day in a special class called</p>	

Advisory with an Advisor who follows them over their four years in high school. This class is designed to deepen the mentor-student relationships through activities and exercises which help tear down walls of resistance so that the community of learners can engage more intimately in supporting peers. In Advisory, all students are specifically coached on how to find and keep an internship, how to manage in-class, passion and internship projects successfully, how to ask deeper and more meaningful questions to drive academic rigor and intellectual discovery, and how to work successfully with a wide variety of others. Group work protocols always include formal methods for guaranteeing that all students get a chance both to speak and to listen actively. Finally, learning in Advisories is designed to include at least some fun.

A typical Advisory session might begin with a group game involving movement and problem solving, followed by a circle and emotional check-in, which could take most of the period or could be relatively fast. In most cases, the Advisor contextualizes the process, often by demonstrating specific actions, followed by a brief reiteration of both process and goals before the students begin work. Usually this includes assisting as students construct the essential questions for the process.

If students have a learning task or questioning exercise, they will almost always be divided into groups and given a protocol to follow. Most will be encouraged to listen carefully to the insights or perspectives of another, and then take notes to eventually verbalize those insights to the class. Students will usually be encouraged to write down specific answers, choices, or words on sticky notes which are then placed on sheets of poster paper or on the whiteboard. Each group then presents the results of their inquiry. All sessions end with reflection designed to determine what worked best and where the process was most challenging.

Students also have one-on-one meetings with Advisors each week for intensive focus on the development of or progress toward learning goals and project completion. These meetings create space for both partners to focus intently on individual successes, needs and challenges, and to mutually construct pathways forward, with specific and measurable steps forward. This process ensures an equitable distribution of Advisor time and energy, and a truly personalized program for each student.

Additional examples include flipped classroom time in English, in which instructors coach students through the actual reading of the work, thus allowing them to teach reading, vocabulary, syntax and other active reading techniques to students who, given a chance, will usually NOT read the assigned texts.

Other opportunities for coaching and mentoring arise in the student-initiated passion projects, the electives, the Intersession classes, and in the internships, during which on-site mentors are encouraged to provide an apprenticeship model to students.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Inasmuch as all Bitney students create and present a 35-45 minute Exhibition twice a year, during which they showcase all of their learning and personal development, it is fairly easy to see their organization and application of previous learning. These Exhibitions are a big deal, and Advisors coach all students over the years to assist them in improving their presentations through their use of hands-on instruction and products, audio-visual representations, process discussions, essential questioning processes and other academic tools useful for self-discovery and acquiring knowledge. Essential questioning techniques, designed to move students from the surface layers of exploration towards the sorts of bedrock knowledge generally acquired through experimentation and experience, offer a very effective tool for developing and inventing new understandings.</p> <p>Naturally, student learning is also showcased through their daily experiences and learning at their internship sites, and through the significant projects they develop with their mentors at the jobsite. Most knowledge students acquire at internships is brand new to them, affording a chance to wrestle with complex ideas or skills, to develop personalized mechanisms for systems analysis, and to synthesize fresh understandings.</p> <p>Finally, qualified students at Bitney may attend college classes (up to 7 credits per semester) in most topics, including hundreds generally unavailable at Bitney, thus opening doors to an extraordinarily rich set of educational opportunities.</p>	

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
N/A	

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>The variety of projects sampled here show demonstrate student academic capacities in the following ways:</p> <p>Critical lens assignments (English) showcase small groups analyzing complex texts (Beowulf, MacBeth, Frankenstein) through literary and psychological lenses or filters. Students use close reading skills, inferences, textual research, and synthesis from a variety of sources to produce an oral and audio-visual presentation.</p> <p>Bill of Rights debates in Government class provide evidence of research-based linear thinking and argumentative reasoning, as well as the ability to rapidly assess and solve problems within the context of a timed debate response.</p> <p>The Values and Vision assignment (Junior Advisory) reveals the process by which students delve more deeply into their own psyche in search of psychological truths. Largely driven by questioning, this assignment provokes complex analysis regarding ambitions, motives, experiences, and moral stances, unique to each participant, and forces them to simplify and re-state these beliefs in a vision statement for their own lives.</p>	

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>As mentioned above, all students work within the Google Drive suite of apps. Thus, many assignments, including the College and Career slide show, the Who Am I assignment, the foreign country presentation, and all essays assigned, include a variety of internet research, word processing, slide show presentation skills, and graphic arts skills, depending on the requirements.</p>	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>All internship projects take place largely off-campus, and often involve hands-on skills, job site materials and tools, online research, interviews, and other real life learning. All students participate in internships, and all internships require projects.</p> <p>Sample projects include hand-forging a cold chisel, developing a touch-screen, multiple branches slide show on pet vaccinations, dismantling a car engine, creating social media campaigns for political candidates, writing scripts to train local video enthusiasts in television production skills, and much more.</p> <p>Bitney regards off-site learning using real world resources as one of its most valuable educational tools, and works hard to make sure students all participate in challenging and compelling learning activities through their internships.</p>	

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Twenty percent of the school week at Bitney is dedicated to student participation in internships throughout the community. Advisors work with students and internship mentors to make sure these provide meaningful challenging and comprehensive experiences of the worksite. Students may participate in internships once or twice a year, meaning they have the potential to explore up to 8 career choices over the 4 years they spend in high school.</p> <p>Preparatory to actual participation in internships, most students need and want guided introductions to interest inventories, online career explorations, personality assessments and other resources to assist them in choosing their first or second internships. This includes creating and updating resumes and cover letters, collecting letters of reference, developing a list of skills, and reaching out to potential internships site until they are successful. (Students must find their own internships at Bitney - we provide a list of possibilities, but it not exhaustive, and they must make all initial contacts and manage all follow-up to get the 'job.'</p>	

<p>Over time, as they participate in the work world, most students gain advanced understandings about their preferred type of work, locations, necessary skills, social interaction levels, the subjects or learning expected, and many other aspects of careers.</p> <p>In addition, all sophomores at Bitney go on a two day exploration of colleges and other post-secondary placements. In the past, these have included visits to the Iron University (for welding and other metal-working skills); the SF City College Aeronautics and Aviation Maintenance Technology program; the CSU Maritime campus and degrees in Marine Transportation, as well as Mechanical, Marine, and Facilities Engineering; the Dev Boot Camp for intensive app development instruction; the SAE Expressions College in Emeryville which offers programs in Animation, Audio, Digital Film, Game Development, and Music Business; the Automotive Technologies program at College of Marin; and Pixar Studios.</p> <p>Finally, all 12th graders at Bitney participate in a course of study called Senior Seminar, during which time they complete projects such as the Career and College slide show, the Travelogue, the When I'm 21 assignment, the Financial Literacy project and more. They must also complete the FAFSA, take the SAT, write the UC Application essays and apply to at least one college or technical training facility in order to graduate.</p>	
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C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence

WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Bitney's switch to the Big Picture Learning model, which officially occurred just 18 months ago, represents a thoughtful, necessary, and bold, but also difficult, transition from a more traditional and thus linear educational path to one with fewer travelers, far more branchings, and, at least for now, less clarity about its ultimate end point. While Big Picture schools have existed for over 20 years, adopting the model asks a lot of students and teachers more accustomed to the long history of classroom-based direct instruction. This was particularly apparent last year (our first) when, in addition to transitioning the school from the old model to the new, we decided to extend our traditional classroom experience for another year for those students who weren't ready or willing to make the transition. The level of chaos and confusion that resulted from this transition prompted some teachers and students to quit and others to feel frazzled and overwhelmed. It weakened our ability to articulate our practices and norms to our parent and student communities because we had so little historical experience with the new processes. To many students, it felt like we had little idea what we were doing, destabilizing the core trust so necessary to effective educational models.

