

The School Plan for Student Achievement

School: Bijou Community School
CDS Code: 09-61903-6005540
District: Lake Tahoe Unified School District
Principal: Roseann DePierri
Revision Date: October 12, 2022

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Bijou Community School's Vision and Mission Statements

Bijou Community School strives to be a respected place of learning where all individuals feel safe, feel cared for, feel connected, and develop awareness of self-responsibility. Our mission is to establish a strong academic foundation for students to become contributing citizens of a global society.

School Profile

Bijou Community School, located in South Lake Tahoe, California strives to be a respected place of learning where all individuals feel safe, feel cared for, feel connected, and develop awareness of self-responsibility. Our mission is to establish a strong academic foundation for students to become contributing citizens of a global society. As of Fall 2022, Bijou Community School's student body is composed of 418 students from Transitional Kindergarten through fifth grade. A total of 49.1% of the students are English learners, 64.5% are identified as socioeconomically disadvantaged, and 9.9% are students with disabilities. The ethnic demographics of Bijou Community School's students consist of 70% Hispanic or Latino, 27.5% White (not Hispanic), 0.4% Filipino and 1.3% of students marked multiple ethnicities.

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 Program TK-5 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 positive cross-cultural attitudes. Some of our practices across programs include, but are not limited to, the implementation of a structured Response to Intervention Model, English and Spanish Reading Intervention program, English Language Development, Speech/Language, and Special Education 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, identification of essential California Common Core State Standards, 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 established an ongoing monitoring system. Our district adopted the McGraw Hill curriculum for Math, Language Arts and English Language Development and Savvas myWorld for Social Studies. We have recently adopted FOSS science curriculum for all grades. All students participate in music lessons each week. In addition, the use of technology enhances our curriculum across all content areas. Staff participates in technology training that promotes the use of programs including Canvas Learning Management System, Google, Accelerated Reading, Learning Ally, IXL, Reflex Math RAZ-Kids, and Seesaw. 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 have been involved in district level professional development and all students will be receiving a universal screener this year. Collaboration takes place with our school psychologist, school counselor and district mental health therapist, and homeless and foster youth advocate. Collaboration with community agencies takes place to identify family and student resources needed. In a typical year students at Bijou Community School also have the opportunity to enroll in one After-School Enrichment club per year. Enrichment Club options can include: Art, Ballet, Baseball, Bedazzle, Bike, Cooking, Circus, Dance, Hockey, Lego, Outdoor, STEAM, Science and Math, and Ukulele and have the opportunity to 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 participate in grade level collaboration to discuss instructional strategies, assessment results, plan instruction, and identify effective strategies.

Bijou Community staff engages in ongoing data analysis to drive instructional decisions. In order to facilitate data collection, reporting, and analysis, 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 NWEA MAP and every trimester results are analyzed at 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 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 the implementation of our academic and behavioral plan. Staff committees include: Bijou Community School Leadership, Safety Committee, Student Study Team, Positive Behavior and Intervention 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 Aids, 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 the promotion of 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. The site maintains an Incident Management Team and responds to emergencies according to the Incident Command System as 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.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

End of the year parent survey, ongoing staff/parent surveys via survey monkey and google forms.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site principal conducts weekly informal observations of all classrooms. During this time, she tracks student engagement and instructional strategies that are implemented. These observations support planning of professional development and data analysis for teachers. Additionally, temporary and probationary teachers receive two formal observations per year. These observations include a pre observation meeting and a post observation meeting, and a formal evaluation based on the California Standards for the Teaching Profession is completed. Permanent teachers receive formal observations every 4 years. Finally, new teachers participating in the teacher induction program and receive peer coaching several times throughout the year. Peer coaching follows a similar process, with a pre conference and post conference meeting.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

