

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

BIJOU – 2008-09

OUR SCHOOL

Bijou Community School attendance boundaries encompass the areas between Stateline and the “Y” of South Lake Tahoe. Our student body is composed of 524 Hispanic, White, Filipino, Black, and Asian students. We serve grades kindergarten through fifth and also have a state preschool and a Head Start program on campus. Our Learning Resource Center is our umbrella structure for providing additional support services and intervention for our students. These services include literacy intervention, NeverStreaming for some of our SDC students, intensive ESL, speech and language, and RSP. We provide English Language Development programs for all of our English Language Learners. We are able to provide primary language support for many of our Limited English Proficient students. “Preppy” kindergarten classes have been added to our program providing the “Gift of Time” for some kindergarten students. The majority of our parents are employed by the gaming and tourist industry and work a variety of shifts in this 24-hour community.

We have low-income housing projects nearby, and many of our students reside there. Next door we have a government-supported child care center, which serves a number of our students both before and after school. Many of our student body go to other childcare facilities at Latchkey programs or the South Tahoe Boys and Girls Club housed on site.

Bijou Community School is a community-oriented school. On our site we have the Family Resource Center, a grant-funded multiservice center for our local community. The Family Resource Center offers an extensive array of services ranging from those provided by the El Dorado County Health Department to parenting classes sponsored by other community agencies. Lake Tahoe Community College provides an off-campus site for evening adult credit and non-credit ESL classes.

Our mission is to teach provide a rigorous academic curriculum and improve student achievement, to be accepting of each other and to become self-reliant in order to become well-rounded world citizens.

Our school was awarded QEIA (Quality Education Investment Act) dollars beginning in September 2007. With the dollars received this year, a Reading Intervention teacher was hired, a 4th grade teacher was hired, and intensive professional development has been provided.

SUPPORT SERVICES

Bijou has been assigned a district-funded psychologist for two and a half days a week, who also does bilingual assessments district-wide. The majority of her time is spent doing assessment of students for academic placement; however, she also does counseling of students and parents. The English Learner Coordinator provides additional support services for staff and students.

We have one day of district nursing time available to our students. She works on an as-needed basis when a crisis arises, coordinates hearing and vision screenings, and serves as a resource in the area of health. We have two speech and language specialists who provide services for our students.

INSTRUCTIONAL MATERIALS

The district has established a regular procedure for review of current district curricula and resources; selection and piloting of new materials; adoption of textbooks and related materials; and an ongoing monitoring program for use of adopted materials. These steps are carried out for each curricular area, paralleling the state textbook adoption cycle. Each step takes about a year to complete depending on curricular area, and care is taken in the selection process to ensure the highest quality possible. Different steps of the cycle will be occurring at the same time for different curricular areas. We have adopted new materials in both language arts and math.

Increasing our technological resources and student access to those resources is an integral part of our program. We have trained all teachers and some of our classified employees in the use of technology for multimedia approaches to instruction. Every K-2 class and our Learning Resource Center have three Waterford Early Reading Program computers. Bijou has two laptop carts for use with the Read Naturally and FASTT Math programs.

CURRICULUM IMPROVEMENT

A district Curriculum Council meets monthly to analyze and improve programs and curriculum in Language Arts, Math, English Language, and Social Studies. Training continues to be provided in computer literacy, classroom management,

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT TO OUR COMMUNITY*

TO OUR COMMUNITY*ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

English Language Development, Language Arts, and other curricular areas.

FACILITIES AND SAFETY

Site custodians maintain our school in a clean and safe condition. A Modernization Project in September 2000 provided significant changes to our core building facilities. During the project some of the existing teaching/learning workspaces were revised. Our design allowed the staff to better adapt the space available to the changes in our site programs, especially in our intervention programs and in adult workspace. The Modernization Project completely reconditioned our restrooms, floors, walls, plumbing, electrical, and data delivery systems.

Our site takes pride in keeping the buildings and grounds free of litter and graffiti. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to assist in the promotion of a safe and positive learning environment. The school is well maintained, clean and safe and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

The unit ventilators/fan coils in the classrooms are in good working condition and will remain. They were replaced in the 2000 modernization project. The hot water heaters during the same time period, and they are in good condition. A new control system is recommended at new buildings. Electrical power and natural gas service does not have the capacity to accommodate for expansion or new loads. Areas that have been modernized have upgraded to T8 lighting. Fire alarm and PA/intercom/master clock system is recommended to be upgraded with future expansion.

The site houses 13 relocatable classrooms, some 19 years of age that would benefit from replacement with a permanent classroom facility in the future. Implementation of the Two-way Bilingual Immersion Program has created a need for six additional classrooms. Since the site has only two kindergarten rooms that meet state classroom size requirements, the District would like to construct six new kindergarten rooms and convert two existing kindergarten spaces into a new library center to accommodate the 500 students. In addition, provide internal connection to the existing building, construct a new 20-foot wide fire access lane, and develop hard-court area for kindergarten students. Improve circulation for safety for students who ride the bus and students who walk to school which includes curbs and gutters.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)		✓		Construct 6 new kindergarten classrooms and modernize library
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety		✓		Upgrade
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)		✓		Repair needed outside
Restrooms	✓			
Sewer	✓			
Playground/School Grounds		✓		Asphalt and grounds repair
Roofs	✓			
Overall Cleanliness	✓			

INSTRUCTION

Bijou's instructional program is fully aligned to the State Frameworks in the core curricular areas.