Nonetheless, we persisted, and in so doing discovered a core Big Picture truth: learning by doing allows for a more direct and meaningful experience for all involved. The energy and self-awareness of the students who returned, the newly active parent body, and the unusually large freshman class enrollment, all conspired to reveal we were on the right path. Thus, in spite of the fact that we have 3 new teachers and a new Dean, our progress this year seems more assured, more confident, more meaningful and more deliberate. With one full year under our belt, and significant summer professional development, we are managing to take better advantage of the program's strengths and to stumble on less of its challenges.

Overall, this means we feel reasonably confident we've successfully addressed the criteria discussed throughout this Category. We believe the instruction and other learning experiences we provide through Advisory, Exhibitions, internships, electives, intersession, expanded access to college courses, and focus on student interests and passions has largely provided students with a more relevant, personal and rigorous educational experience, with a strengthened focus on post-secondary education and career exploration. Standardizing our rubrics for Exhibitions has gone a long way toward making sure students have clear understandings of expectations and standards, and involving them in designing their own projects has resulted in considerably less resistance to learning. We've been working over the last 5-6 years to integrate increasing amounts of technology into the areas of instruction and student response, using these and other tools to provide each student with a number of avenues for both learning and demonstrating learning. Naturally this allows for a wider degree of differentiation. Bitney's teachers have always focused considerable energy on individualized instruction; increasing the degree to which we act as coaches has increased that specificity of instruction even more.

Naturally, there is room for improvement. The Big Picture model demands a lot from teachers and staff. It is deeply relational, entirely personalized, and operates outside familiar curriculum, thus requiring of its practitioners a high degree of emotional resilience and adaptability. Product is important, but so is the process of exploration and discovery, and these are both messy and chaotic. To assist us in managing the new model with less stress, we need to continue our professional development with Big Picture. Aligning all Advisors to a commonly understood process for running both Advisory and all projects would go a long way toward reducing student confusion, and toward building a population of self-directed learners, which in turn makes the upper grades more effective mentors for the younger. All of this will enhance the spirit of cooperation and sense of safety prevalent at Big Picture schools.

In addition, since Big Picture schools spend a lot of time and energy on Non-Cognitive Competencies, it makes sense for us to develop or find existing rubrics for measuring these areas of student growth. We use feedback from internship mentors, and assignments designed to reveal personal values and philosophies, but haven't yet found a rubric which allows for data collection and review.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Student-centered learning
- Project-based learning
- Internships
- Oral Presentations: Number and length
- Use of technology in classes by students and as differentiation tool
- One student at a time, personalized learning
- Access to Dual Enrollment college classes
- Career-prep activities

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Scope and Sequence for Advisory projects over 4 years
- On-going PD for Advisors to increase alignment with BPL model
- Increase focus on 1:1 computer-to-student ratio
- Increase focus on internships as potential sources for academic credit
- Non-Cognitive Competencies rubric

Category D: Standards-based Student Learning: Assessment and Accountability

D1 Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>As a California Public Charter School, Bitney Prep works to meet all statewide standards and conducts all currently required state mandated assessments as required by California Ed Code. This includes the California Assessment of Student Performance and Progress (CAASPP) and the field test of the California Science Test (CST). During our last six year cycle of WASC Accreditation our assessment regime also included the Standardized Testing and Reporting (STAR) assessment and the California High School Exit Examination (CAHSEE). Data from these assessments is analyzed and used by our instructional staff, administration, and Charter Council to assess how students are progressing and to identify areas of need especially as related to our ongoing transition to Common Core Standards in mathematic, reading and language arts. Detailed analysis of the disaggregated data from these assessments is included in our Charter Renewal Petition in the section on "Student Progress Measurement" (Pages 43 through 51) and is detailed in Chapter 2 of this document as well.</p> <p>While the data derived through the the aforementioned assessments is important to our understanding of how our students are progressing, we believe that a more authentic and individually relevant assessment that informs student progress is derived through school based assessments that are tied to our ESLRs and potential measurements of Non-Cognitive Competencies. Specifically, our students are assessed using a variety of methods that include but are not limited to:</p> <ul style="list-style-type: none"> • Twice annual Student Exhibitions and other students presentations as individuals and groups • Classroom Based Grade Assigned Assessment • Self evaluation of students, teachers and administrators • Student demonstration of skills and learning methods • Regular conferences between students and Advisors, students and the Dean of Academics, formal Student Success Team Meetings as well as other communications that include 	<ul style="list-style-type: none"> • Standardized Testing Results • Charter Renewal Petition

<p>students, teachers and parents</p> <ul style="list-style-type: none"> • Collaborative project-based learning opportunities • Formal and informal teacher observations • Collection of student work and portfolios • Content specific benchmark assessments in each subject area <p>By putting together school based and state mandated measures, we believe that there is definitely an appropriate variety of assessments and measures that help inform all stakeholders within our community of how individuals and groups of students are progressing to meet both state standards for learning and our own Expected Student Learning Results (ESLRs).</p>	
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Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>As a small, tightly interconnected community of students, parents, teachers, administrators and other school staff we feel that there is strong evidence that the stakeholders in our community are well informed about our students' progress and achievement and that we are accountable to our community. The expectations for the achievement of students relative to state academic standards, graduation requirements, and statewide assessments are regularly shared formally with our Charter Council as a primary, formal representative of the Bitney Prep community. The data derived from our students' performance on statewide assessments is also presented to the larger local community through county and statewide reporting systems. In the current educational environment, there is really no hiding from this data; however, it is important to note that because of the small numbers of students tested through CAASPP, primarily only our junior class, the statistical samples available paint a limited picture of overall student success and will definitely fluctuate on an annual basis.</p> <p>The most important vector of communication regarding student progress is represented by our ability to clearly communicate with individual students and their families regarding how they are progressing towards meeting state, school and individual learning goals. This is one of the primary goals that we have for our Advisory Program. Teachers who meet daily with students over the course of one to four years develop knowledge and relationships that deepen understanding on the part of students and their families regarding their individual progress. Areas that we are continuing to look for growth in this aspect of our program are further development of Individual Learning Plans</p>	<ul style="list-style-type: none"> • Council minutes that note when data relative to testing was reported. • Parent Survey Results.

