

Bijou Community School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Bijou Community School
Street	3501 Spruce Avenue
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 543-2337
Principal	Roseann DePierri
Email Address	rdepierri@ltusd.org
School Website	bijou.ltusd.org
County-District-School (CDS) Code	09-61903-6005540

2023-24 District Contact Information

District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. Todd Cutler
Email Address	tcutler@ltusd.org
District Website	www.ltusd.org

2023-24 School Description and Mission Statement

Bijou Community School, located in South Lake Tahoe, California strives to discover and foster the unique talents and potential of all students. Our mission is to cultivate a collaborative, nurturing environment which embraces diversity, promotes equity and develops confident lifelong learners resulting in academic excellence, civic responsibility and emotional and physical wellness. To achieve our mission and vision, Bijou Community School promotes the three pillars of Dual Language Education: Bilingualism and Biliteracy, Academic Achievement and Sociocultural awareness. As of Fall 2023, Bijou Community School's student body is composed of 425 students from Transitional Kindergarten through fifth grade. A total of 41% of the students are English learners, 64% are identified as socioeconomically disadvantaged, and 10% are students with disabilities. The ethnic demographics of Bijou Community School student population consists of 66% Hispanic or Latino, 29% White (not Hispanic), 0.7% Asian and 3% of students are multi-ethnic.

At Bijou Community School we implement and monitor instructional programs to meet the needs of all students. Bijou Community School is proud to implement a Spanish Two-Way Bilingual Immersion (TWBI) Program for Transitional Kindergarten (TK) through fifth grade as well as an English Mainstream TK class. Our 90/10 Spanish Two-Way Bilingual Immersion program has been in place since 2007, with the mission to prepare students to attain high academic achievement in Spanish and English, become bilingual and bi-literate, and develop sociocultural competence. Our practices include, but are not limited to, a focus on oral language production, rigorous grade level instruction for all students, the implementation of a structured Response to Intervention Model, English and Spanish Reading Intervention program, English Language Development, Speech/Language, and Special Education Services. Bijou has a full-time nurse on campus, a school counselor who provides counseling services and social emotional learning, and a wellness center to provide therapy services and assist students and their families in navigating mental health services. A Boys and Girls Program is housed at our site to provide after-school childcare and instructional and homework support.

To reach academic and social success for all, the staff at Bijou Community School engages in school wide and grade level collaboration, standards and mastery based instruction, implementation of Response to Intervention, and integration of Positive Behavioral Interventions and Supports. We are currently in the process of recalibrating our Two-Way Immersion program to ensure that current research informs our instructional practice. The Lake Tahoe Unified School District has adopted state curriculum for all academic subjects and has an ongoing monitoring system. Our district adopted McGraw Hill curriculum for Math, Language Arts and English Language Development, Savvas myWorld for Social Studies, and School Specialty Foss for Science. All students participate in music lessons each week. In addition, the use of technology enhances our curriculum

2023-24 School Description and Mission Statement

across all content areas. Staff participates in technology training that promotes the use of programs including Google, Accelerated Reading, Learning Ally, RAZ-Kids, and iReady. Starting in Kindergarten, students have access to Chromebooks. All classrooms are equipped with Smart boards or Smart TVs and document camera readers. To support our students socially and emotionally, our teachers participate in district level professional development. Collaboration takes place with our school psychologist, school counselor and district mental health therapist, and homeless and foster youth liaison. Collaboration with community agencies, and our onsite Wellness Center, takes place to identify family and student resources needed. In a typical year students at Bijou Community School have the opportunity to enroll in one After-School Enrichment club per year. Enrichment Club options include: Art, Ballet, Baseball, Bedazzle, Bike, Cooking, Circus, Dance, Hockey, Lego, Outdoor, STEAM, Science and Math, and Ukulele. Students can also participate in Spelling Bee, Choir, and Conflict Managers.

Collaboration and Professional Development for our staff is structured and planned annually to support the instructional models at our site. All teachers at Bijou Community School collaborate during staff meeting time and early release Wednesdays. During early release Wednesdays, teachers participate in professional development or grade level collaboration to discuss instructional strategies, assessment results, plan instruction, and identify effective strategies.