Bijou School has two major focus areas in assessment. We have strategically analyzed past performance in the STAR testing and have collaboratively revised instruction to include required areas of learning. Secondly, we have site-based ongoing assessments at each grade level. Every six weeks grade level teachers collaborate, reviewing Language Arts assessment data, goals are developed, and teaching strategies are designed to meet these goals. Program revisions and interventions are determined from the student progress reported. Continual progress school wide and for our numerically significant subgroups has been an ongoing focus.

We are fortunate to provide a bilingual and English Immersion program with primary language support, ESL pullout, Special Day Class, an RSP program, literacy

intervention, and Title I services. We continue to develop and support our Learning Resource Center and NeverStreaming programs. Staff from all our special programs work closely with regular staff to meet the needs of all students. Program staff meets together on a regular basis to plan, coordinate and monitor student progress. Most students move to a less restrictive environment as their educational goals are met. Many special needs students are mainstreamed in regular classes for part of their day as applicable.

All students, parents and staff are treated equitably. Our staff and administration have an increased awareness of the special needs of our students and parents, making equal treatment and access to all educational programs of the utmost importance.

LEARNING CLIMATE

We feel that creating a positive learning environment is critical to student success. Monthly Good Citizen Awards assemblies are held to honor students for academic and behavioral achievements. We focus on different aspects of various cultures for our multi-cultural student body. Students are taught to be proud of their individual abilities and heritage, and to respect each other.

Almost all staff has received training in Classroom Management. Students are taught to be self-disciplined and independent learners. This method supports all district discipline policies and creates a smooth flowing, effective learning environment.

In 2007-08, the suspension rate was 1.2% and the expulsion rate was 0. In 2006-07, the rate of suspensions 2.9% and the expulsion rate 0. In 2005-06, the suspension rate was 2.5% and the expulsion rate was 0.

Our school has formed a Safe Schools Committee in conjunction with a district committee and will be participating in trainings this year to review new requirements and to conduct an ongoing rewrite of the existing Safe Schools Plan and Emergency Procedures.

Questions regarding the information presented in this report may be directed to your principal, Karen Gillis-Tinlin at (530) 543-2337.

Statistical data regarding student performance, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	21	22	23	43	45	45	42	43	46
Mathematics	31	25	30	40	38	42	40	40	43
Science	16	15	10	41	48	50	35	38	46
History-Social Science				26	27	26	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	17	22	4	
White (not Hispanic)	44	54	25	
Male	16	27	10	
Female	32	32	10	
Economically Disadvantaged	22	27	8	
English Learners	10	18	0	
Students with Disabilities	8	10	0	

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	1	1	1
Similar Schools	2	1	1

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	6	-26	10	623
Hispanic or Latino	14	-34	11	588
Pacific Islander				
White (not Hispanic)	8	28		
Socioeconomically Disadvantaged	5	-25	20	618
English Learners	14	-27	4	569
Students with Disabilities			-25	504

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	40.6

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	27	31	30	217
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence			--	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	93.8	6.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	75.7	24.3

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (2003), grades 1-5, ratio 1:1; Big Books (K-1), one set per class; Spanish Anthology, grades 3-5.	0
Mathematics	Wright Group/McGraw-Hill (2008/09); Everyday Mathematics, grades K-1 one kit per class, grades 1-2 ratio 3:1, two journals and one homework book. Grades 3-5, ratio 4:1 (English and Spanish); two journals, one reference book, one homework book; Grades K-2, Spanish Homework.	0
Science	McMillan/McGraw Hill (2007/08); one Big Book set per class; grades 3-5.	0
History-Social Science	McMillan/McGraw Hill (2006-07); grade 1, one Big Book set per class, Spanish.	0
Health	Included in Science	Included in Science
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music –grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.	NA

CLASS SIZE AND ENROLLMENT

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06			Avg. Class Size	2006-07			Avg. Class Size	2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	25.0	1	3		19.5	4	2		19.7	6.0				
1	20.0	4			19.3	3			19.8	4.0				
2	20.0	3			18.2	5			19.5	4.0				
3	27.7		3		19.0	3			19.8	4.0				
4	26.3	1	3		23.5	1	3		22.3		3.0			
5	25.0		3		27.3		3		23.7		3.0			
K-3	19.5	2			18.0	1								

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	119
Grade 1	79
Grade 2	75
Grade 3	83
Grade 4	67
Grade 5	71
Total Enrollment	494

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.01 %
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	1.82 %
Hispanic or Latino	74.7 %
White (not Hispanic)	19.43 %
Multiple or No Response	2.83 %
Socioeconomically Disadvantaged	92 %
English Learners	62 %
Students with Disabilities	18 %

SCHOOL FINANCES

Transportation is provided for 80% of our students. We have a bilingual school psychologist and PIP aide.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9460	\$3149	\$6311	\$60703
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	8%	8%	8%	-4%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	16%	2%

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38643	\$37916
Mid-Range Teacher Salary	\$59057	\$58151
Highest Teacher Salary	\$81674	\$75396
Average Principal Salary (Elementary)	\$107794	\$91086
Average Principal Salary (Middle)	\$114565	\$95220
Average Principal Salary (High)	\$103950	\$101661
Superintendent Salary	\$155314	\$136091
Percent of Budget for Teacher Salaries	40.7 %	38.5 %
Percent of Budget for Administrative Salaries	4.7 %	5.8 %