<p>and measurements for ESLRs and Non-Cognitive Competencies.</p> <p>No discussion of how students are growing and demonstrating their progress to all stakeholders in our community, including business and industry, is complete without mention of the formal exhibitions that students present at the end of each semester. We believe that there is no better way to help students demonstrate and understand their own growth than by having them reflect upon and share their own experiences in the context of this community based forum, where students present to their peers, advisory, family members and mentors and share the learning experiences and growth that they have experienced. While these experiences do not generate the kind of traditional data that is used to demonstrate and report students progress, exhibitions do provide an authentic and meaningful method for measuring student growth especially as related to ESLRs, college and career readiness and Non-Cognitive Competencies.</p>	
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>In all areas of academic instruction, our teachers base the content of coursework, the assessment measures, and the expectations for rigor that are used in their classes, upon appropriate state and national academic standards. These academic standards and the learning expectations that they represent are clearly communicated to students through course syllabi and written explanations of assignments. These practices are true for all classes that are offered at Bitney Prep, including the courses that are specifically designed to meet the University of California a-g requirements. We have a regular review process to insure that these courses meet appropriate standards and appropriately prepare students for entrance into state universities and colleges.</p> <p>It is important to note that our staff has worked hard to maintain these expectations during our transition to Big Picture Learning and the concurrent changes that have impacted the logistics for delivery of content specific coursework. The commitment of one day a week towards internships necessitated a reduction in the minutes of instruction per week that were built into our schedule. Staff were required to look carefully at the delivery of instruction to build models that maintained the integrity of their classes within a more limited timeframe for instruction.</p>	<p>- Examples of course syllabi and assignments that directly refer to standards</p>

<p>Students, parents, teachers and administrators have consistent access to measures of individual student's progress through the home portal that is available on our school website. Access to grades online provides all of these stakeholders access to regularly updated information about how students are progressing in their classes.</p> <p>As we move further in our relationship with Sierra College as an important addition to the ways that students access academic, elective, and career technical educational opportunities, we feel confident that we can rely on the staff and administration of the college to insure the standards based integrity of the courses that students take there. However, as reflected in the MOU that we have with Sierra College, we understand that it is critical that the Advisors at Bitney work with their students to insure that they are making appropriate progress and are successful at completing challenging, college-level coursework.</p> <p>While progress in coursework specific to meeting graduation requirements is a key measure of students success, we believe that the understanding and measuring of students' progress towards college and career readiness, as well as progress towards meeting the standards for knowledge and performance in our ESLRs, lies within our Advisory Program and the development of Individual Learning Plans. As previously mentioned, standardizing these plans for all students, and developing rubrics for measuring ESLRs is a key next step in assessment of student progress.</p>	
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers. Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>At this time, our students are accessing their academic coursework through online courses on a very limited basis. Steps to insure the integrity of assessment and accountability in this area have not been of significant focus for our staff.</p>	

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>The professional, credentialed, instructional staff at Bitney Prep takes the mandate to use a variety of appropriate assessment strategies very seriously. Summative assessments, as well as a variety of other assessments are used to demonstrate student progress in content areas such as mathematics, Spanish, science, English, and social sciences. These assessments are used to document successful completion of course objectives and preparation for advancement to more advanced courses of study for all our students. To insure that appropriate progress is made both in these core academic classes as well as in elective and career technical classes, teachers make regular use of a variety of both formative and summative assessments. Examples of these kinds of assessments include, but are not limited to:</p> <ul style="list-style-type: none"> • Assessments and collections of student work samples that are tied directly to content specific source standards • Imbedded formative assessments that measure individual and group progress in virtually every class period • Syllabi, projects, and daily assignments that directly reference the standards and learning objectives for student achievement • Learning that is demonstrated through projects and oral presentations • A variety of assessment measures that include multiple choice, essays, open ended problem solutions, oral presentations, and lab demonstrations • graded assignments, tests and projects that are reviewed with students are regularly used to both measure progress and to guide further instruction as well as to identify gaps or areas where reteaching is necessary. 	<ul style="list-style-type: none"> • Course syllabi • Examples of course assessments including finals • UC a-g course descriptors

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>The variety of summative and formative assessments described above is not only used to provide teachers and students with feedback relative to student progress, it is also regularly used by the staff to inform subsequent instruction. This is a fundamentally sound teaching practice and is a part of the teaching decisions made by our instructional staff on a daily basis.</p> <p>Feedback from assessments is also one of the key ways that we work towards our goal of focusing on each student as an individual with their own significant needs. We strive to get to know our students as individuals and to provide strategies and supports that meet their individual needs. During weekly staff meetings, we discuss students who are struggling in one or more key areas of overall progress including academic performance, behavioral, and social-emotional needs. These discussions, which include the Resource Teacher and Dean of Academics include discussions of intervention strategies, academic supports and referrals to the Student Success Team process.</p> <p>Accommodations are regularly used by staff on both an informal and formal basis through SST and 504 Plans to meet the needs of individual students. At Bitney Prep we have a significant and growing population of students being served through IEP plans. The majority of the learning needs, accommodations and modifications necessary to meet the learning needs of these students is provided in main stream classes. Needless to say, our staff works very closely with the Resource Teacher to make sure that we are working to meet the needs of all of our students.</p>	<p>- Sample IEP and 504 accomodations</p>

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>As a Big Picture Learning school we believe that our ability to seek input from students regarding the effectiveness of our learning program is a key measure of success and a mechanism for growth and change in our institution. This certainly includes feedback from students regarding student progress towards academic standards, ESLRs and college and career preparation.</p> <p>Through student exhibitions, the instructional staff at Bitney Prep works to incorporate direct student feedback into the process through which we measure student progress. In addition to being asked to reflect upon the learning experiences that students had through their internships and passion projects, students are required to provide reflection and feedback on how they felt they did in their other classes. Students are asked to present information to their audiences on the successes and challenges they experienced in their classes, as well as their goals as classroom learners in the upcoming semester.</p> <p>It will be important for us to develop ways to quantify and formalize this feedback as we move forward in the ongoing transition to the BPL model. Additionally, we need to develop a formal process of seeking formative assessment from our students as they prepare to leave our institution at the end of their high school career. Gathering and processing this information will help us to further refine our overall program and provide us with a valuable form of reflective data that we can provide to our community of stakeholders.</p>	<ul style="list-style-type: none"> • California Healthy Kids Survey • WASC Student Survey

D3 Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>As evidenced in many sections of this WASC report, the process that led to the decision on the part of Bitney Prep to become a Big Picture Learning School, involved all of the significant stakeholders in our community. The re-invisioning of our school to build a community of learners focused upon "inspiring students to be ready for life and relevant to the world" required a concurrent re-invisioning of how we assess and monitor the the progress of our students. Our decision to commit to the BPL hallmarks of the Advisory Program, LTIs (Learning Through Internships) and the BPL 10 Distinguishers also involved a commitment to fundamentally change how we looked at and measured student growth. The story behind the adoption of the BPL Model for Bitney Prep definitely involved all of the significant stakeholders in our learning community including staff, students, administration, and parents - as well as school governance through our Charter Council and local governance through the Nevada County Office of Education and the Charter Renewal Process.</p> <p>It is also important to note the many connections that we have developed with the local business, industrial and service community in Nevada County as we have worked to place students into internships. These relationships and the input that business and industry mentors have in the process that we use for monitoring internships, developing internship goals, and reviewing student progress, has also helped to inform how we assess student progress in areas of learning and experience that we believe are key to their overall success.</p>	<ul style="list-style-type: none"> • Charter Renewal • BPL 10 Distinguishers

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>Transitioning to becoming a BPL school during the same period of time that our instructional staff has worked to transition academic coursework to meet Common Core Standards in English language and mathematics classes has presented significant challenges. At this point, it would not be accurate to say that there is a formal process in place through which the integration of these Common Core Standards in curriculum-embedded measurements is assessed. Also, based upon the small sample size of students participating in standardized assessments such as the CAASPP it is difficult to use this data over time to really analyze the the effectiveness of the instructional program for the entire school.</p> <p>This is not to say that analysis of assessment data is not used to help develop and drive programatic goals. Our students' results in the math section of the CAASPP has definitely caused us to focus upon needs in our mathematics program. Transition in our mathematics teaching, the challenge in recruiting and retaining mathematics instructors and the challenges that we have faced in implementing the College Preparatory Mathematic program have all been identified as significant issues that need to be addressed to strengthen this key part of our curriculum. The need to strengthen our mathematics program led to the hiring of a mathematics tutor and the expansion of this person's hours during the 2017/2018 school year. We have also identified the importance of making a much more concerted effort to prepare our students for the CAASPP mathematics assessment through use of the practice assessments that are available.</p>	<ul style="list-style-type: none"> • CAASPP results