Bijou Community School staff engages in ongoing data analysis to drive instructional decisions. In order to facilitate data collection, analysis, and reporting, Bijou Community School's teachers track student data, participate in data analysis collaborations and modify instruction to better serve the students. Bijou Community School has implemented site-based ongoing assessments such as iReady and every trimester results are analyzed during data meetings. Grade level teachers, administrator, special services teachers, and reading intervention teachers attend data meetings. During the data meetings, attendees analyze the academic results and progress of each student, as well as address social and emotional concerns. Members discuss possible interventions and programs available for students not meeting standards; during the data meetings possible assistance for parents is also discussed.

A number of staff committees have been coordinated at Bijou Community School to monitor implementation of our academic and behavioral plan. Staff committees include: Bijou Community School Leadership, Safety Committee, Student Study Team, Positive Behavioral Interventions and Supports, and Single Focus Committee. At Bijou Community School we value and celebrate parent participation and involvement. In addition to the Parent Teacher Association, School Site Council, English Language Advisory Committee and Cafecitos, a total of fifteen committees are established to increase parent involvement during and after school. The committee options for parents include: Recess, Library, After-School Enrichment Clubs, In-Class Aides, Beautification, PTA, BATS, Cafeteria, Parking Lot, Literacy, Office, Mascot (Events), Nutrition, Running, and Lost and Found. Parents are also encouraged to participate in our monthly family events and are always welcome to our Posters and Pastries general meetings and weekly Cafecitos meetings.

Our school community takes pride in maintaining a welcoming campus. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to assist in promoting a safe and positive learning environment. The fire access route is accessible from Herbert Street and through the back playground area. Regular school safety, evacuation, shelter-in-place, and lock down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel, and parents. The school regularly schedules Site Safety Meetings and maintains an Incident Management Team and responds to emergencies according to the Incident Command System per the National Incident Management System. The school and district team work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	69
Grade 2	62
Grade 3	66
Grade 4	56
Grade 5	59
Total Enrollment	420

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
American Indian or Alaska Native	0.2%
Asian	0.5%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	65%
Two or More Races	2.1%
White	31.2%
English Learners	42.9%
Homeless	0.7%
Socioeconomically Disadvantaged	52.6%
Students with Disabilities	10%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	95.07	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.93	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.90	5.84	12115.80	4.41
Unknown	0.00	0.00	15.90	8.52	18854.30	6.86
Total Teaching Positions	20.30	100.00	187.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.60	85.50	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.83	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.10	7.26	11953.10	4.28
Unknown	2.00	9.67	16.80	8.65	15831.90	5.67
Total Teaching Positions	20.60	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our district has adopted McGraw-Hill curriculum for Math, Language Arts, and English Language Development; School Specialty Foss for Science in 2022; and Savvas My World/Mi Mundo May 2019 for Social Studies. To enhance curriculum and increase academic supports, technology resources are available in all Kindergarten through 5th grade classrooms. Our TK classrooms utilize Benchmark curriculum and FOSS science. All students on campus have one-on-one access to Chromebooks. All classrooms are equipped with smart boards or smart TVs and document camera readers.

CURRICULUM IMPROVEMENT

Multiple district and site committees have been coordinated to analyze and improve programs and curriculum in Spanish and English Language Arts, Math, Science, Social Studies, and English Language Development (ELD). Curriculum improvement committees include: School Site Council, English Learner Advisory Committee (ELAC), Single Focus, Two-Way Bilingual Immersion (TWBI), and Science. Funds have been allocated to sites to spend on a Single Focus Plan. The Single Focus Team identified language development as a key focus for the 2021 to 2024 focus. In addition, professional development has been planned and aligned with site goals; training is planned to increase computer literacy, Common Core State Standards knowledge, Literacy instructions, English Language Development, Reading and Writing strategies, and other curricula areas. Teacher collaboration takes place to plan and modify instruction, share strategies, increase consistency, and improve overall academic rigor.

INSTRUCTION

Bijou Community School's instructional program is aligned to the State Frameworks in core curricular areas and Common Core State Standards. The staff engages in data analysis of both formal and informal assessments to strategically plan instruction, interventions, and extensions. Data is also analyzed to develop academic goals for students and communicate progress to families. A Spanish Two-Way Immersion Program was initially implemented in 2007 and English Language Development classes, RSP (Resource Specialist), literacy intervention, and Title services are in place. Our staff and administration continue to analyze the diverse needs of our students and their families to make instructional programs accessible to all. The Response to Intervention (RTI) model has been strengthened to target the academic needs of our students.

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders/Maravillas, 2017 (Adopted 4-26-16)	Yes	0
Mathematics	McGraw-Hill: My Math, 2014 (Adopted 4-21-15)	Yes	0
Science	School Specialty Foss (Adopted 6-23-2022)	Yes	0
History-Social Science	Savvas: My World/Mi Mundo (Adopted 5-28-19)	Yes	0
Health	Included in Science		0
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

Bijou Community School houses a total of thirty classrooms including four portables. Ensuring our campus is clean, well maintained, and safe is key to establishing and maintaining a positive learning environment. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to promote of a safe and positive learning environment. Collaboration with custodial and maintenance staff is ongoing to address facility needs. The SchoolDude App is used to submit and receive work orders and has improved communication between site personnel and district maintenance staff.

Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by administration, teachers, and classified personnel.

Based on the most current facility inspection interior surfaces, restrooms and sinks/water fountains were identified as area with overall deficiencies. A copy of our Facilities Inspection Tool (FIT) Report was submitted to the director of facilities and tickets for repairs will be submitted.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Leak in boiler room, overhead from plumbing, second from water heater. MPR boiler is missing a fan belt.
Interior: Interior Surfaces			X	A Wing- A2 Center post in class wall board damage, A3 and A4 roof leak has caused damage to ceiling tiles. Main hallway- Exterior light cover missing, B3/B5 carpet rolling, B4 exterior door cannot open fully. All carpets are wearing and bubbling in numerous places. Tiles are cracking in the main building and coming up in the D building Kitchen- Finish sheetrock wall repair where plumbing was recently fixed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms- Girls restroom has a missing sink. B6- Drinking fountain missing. MPR- Fountain missing
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		B4 and B6: Exterior door only opens 90 degrees. Windows in cafeteria are missing latches. Cracks in asphalt.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	39	44	44	47	46
Mathematics (grades 3-8 and 11)	20	24	28	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	184	175	95.11	4.89	39.43
Female	99	95	95.96	4.04	35.79
Male	85	80	94.12	5.88	43.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	124	115	92.74	7.26	23.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	57	100.00	0.00	71.93
English Learners	80	71	88.75	11.25	7.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	107	94.69	5.31	24.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	20.59

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	184	182	98.91	1.09	24.18
Female	99	99	100.00	0.00	15.15
Male	85	83	97.65	2.35	34.94
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	124	122	98.39	1.61	13.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	57	57	100.00	0.00	43.86
English Learners	80	78	97.50	2.50	6.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	111	98.23	1.77	14.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	34	100.00	0.00	20.59

CAASPP Test Results in Science for All Students

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.00	32.20	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	59	96.72	3.28	32.20
Female	28	28	100.00	0.00	28.57
Male	33	31	93.94	6.06	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	38	36	94.74	5.26	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	68.18
English Learners	25	23	92.00	8.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	36	94.74	5.26	13.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	27.78

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.53%	100.00%	98.31%	94.92%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent and family involvement is encouraged to support students' academic, social, and emotional success. Parents at Bijou Community School have multiple opportunities to get involved. Families are encouraged to participate in parent committees, school events, conferences, and workshops to support their children, maintain a positive school climate, and build a respectful and inclusive community. Families are informed of parent involvement opportunities during back to school night, parent-teacher conferences, meetings, emails, weekly Smore newsletters, Aeries Communications, Twitter, and through our website bijou.ltusd.org. We have active parent volunteer committees and parents sign up for weekly volunteer opportunities with their child's teacher.