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>As described in the previous section, assessment results, especially in mathematics, have definitely helped us to identify needs in this key academic area. The struggles that our students have experienced in mathematics have indicated that we will need to have an ongoing commitment to professional development for mathematics staff.</p>	

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>The transition to BPL and the new paradigm of high school structure and purpose it represents has definitely had an impact upon our model of curriculum and instructional delivery. As an instructional team we recognize that this is an ongoing process and further change to redesign our instructional delivery, to restructure teaching responsibilities, and to integrate the Advisory Program into our instructional model is required.</p> <p>Slightly more than one year ago we began a process to redefine the the roles and responsibilities of our professional teaching staff. Highly qualified, certificated teachers whose main responsibility had been to deliver content specific curriculum now added to their duties the significant role of becoming an "Advisor." It is important to note that the BPL organization and national leadership team does not believe that there is a cookie cutter, or out of the box version of the high school that falls within their vision. It becomes the task of each school to develop processes and understandings that can lead to successful implementation of the BPL vision.</p> <p>It is fair to say that when the decision to become a BPL school was made, the import of this transition was not fully understood by all members of our instructional team. As we transitioned to being a fully fledged BPL school, we found that a significant portion of our staff was not ready to fully embrace the changes in professional responsibilities that becoming an advisor requires. The departure of our history, Spanish and mathematics teachers just prior to and during the current school year created significant hurdles for us to overcome and indicated the importance of planning and supporting staff as we continue this</p>	

<p>transition. Our advisor teachers meet on a weekly basis to continue discussing this core program, developing shared vision and identifying areas of need.</p>	
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D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>CAASPP is the primary assessment process that requires significant security to maintain. While our experience with this testing protocol is still limited and developing, one thing that is very clear is that Smarter Balance and the CA State Department of Education have systematically worked to design a testing system that has very significant security protocols. We are confident in the validity of the student scores that are produced through the CAASPP test.</p> <p>As previously noted, all during their junior year, all of our students take the PSAT. Once again, this is a national testing system that has protocols that govern the security and integrity of the testing environment and documents. We follow the protocols of the College board in administering the test, submitting the testing documents and maintain appropriate records of the testing administration.</p>	

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

The instructional staff at Bitney Prep High School uses many forms of assessment to both guide instruction and determine student growth relative to both state and local, school-based standards and expectations for growth and achievement. Assessment is a foundational part of good teaching practices and is used consistently by our teaching staff to both inform instructional practices and measure student progress. Bitney continues to take part in state mandated testing systems and works diligently to both improve student performance on these assessments and to inform all of our stakeholders regarding levels of student achievement. The teaching staff at Bitney works to help our students prepare for the assessments that will be used to measure their preparation for college, such as the PSAT and SAT. Our staff also works to couple ongoing classroom assessments with IEPs and 504 Plans to accommodate individual learning needs and to stay consistent with our philosophy of educating one student at a time. We work hard to share the results of all forms of assessments with both students and their parents to form the partnerships essential to student success.

As mentioned throughout this self-study, Bitney worked with all of our stakeholders to make a foundational change in how we work to prepare our students for their future and measure their achievement. Our transition to becoming a Big Picture Learning School has impacted virtually every aspect of our educational program including assessment. Through the mechanisms of Advisory and Internships we empower students to take a guiding hand in their own education and partner with their teachers, mentors, and families to develop their own Individual Learning Plans and to make these plans and their education relevant to them as individuals. Through the exhibitions that students participate in at the end of each semester, they take a direct role in assessing their own learning and progress. The students work with their advisors to use their ILPs and exhibitions as a formative measure to guide their ongoing efforts. Through the MOU that we have developed with Sierra College, we have also given our students access to the learning and assessment expectations that they will experience as they move forward with college and career technical education.

All of the stakeholders at Bitney recognize the importance of traditional classroom-based, state and national assessments as key measures of student growth relative to established state standards. We continue to work to strengthen student preparation for these assessments and to use these measures to guide instruction and provide important data to our community relative to student performance. However, we also have an institution-wide commitment to the more non-traditional measures of student success that are represented by all of the key elements in the Big Picture Learning philosophy including; advisory, internships, ILPs and exhibitions. We believe that these experiences and the assessments that are imbedded within them, are a significant measure of student growth relative to our ESLRs and the non-cognitive competencies which are the critical measures of our students' preparation for college, career and life.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Use of exhibitions and student self-reflection as an assessment of students growth is an area of strength.
- Formative connection between advisory, internships and ILPs that strengthens the ability of students, teachers and parents to measure student growth throughout their high school career.
- Preparation of students for academic success in college and career technical education.
- Consistent use of both formative and summative assessment to help student prepare for future educational opportunities and to measure their overall level of preparation

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Creation of a formal and consistent process through which student develop and revisit their Individual Learning Plans that include student portfolios
- Strengthen the preparation of students for taking the CAASPP, especially in mathematics
- Strengthen the technology infrastructure used to administer state testing
- Provide ongoing staff development for advisors We also need to continue to
- Work to balance the dual roles that teachers have as both advisors and content area specialists.
- Develop rubrics for assessing student achievement of our ESLRs

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Bitney has always prided itself on the extent to which the school engages with the parent body and greater community. Close contact and communication with parents has been a hallmark of our program throughout the school's history. There is an active Parent Council which offers support to many school activities and programs. Parents help chaperone field trips and provide rides to students when needed. Please refer to the Parent Council Bylaws and Responsibilities list for details. The current Parent Council includes many talented and active members who have stepped up in support of important initiatives at the school such as facilitating our Annual Giving Campaign, taking an active role in our marketing and development efforts, and coordinating our on-campus food services known as "The Bistro."</p> <p>With the adoption of the Big Picture learning Model, our engagement with the broader community has grown tremendously, primarily through the student Internship program. One full day each week, our students receive mentorship from community members in businesses and organizations that align with the students' areas of interest. Another important aspect of the BPL program is Advisory where a close interpersonal relationship between each student and their advisor is further supported through close contact with the student's family.</p> <p>Consistent with our school philosophy, vision, and mission, our student body represents a broad cross section of student interests and abilities. The number of students on Individualized Educational Plans (IEPs) typically numbers approximately 17% of our enrollment. We receive RSP services through the Nevada County Charter Services Authority (See Joint Powers Agreement Document with the NCCSA) and the RSP teacher is scheduled</p>	<ul style="list-style-type: none"> • BPL 10 Distinguishers • Parent Council Bylaws • Parent Council Responsibilities List • Email solicitations to all parents. • Internship Documents • NCCSA Joint Powers Agreement • Weekly Note to Parents from the Director

<p>four days per week at our campus. Additionally, we hired an aide to work with the RSP teacher, to offer tutoring support in mathematics and other subjects.</p> <p>Each week, the director sends out a community-wide note called "The Week Ahead" which includes updates on school actives, important dates and deadlines, and solicitations for support of initiatives like the Annual Giving Campaign and student recruitment drives.</p> <p>We currently do not have any non-English speaking or full time online students enrolled at the school.</p>	
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
<p>As mentioned above, Bitney's adoption of the Big Picture Learning Program has resulted in a significant increase in the use of the community as a classroom. Every student finds and pursues an internship opportunity which they attend one full school day each week. While we are currently delivering a one day internship and four day on campus schedule, we expect to move to a two day internship and three day onsite schedule in the future. The relationships with the broader community which the internship program has provided, have greatly enhanced students' exposure to "Real World Learning" one of the founding principles of the BPL program which matches ideally with our "ready for life and relevant to the world" mission.</p> <p>At the end of each semester, students are required to present an exhibition of their work. These Exhibitions are typically 30 to 45 minutes in length and include reports on all aspects of the student's individualized learning plan - their internship, classwork, online learning, project-based learning and any independent study they have undertaken. The Exhibitions are a powerful demonstration of the student's progress toward our ESLRs and Non-Cognitive Competencies as well as authentic oral, written and visual assessments of their collective work for the semester. We are making progress in identifying the discrete learning opportunities at internship sites which meet subject-specific learning standards.</p>	<ul style="list-style-type: none"> • Big Picture Learning Overview • Internship Documents • ESLRs • Non-Cognitive Competencies

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Over the course of its 20 year history, the school has occupied five different locations throughout the county. Currently in its 9th year in its present location, the school has worked hard to create a distinctive and supportive learning environment. Facility improvements since the last WASC visit include:</p> <ul style="list-style-type: none"> • Repair of the front porch of the administration building • Correction of a drainage and erosion problem at the rear of building three. • Landscaping, including a "living wall" and planter boxes watered by an automated drip system. • The purchase of new tables and chairs for most classrooms • Renovation of the Computer Lab and purchase of new desktop and laptop computers. • Instructional spaces for a climbing program, maker lab and recording studio. • Installation of a new HVAC unit on the admin building and AC units in all classrooms. <p>The school does not have a large indoor space for assemblies, presentations, PE classes, etc. However, an arrangement has been made with our neighbors, NEO, and after school program for middle and high school students, to have access to space that is currently being occupied by the auto restorations specialist who mentors one of our students and teaches an elective class. He is moving to an adjacent building and his space is being taken over by NEO. They have agreed to allow us to use the indoor space during school hours when their program is not in session.</p> <p>The school's lease was renewed in February 2017, securing a location for the school until June of 2022.</p>	<ul style="list-style-type: none"> • Safety Plan • Community Handbook including Technology Use Agreement (5.16) • Policy Manual • Parent Survey results

<p>A comprehensive Safety Plan is updated annually and emergency lockdown, fire and evacuation drills are conducted each semester. Fire and emergency procedures are included in our policy manual. Emergency relocation agreements are in place with two nearby sites in the event that the school would need to be evacuated.</p> <p>A Community Handbook provides policies and procedures regarding all aspects of the school program and is required reading for students, parents, and staff.</p> <p>Tobacco Use and Prevention Education (TUPE) curriculum is included in the 9th grade Health and PE class. Additionally, periodic discussions and presentations regarding healthy lifestyle choices are held in all-school assemblies.</p> <p>The Student Council is actively engaged in fostering a positive and healthy school climate and culture. Students have taken a leadership role in addressing issues such as theft, graffiti, recycling, smoking and substance abuse.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
<p>" Bitney is a place where students are known, respected and educated."</p> <p>We feel strongly that this motto is an uniquely accurate description of our school. A clear emphasis is placed on the building of relationships at all levels of the community - among students, between students and staff, and between the school and parents. Bitney is a place that truly values the individuality of every student and we work hard to meet students where they are and to guide them toward success in all that they do. We deeply believe in the "One Student At A Time" mantra and work hard every day and with every student to make sure that students are supported and encouraged on a learning trajectory that is unique to their interests and aligned with their abilities.</p> <p>Bullying and serious conflicts between students are virtually nonexistent and there is an open and sincere acceptance of a wide diversity of student types and personalities. We do not have cliques or peer group conflicts and, if a serious issues arises, it is discussed in an open forum at school assemblies.</p>	<ul style="list-style-type: none"> • Student and Parent Survey results • Student anecdotes • Graduation Requirements • Community Handbook

<p>We are proud to have one of the largest per capita Gay Straight Alliance groups among all county schools and we are clearly recognized as a safe haven for transgender students. Our high percentage of IEP students is yet another indicator of a school that is recognized for working closely with students and families.</p> <p>Steps taken in recent years to meet the learning needs and abilities of our diverse student body include:</p> <ul style="list-style-type: none"> • addition of a personal finance class to our math offerings • implementation of the advisory program and development of individualized learning plans. • broadening graduation requirements to now include a range of achievement from the minimum state requirements to rigorous college prep and UC "a to g" aligned course requirements. 	
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Atmosphere of Trust, Respect and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Communication between and among Bitney's admin team, teachers and parents is open and honest. Weekly staff meetings address a wide range of topics and allow for every staff member's voice to be heard. Additionally, one-on-one meetings are held regularly between the director and individual staff members.</p> <p>When conflicts arise, the process to resolve them follows procedures outlined in the Employee Handbook and school policies.</p> <p>All school constituencies are represented on the Charter Council which meets monthly to address issues and provide guidance to the administration. Recently, a staff morale issue concerning low compensation rates was addressed quickly and satisfactorily to all concerned.</p>	<ul style="list-style-type: none"> • Survey results • Employee Handbook • Community Handbook with Agreements

E3 Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student’s success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Our full time Dean of Academics is principally responsible for student enrollment, scheduling, and assuring that students are satisfying graduation requirements. He is greatly aided in this work by the support received from advisors. The third members of the student support team are of course the student's parents who are kept informed through emails and phone calls from both the student's advisor and the Dean. However, advisors have found it challenging to establish and maintain regular contact with parents and the Parent Council is assisting in these efforts by organizing parent advisory representative to partner with the advisors in meeting the communication and support needs of the advisory group.</p> <p>The school does not have a counselor to assist students with personal and emotional issues. We all do the best we can to be supportive of and available to students and each member of the staff has those students with whom he or she works well. We take full advantage of available support resources from the County Superintendent of Schools Office and County Social Services. We have also received a grant which has allowed us to offer moderate compensation to local mental health professionals for their work with some of our more needy students.</p> <p>Bitney's student body typically includes approximately 50% of students who qualify for free and reduced lunch. Among this population are occasionally those who are homeless or who's home life imposes severe challenges to their ability to function well in life. We do our best to provide support for these students using the resources mentioned above but also by providing the following:</p> <ul style="list-style-type: none"> • Free food in our Bistro, either donated from the local food bank or purchased by our Parent Council with proceeds from food sales or a grant from a local food coop. • Scholarships so that students can participate in school field trips and the annual Wilderness Week excursion. • Temporary housing, school supplies and other resources in collaboration with the county McKinny Vento program. • the generosity of our staff who have purchased clothing and 	<ul style="list-style-type: none"> • Advisory Description • Senior Seminar Syllabus • Dean Job Description • Survey Results • SSTs • IEPs • County Social Services

<p>school supplies or allowed students to live in their homes when no other resource or solution is available.</p> <p>For those students on Individualized Educational Plans, our Resource Specialist is an invaluable asset and tireless advocate for her students. She works well with all members of the teaching staff to keep them informed of the IEP students needs and accommodations.</p> <p>The full staff meets weekly and a standing agenda item is a case by case discussion of students needing support and/or encouragement. Every teacher is willing to implement creative accommodations for students who are struggling academically, emotionally, or behaviorally and all are flexible and cooperative in their efforts to help students achieve success in school.</p> <p>As has been reported in other sections of this self study, the advisory program initiated in the 2016-17 school year has institutionalized the "One Student At A Time" philosophy of the Big Picture model. Advisors serve as front line coaches and mentors in supporting students with the design and execution of their individualized learning plans. This support includes help in choosing courses to meet graduation requirements, instruction in securing and maintaining an internship, and daily contact to assure that the student's academic and career goals are on track.</p> <p>All seniors take our Senior Seminar course which includes instruction in the college application process, preparation of college essays, completion of the FAFSA form, and taking the SAT. Whether or not college is included in students' post secondary planning, we feel it is important that they have knowledge of the process involved in applying to college should they choose to attend in the future.</p>	
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E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
We do not have full time online students.	