Parent Involvement opportunities include:

- Parent Teacher Association (PTA)
- School Site Council (SSC)
- English Language Advisory Committee
- Cafecitos
- Parents-In Action Program
- After School Enrichment Clubs
- TWBI Informational Nights/Recruitment Session

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	425	109	25.6
Female	220	218	58	26.6
Male	211	207	51	24.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	2	100.0
Black or African American	1	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	283	277	86	31.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	3	33.3
White	134	134	17	12.7
English Learners	189	186	60	32.3
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	254	249	84	33.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	66	66	16	24.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.49	3.48	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.48	0
Female	2.73	0
Male	4.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.24	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.49	0
English Learners	3.7	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.09	0

2023-24 School Safety Plan

Bijou Community School's Safety Plan was updated and approved in October of 2023. Ensuring that our campus is clean, well maintained, and safe is key in establishing a positive learning environment. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to promote a safe and positive learning environment. The fire access route is accessible from Herbert Street and through the back playground area. Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by administrator, teachers, classified personnel, and Parents-In-Action. Monthly site safety meetings are scheduled to review safety concerns and drills. The site maintains an Incident Management Team and responds to emergencies according to the Incident Command System per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Parent Square (Aeries) communications system. At least once annually, a Staff training is delivered to address and refresh each employee's knowledge of general safety issues, identification and prevention of possible violent behavior indicators, personal/situational awareness, learning space control, medical and emotional attention, security, and safety strategies.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	23		3	
2	20	2	1	
3	21	2	2	
4	31		3	
5	28		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21	1	2	
2	21		3	
3	19	3		
4	29		2	
5	28		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	5	0
1	23	0	3	0
2	21	1	2	0
3	22	0	3	0
4	28	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15721	5854	9867	75823
District	N/A	N/A	10170	\$82,209
Percent Difference - School Site and District	N/A	N/A	-3.0	-8.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	25.9	-7.8

Fiscal Year 2022-23 Types of Services Funded

Bijou Community School is proud to implement a Spanish Two-Way Bilingual Immersion Program. Our 90/10 Spanish Two-Way Bilingual Immersion program has been in place since 2007, with the mission to prepare students to attain high academic achievement in Spanish and English and become bilingual, bi-literate and develop positive cross-cultural attitudes.

A variety of instructional practices, resources, and services are integrated to support and target the individual needs of our students including:

- Alignment in grade level reading blocks
- Response to Intervention block has been coordinated at every grade level to provide intervention and extension activities for our students in language arts
- Intervention Teacher: K-5
- Inclusion RSP Program
- Positive Behavioral Interventions and Supports (PBIS)
- Grade level collaboration
- Staff professional development and training on a variety of topics including: Assessment and Data, Engagement Strategies, Step Up to Writing, ATDLE Conferences, SIPPS, Thinking Maps, CA Ed Partners math support
- Data meetings
- After-school enrichment clubs: Art, Ballet, Baseball, Basketball, Bike, Dance, Cooking, Lego, Outdoor, Soccer, STEAM, and Ukulele
- After school tutoring opportunities
- Boys and Girls Program/Homework Club 202
- Intervention Resources: SIPPS, Sonday, Wonder Works, Read Naturally, Words Their Way, Leveled Readers
- Staff Committees: Site Leadership, Safety, Student Study Team, PBIS, ELAC, School Site Council
- Parent Committees: School Site Council, English Language Advisory Committee, Parent Teacher Association, Cafecitos, Parents-In-Action/Parent Volunteers
- Collaboration with community agencies
- Monthly family events

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,786	\$50,875
Mid-Range Teacher Salary	\$80,672	\$79,761
Highest Teacher Salary	\$112,435	\$103,045
Average Principal Salary (Elementary)	\$134,951	\$128,154
Average Principal Salary (Middle)	\$119,500	\$131,774
Average Principal Salary (High)	\$124,600	\$142,676
Superintendent Salary	\$211,000	\$211,462
Percent of Budget for Teacher Salaries	34.61%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

Professional Development

Professional Development is critical to ensure that Bijou Community School staff continue to strengthen their practice. Formal and informal staff development opportunities are aligned to LTUSD Local Control and Accountability Plan and Bijou Community School's site goals. Professional development supports the implementation of Common Core State Standards, English Language Arts, Language Acquisition, Math, Response to Intervention, Technology, and Positive Behavioral Interventions and Supports (PBIS). Opportunities for staff development include conferences, workshops, district/site provided training, and collaboration. Staff development opportunities include, but are not limited to Dual Language Education, Excellence Through Equity, PBIS, Thinking Maps, Step Up to Writing, Wonders and Maravillas, Assessments, and Technology. Collaboration takes place every Wednesday.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement		38	