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
Our efforts in response to this prompt that have been described in detail in other sections of the self-study include: <ul style="list-style-type: none"> • The advisory program 	<ul style="list-style-type: none"> • Individual Learning Plan example • Advisory description • MOU with Sierra College

<ul style="list-style-type: none"> • Internships • Individualized Learning Plans for all students • Close knowledge of our students and frequent discussion regarding strategies and learning modalities which best suit the student's abilities and learning styles. • Excellent RSP and special needs support staff. • Broad graduation requirements and curriculum depth • Opportunity to take classes at the community college • 	
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
We do not have full time online students	

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
<p>From the first contact that the school has with a student at the time of enrollment and continuing throughout his/her time at Bitney, the student's learning needs and abilities are evaluated and addressed. Initial transcript review takes place during induction interviews and students are closely monitored by their advisors during the academic year. If there are indications that a student is struggling, all relevant personnel convene to discuss strategies to support the student. These meetings may take the form of informal conversations, all staff discussions at staff meetings, a Student Study Team or and IEP meeting where appropriate.</p> <p>In alignment with our One Student At A Time philosophy, we recognize that each student's needs should be considered individually and in the context of the student's abilities and interests. We have never subscribed to a "one size fits all" philosophy and work hard to help every student find success in their classroom studies and experiential learning opportunities. Our work is ongoing to develop accurate Individualized Learning Plans for each student.</p>	<ul style="list-style-type: none"> • Advisory description • Enrollment procedures • Special Needs Support Services

<p>Once again, our Resource Specialist is a fully integrated and important member of our instructional staff. Her insights and expertise is invaluable to our work not only with special needs students but also with those who may not have been "identified" but who clearly need the support which accommodations and interventions can provide. We also receive support from a part time psychologist, and from physical therapy, hearing, and speech specialists as well.</p>	
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E3.3. Additional Online Instruction Prompt: Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
We do not have full time online students	

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

Findings	Supporting Evidence
<p>The kind of support alluded to in this prompt is part of our standard operating procedure at Bitney. We are successful with the broad diversity of the students we attract exactly because of our recognition of their needs and our ability to work with the student to have success.</p> <p>Our master schedule of classes is constructed in such a way to provide some opportunities for movement between classes if a student is found to be struggling in a class offered at a level higher than their ability. We also draw upon alternative resources such as independent learning packets in math which students complete with the help of our math tutor.</p> <p>Our MOU with Sierra College has add great depth and breadth to our course offerings at all levels of student interest and ability. Courses in higher mathematics as well as art and vocational classes have been made available to our students.</p> <p>Through the close monitoring provided by advisors and the Dean of Academics of students' progress towards graduation, we can identify needs and implement support strategies as necessary. For example, all teachers are creative and supportive in providing opportunities for the remediation of credits and for flexibility in assigning variable credits for completed work. We recognize the need for more understanding and development in this area as well as competency-based assessments of student work.</p>	<ul style="list-style-type: none"> • Class schedule • Personal Finance Class added • MOU with Sierra College • Advisory • Modified Grad requirements • Math tutor • RSP Program

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>In addition to the rich and engaging learning that students access through their internships, the school provides many opportunities for students to participate in curricular and co-curricular activities. Many of these activities are identified in the school profile and include:</p> <ul style="list-style-type: none"> • Community Service Projects such as Road Cleanup, supporting United Way activities, helping at the Food Bank, Trail building, etc. • The Annual Wilderness Week Adventures • Participation in community theater productions • Participation on our Ultimate Frisbee Team • Fieldtrips to various community events including plays, the annual Altar Show, • The Annual College Tour • Student Leadership Conferences <p>Such activities clearly benefit our students' understanding of and participation in the greater community and, in many cases, expand their horizons into areas of new interest and engagement.</p>	<ul style="list-style-type: none"> • ESLRs • Non Cognitive Competencies

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>We do not have full time online students</p>	

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter IV).

Summary (including comments about the critical learner needs)

Visitors to the school often comment about the positive school culture and climate that exists on the campus. This atmosphere is a reflection of the uniqueness of our school and the ways in which we work to remain true to our guiding principles and values. We are a diverse and tolerant community and believe strongly that every individual deserves respect and recognition for who they are. We endeavor to support students in identifying their interests and passions and aligning their learning to those driving forces in their lives. We believe that true and authentic engagement with learning derives from knowing oneself well and by experiencing a broad range of experiences and activities which broaden perspectives and knowledge of the real world.

We have found a good balance of interest and internship driven learning with more traditional direct instruction classes. The result is an opportunity for our students to gain a solid academic foundation and find direction for their lives after high school. The entire community is involved in this effort, including teachers, parents and internship mentors. Our school campus is small, but student learning is taking place both here and in numerous off campus locations. We use our resources well to assure that students have all that they need to learn, satisfy their curiosity and engage their creativity.

Every member of the staff puts relationships with students first and foremost in their work. We know our students well and draw upon many resources to assure that our students are safe and supported at school and at home. However, we frequently encounter issues of a personal nature with students that are beyond our training and expertise. Our school and students would benefit from the presence of a personal counselor on staff. We also recognize the need for more work to develop Individualized Learning Plans and rubrics for the measurement of our ESLRs and Non-Cognitive Competencies.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Support from the Parent Council
- An inclusive and supportive school culture and climate
- Support for low income, homeless, emotionally disturbed,
- Adoption of the BPL and implementation of Advisory and Internships
- An active Student Council
- Generosity of our teachers
-

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Need a counselor
- Indoor PE space
- Variable credits and competency-based assessment
- Increase home contact with the support of advisory parent reps.
- Expand Internships to 3/2 schedule
- Rubric to measure attainment of ESLRs
- Standards alignment

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

Following are the Prioritized Areas of Growth Needs which have been identified through the self-study process:

1. Improve students' math achievement

- Re-evaluate College Prep Math

2. Assure that the curriculum and instruction is aligned to standards

3. Develop ways to assign credit for project and internship based learning.

4. Develop measurement rubrics for our ESLRs and Non-Cognitive Competencies

5. Provide professional development opportunities for:

- Advisor training
- Development and implementation of an advisory curriculum, organizational structure and assessment tools
- Development of an Individualized Learning Plan template and monitoring process
- Implementation of variable credit and competency based learning opportunities
- Explore scheduling options that would reduce workload on teachers, i.e. block schedule

6. Improve technology tools, skills and internet access.

- One to One computer ratio
- Assure student tech skills literacy
- Re-establish Tech Committee.

7. Increase Enrollment

8. Increase and improve Marketing and Development, Fundraising and Grant writing,

9. Address staffing needs for

- Technology network support and instruction
- PE
- Personal Counselor
- Facility Maintenance
- Increase hours for Business Manager

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

The critical student learning needs identified below have emerged from the self-study process through meetings with and surveys of constituent groups, including the students, staff, parents, and the Charter Council. These, along with the identified Areas of Growth, are elaborated upon within the goals outlined in the Schoolwide Action Plan.

1. Improve the math curriculum and delivery, increase standardized math scores, and better prepare students for post-secondary math studies.
2. Align internship and project-based learning outcomes with subject standards
3. Assure that students graduate with proven competency in the use of technology.
4. Develop a standardized format and process for the development and monitoring of Individualized Learning Plans
5. Develop a rubric for the measurement of student progress in acquiring our ESLRs and Non-Cognitive Competencies

Chapter V: Schoolwide Action Plan

- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.

The ACS WASC/CDE self-study process has been very helpful in validating much of what we already knew about the status of our school and its educational program. However, the study process also produced new learnings and identified needed areas of growth and focus as the school begins the next phase in its development and period of accreditation. Not surprisingly, there is much alignment between the self-study findings and current goals and initiatives as previously identified in both our 2011 and 2015 self-studies as well as our annual LCAP report. The following Schoolwide Action Plan is broadly structured to align with Bitney's three overarching LCAP goals, with specific subgoals drawn from the result of our comprehensive self-study.

GOAL #1.

All students will gain a greater understanding of their academic program, improve their achievement, and align their learning to clear post-secondary goals.

- A. Improve the math curriculum and delivery, increase standardized math scores, and better prepare students for post-secondary math studies. (Critical Learning Need #1)

Rationale:

- Strengthening our math curriculum and instruction continues to be a goal for the school. We are questioning whether or not the College Prep Math curriculum best meets our students needs and abilities.
- Staffing issues have complicated our recent efforts to deliver a consistently strong math program, however we have hired a very capable teacher who will begin in the 2018-19 school year.

ESLRs Addressed:

Accomplished Scholars
Critical Thinkers/Problem Solvers
Lifelong Learners

NCCs Addressed:

Positive Self Concept
Realistic Self-Appraisal
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19 and ongoing:

- The school will hire a new math teacher. An alum of the school who previously was employed by the school as a study hall supervisor, will complete her teaching credential program in May 2018. She has committed to joining the staff for the 2018-19 school year.
- The Dean of Academics will lead a review and evaluation of the College Prep Math Curriculum during the 2018-19 school year.

How success will be measured:

- LCAP Priority 4 measurement targets achieved
- Teacher-administered assessments at all grade levels
- Performance on the annual CAASPP Math Exam for grade 11 students.

B. Assure that the curriculum and instruction is aligned to standards (Critical Learning Need #2)

Rationale:

- We are satisfied that our core curriculum is aligned to and meets the expectations of our state standards, however, with the implementation of the Big Picture Learning model and the addition of project and experiential-based learning opportunities for our students, we need to develop methods and understandings for how to link non-classroom based learnings to established standards.

ESLRs Addressed:

Accomplished Scholars
Critical Thinkers/Problem Solvers
Lifelong Learners

NCCs Addressed:

Positive Self Concept
Realistic Self-Appraisal
Systems and Discrimination Skills
Preference for Long Range Goals
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19 and ongoing:

- The school will organize professional development training for the staff through the Big Picture Network for guidance on how to assign credit for project and internship based learning.
- The school will implement variable credit and competency based learning opportunities
- The staff will visit other, longer established BPL schools to learn how they have addressed this issue. Teachers will be encouraged and supported in finding ways to connect with subject peers in other schools.

How success will be measured:

- LCAP State Priority 1, 2 and 4 measurement targets achieved
- Students' Individualized Learning Plans will reflect how they are meeting subject standards in all areas of their learning.
- Learning plans will be closely monitored by advisors.

C. Development of an Individualized Learning Plan template and monitoring process (Critical Learning Need #4)

Rationale:

- The One Student At A Time focus of the BPL program puts the responsibility on students for designing and pursuing a learning plan which reflects their interests and abilities. A recorded and frequently referred to plan is essential to the guidance and achievement of the student's educational goals.
- Individualized Learning Plans need to be standardized in such a way that they can be updated as educational objectives are met and also so that they can accommodate progressive learning from one grade level to the next.

ESLRs Addressed:

Accomplished Scholars
Effective Communicators
Critical Thinkers/Problem Solvers
Lifelong Learners
Authentic Individuals

NCCs Addressed:

Positive Self Concept
Realistic Self-Appraisal
Systems and Discrimination Skills
Preference for Long Range Goals
Availability of a Strong Support Person
Successful Leadership Experience
Demonstrated Community Involvement
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19:

The staff will research and develop an Individualized Learning Plan template to be used with all students.

How success will be measured:

- A Learning Plan Template will be institutionalized.
- LCAP State Priority 4 and 7 measurement targets achieved.

D. Development and implementation of an advisory curriculum, organizational structure and assessment tools. (Critical Learning Need #4)

Rationale:

- As the core organizational foundation for the Big Picture Learning model, advisory practices and procedures need to be standardized across all grade levels while still allowing for the individual personalities, interests and interpersonal styles of the advisors.
- Advisory is a key point of contact between the school, students and parents which provides a setting and opportunity for the building of school culture and climate.
- Being an advisor requires training and experience

ESLRs Addressed:

Critical Thinkers/Problem Solvers
Lifelong Learners
Authentic Individuals
Community Members
Responsible Global Citizens

NCCs Addressed:

Positive Self Concept
Realistic Self-Appraisal
Availability of a Strong Support Person

Specific steps and Timeline:

2018-19 and ongoing:

- The school will provide professional development training and peer support for all advisors and especially for new teachers.
- The administration will make every effort to keep advisory size to no more than 20 students.
- The staff will clarify and implement what common practices are to occur in advisory such as circle time, organizational and study skills assistance, tech skills acquisition, group process, family contact, etc.

How success will be measured:

- Advisory will be a vibrant and viable "home base" and connecting point for all students. The advisory experience will be recognized throughout the school community as the core educational support and personal growth opportunity for students at school.
- LCAP State Priority 4, 5, 6 and 7 measurement targets achieved.

E. Develop rubrics for the measurement of student progress in acquiring our ESLRs and Non-Cognitive Competencies (Critical Learning Need #5)

Rationale:

- ESLRs and Non-Cognitive Competencies represent critical life skills which, if fully acquired, lay a foundation for student success in high school and beyond.
- It is important that the school establish criteria and measurement methods for assuring that students acquire these skills and abilities during their years at Bitney.

ESLRs Addressed:

Accomplished Scholars
Effective Communicators
Critical Thinkers/Problem Solvers
Lifelong Learners
Authentic Individuals
Community Members
Responsible Global Citizens

NCCs Addressed:

Positive Self Concept
Realistic Self-Appraisal
Systems and Discrimination Skills
Preference for Long Range Goals
Availability of a Strong Support Person
Successful Leadership Experience
Demonstrated Community Involvement
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19 and ongoing:

- The staff will develop a measurement rubric that identifies specific criteria and benchmarks for the attainment of the ESLRs and NCCs.

How success will be measured:

- Individualized Learning Plans will reflect and record students' progress in attaining the ESLRs and NCCs.
- LCAP State Priority 4, and 8 measurement targets achieved.

F. Assure that students graduate with proven competency in the use of technology. (Critical Learning Need #3)

Rationale:

Skill and competency in the use of technology is an important life skill. The school needs to assure that every student graduates with a level of expertise and competency in the use of technology which will support them in their future educational and career pursuits.

ESLRs Addressed:

Effective Communicators
Lifelong Learners

NCCs Addressed:

Systems and Discrimination Skills
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19 and ongoing:

- The staff will determine those tech skills most critical for students to master and will implement a tech skills tutorial program through advisories.
- The school will hire a tech network and educational support person.
- The school will provide funding to achieve a one-to-one computing capability for students and to supply sufficient internet bandwidth to meet the schools' needs.

How success will be measured:

- LCAP Priority 4 and 8 measurement targets achieved.
- All students will be required to demonstrate proficiency in a the use of technology as demonstrated by the completion of a tech skills tutorial and competency assessment as a graduation requirement.

G. Hire a Personal Counselor (Critical Learning Need #4)

Rationale:

- The frequency of student issues relating to personal problems and challenges indicates a clear need for personal counseling support in the school.

ESLRs Addressed:

Effective Communicators
 Critical Thinkers/Problem Solvers
 Lifelong Learners
 Authentic Individuals
 Community Members
 Responsible Global Citizens

NCCs Addressed:

Positive Self Concept
 Realistic Self-Appraisal
 Preference for Long Range Goals
 Availability of a Strong Support Person

Specific steps and Timeline:

2018-19:

- The administration will make every attempt to fund a personal counselor position and fill the position as soon as possible.

How success will be measured:

- A personal counselor position will be added to the school support staff.
- LCAP Priority 5, 6 and 8 measurement targets achieved.

GOAL #2

Through ongoing efforts to implement the Big Picture Learning model, the school will clearly identify and articulate the “Bitney Brand” as a distinct and unique educational alternative for county students

A. Provide ongoing professional development opportunities for the entire staff in order to maximize understanding and implementation of the Big Picture Learning model. (Critical Learning Need #4)

Rationale:

- All members of the Bitney community recognize the value and "fit" of the BPL model with the Vision and Mission of the school.
- Implementing the BPL model has required organizational and school structure changes which have significantly impacted traditional roles for teachers and other staff members.

ESLRs Addressed:

Accomplished Scholars
 Effective Communicators
 Critical Thinkers/Problem Solvers
 Lifelong Learners
 Authentic Individuals
 Community Members
 Responsible Global Citizens

NCCs Addressed:

Positive Self Concept
 Realistic Self-Appraisal
 Systems and Discrimination Skills
 Preference for Long Range Goals
 Availability of a Strong Support Person
 Successful Leadership Experience
 Demonstrated Community Involvement
 Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19 and ongoing:

- The staff will continue to explore and use professional development opportunities to increase their knowledge of both the broad objectives of the BPL model as well as the ways in which teaching and learning is accomplished.
- Every attempt will be made to send participants to the annual BPL Big Bang Conference.
- The administration will participate in annual national and regional BPL Leadership Conferences.

How success will be measured:

- Bitney's progress in meeting the expectations and mandates of the BPL model will be evident through the ways in which the school functions and, most importantly, through the success of the students in achieving their educational goals.
- LCAP State Priority 1 and 5 measurement targets achieved.

B. Explore scheduling options that would provide for a better balance for teachers between their course teaching and advisory responsibilities. (Critical Learning Need #4)

Rationale:

- As the school has taken steps to implement the BPL model, there has been a significant impact on teacher workload as they have assumed the role of advisor to large groups of students.
- Teaching assignments in all subject areas typically include three to four different course preparations.
- The master schedule of classes is constructed around a traditional seven period day with all classes taught every day.

ESLRs Addressed:

Accomplished Scholars
Effective Communicators
Critical Thinkers/Problem Solvers
Lifelong Learners
Authentic Individuals
Community Members
Responsible Global Citizens

NCCs Addressed:

Positive Self Concept
Realistic Self-Appraisal
Systems and Discrimination Skills
Preference for Long Range Goals
Availability of a Strong Support Person
Successful Leadership Experience
Demonstrated Community Involvement
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19:

- The staff will explore options such as block scheduling and/or rotating daily schedules as possible alternatives to the seven period day.
- The staff will work to maintain advisory class sizes of no more than 20 students.

How success will be measured:

- As different approaches to addressing this goal are implemented, staff and student feedback will be solicited regarding if and how the issue is being addressed.
- LCAP State Priority 1, 4, and 7 measurement targets achieved.

C. The facility and campus will undergo ongoing improvements to support the educational program.

Rationale:

- The campus facility must provide for a clean, safe and well resources learning environment for all students.

ESLRs Addressed:

Community Members
Responsible Global Citizens

NCCs Addressed:

Demonstrated Community Involvement

Specific steps and Timeline:

2018-19 and ongoing:

- The administration will hire a maintenance person on an as-needed basis.
- The administration and staff will identify and complete needed improvements to classrooms and the facility to support student learning.

How success will be measured:

- The campus will be an organized and purposeful learning environment.
- LCAP State Priority 1 measurement targets achieved.

GOAL #3

Enrollment will increase annually to an overall maximum of no more than 150 students in the future.

A. Increase and improve Marketing and Development, Fundraising and Grant writing.

Rationale:

- There is a clear and ongoing need to take advantage of every available tool and resource to communicate and support the Mission and Vision of the school.
- All constituents have a role and responsibility for the success of the school and for "telling our story" through all available media and other sources.
- There is an ongoing need for supplemental funding to support the growth and program needs of the school.

ESLRs Addressed:

Accomplished Scholars
Effective Communicators
Critical Thinkers/Problem Solvers
Lifelong Learners
Authentic Individuals
Community Members
Responsible Global Citizens

NCCs Addressed:

Self-Concept Positive
Realistic Self-Appraisal
Systems and Discrimination Skills
Preference for Long Range Goals
Availability of a Strong Support Person
Successful Leadership Experience
Demonstrated Community Involvement
Acquired Knowledge About A Field

Specific steps and Timeline:

2018-19 and ongoing:

- The administration, Charter Council, Parent Council, and Student Council will coordinate and increase communication about the school through social media and other resources.
- Parent Council will increase awareness and success of the Annual Giving Campaign in support of the school and its programs.
- The administration, Charter Council and Parent Council will seek opportunities for additional revenue through grant writing and donations.

How success will be measured:

- Bitney will be increasing known in the community as reflected by an increase in enrollment.
- LCAP State Priority 3, 5 and 6 measurement targets achieved.

B. Increase and Improve Recruitment Efforts

Rationale:

- The future sustainability of the school depends upon the ability to attract and retain a large enough student body to support all aspects of the educational program.
- The school has identified a 150 student enrollment target but enrollment has lagged behind projections in recent years.

ESLRs Addressed:

Accomplished Scholars
Effective Communicators
Critical Thinkers/Problem Solvers
Lifelong Learners
Authentic Individuals
Community Members
Responsible Global Citizens

NCCs Addressed:

Self Concept Positive
Realistic Self-Appraisal
Systems and Discrimination Skills
Preference for Long Range Goals
Availability of a Strong Support Person
Successful Leadership Experience
Demonstrated Community Involvement
Acquired Knowledge About A Field

Specific steps and Timeline:

- The Dean of Academics will conduct a robust annual recruitment effort to enroll a freshman class of at least 25 students.
- The Parent Council, Charter Council, and Student Council will collaborate in developing and implementing strategies to support recruitment efforts.

How success will be measured:

- Enrollment will increase annually up to the target 150 student goal.
- LCAP State Priority 3, 5 and 6 measurement targets achieved.

Appendices:

- A. Local Control and Accountability Plan (LCAP): provide link**
- B. Results of student questionnaire/interviews**
- C. Results of parent/community questionnaire/interviews**
- D. The most recent California Healthy Kids Survey**
- E. Master schedule**
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>**
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>**
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
- I. California Local Control Funding Formula (LCFF) Eight State Priorities Rubric Performance information**
- J. School accountability report card (SARC)**
- K. CBEDS school information form**
- L. Graduation requirements**
- M. Any pertinent additional data (or have on exhibit during the visit)**
- N. Budgetary information, including school budget**
- O. Glossary of terms unique to the school.**

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