SBAC/CAASPP and NWEA MAP data is analyzed to inform, guide, and modify instructional decisions. Trimester benchmarks and common local assessments results guide strategic student placement, interventions, and extensions. Students not meeting grade level benchmarks are strategically grouped to receive additional instructional supports and small group instruction throughout the school day. Assessment results are analyzed during data collaboration meetings at the end of each trimester. State and local data is tracked by our Reading Specialist. ELPAC data is used for strategic grouping of during English Language Development so students receive appropriate instruction to address their language needs.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum-embedded assessment results are analyzed during teacher collaboration to plan for instruction. Staff analyzes formative student data and makes adjustments to instruction based on results. Students receive differentiated instruction to target individual academic needs. MAP assessments are being implemented and will also be analyzed to make instructional adjustments in reading and math.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff meets requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff is fully credentialed. All staff will engage in monthly professional development/collaboration and participate in identified Professional Development during the year. For the 2022-2023, all teachers will receive professional development for the recently adopted FOSS science curriculum. Teachers will also receive professional development for district supported technology.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Language Development will be the focus of grade level collaborations. Teachers analyze student performance and assessment data during weekly collaborations and trimester data meetings. Staff development will be geared towards understanding, planning and coordinating the implementation of language development across content areas. Much of our professional development will be provided by the Association for Two Way Dual Language Education and the Sacramento County Office of Education and will include: nonnegotiables for instruction, the English Learner Roadmap, English Language Development, whole group and small group instruction models, and Step Up to Writing and writing calibration.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers will receive ongoing support from district coordinators, district content area specialists and interventionists, TIP (Teacher Induction Program) mentors and content experts in various areas. Teachers will be able to observe colleagues in multiple settings and collaborate on an ongoing basis.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will collaborate or receive professional development every Wednesday. Targeted collaboration will be calendared focusing Spanish Language Arts instruction and English Language Development.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The LTUSD adopted Language Arts and Math curriculum are fully aligned with the Common Core State Standards. Teachers will engage in curriculum mapping focused on integration and alignment of instructional strategies in language development. New staff will participate in curriculum specific training to support the implementation and use of resources in the classrooms. Principal and district coordinators will monitor implementation of curriculum and materials.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are being met per state education law. Principal and site resource team monitor implementation.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level teams have created common pacing guides and schedules. Using ConnectEd calendars, teachers align pacing of SLA (second language acquisition) and ELA instruction. All grade levels have aligned language arts and math blocks to allow for intervention support that does not replace core instruction.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have appropriate standards-based instructional materials. Additional supplemental resources are available to support English Language Learners and Students with Disabilities.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted materials, including intervention materials, are monitored by the principal for full implementation in all classrooms.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by the regular program: rigorous grade level instruction with additional scaffolds, team teaching, small group instruction, reading intervention and extension, instructional assistant support, use of curriculum-embedded intervention, use of technology, digital resources, ongoing assessments, ELD (English Language Development) instruction.

14. Research-based educational practices to raise student achievement

See #13. In addition, the following practices are in place: Response to Intervention blocks, reading specialist, small group instruction, Guided Language Acquisition Design strategies, ELD, Inclusion Program, TWBI program, parent involvement/parent education, digital resources, highly-trained and qualified teachers, and targeted collaboration.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents in Action Volunteer Program, parent-teacher conferences, Student Study Team, Cafecitos weekly parent meetings, monthly ELAC (English Language Advisory Committee) meetings, Family Resource Center, Health Department, Live Violence Free, Tahoe Youth and Family Services and McKinney Vento. Additionally, we have plans to open a wellness center on site with a licenced therapist in collaboration with Sierra Child and Family Services.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Strong parent representation on the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC) and Parents-In-Action program.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See # 14 and #15.

18. Fiscal support (EPC)

See details in School Site Plan.

Description of Barriers and Related School Goals

The COVID-19 crisis has been the greatest barrier given the challenges to supporting students and families.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	99	81	59	95	0	57	95	0	57	96	0.0	96.6
Grade 4	98	87	57	95	0	56	95	0	56	96.9	0.0	98.2
Grade 5	104	86	86	99	0	85	99	0	85	95.2	0.0	98.8
All Grades	301	254	202	289	0	198	289	0	198	96	0.0	98.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2390.		2379.	15.79		10.53	15.79		22.81	26.32		21.05	42.11		45.61
Grade 4	2412.		2439.	10.53		16.07	14.74		16.07	28.42		30.36	46.32		37.50
Grade 5	2485.		2476.	22.22		16.47	18.18		20.00	25.25		24.71	34.34		38.82
All Grades	N/A	N/A	N/A	16.26		14.65	16.26		19.70	26.64		25.25	40.83		40.40

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.84		12.28	46.32		49.12	36.84		38.60
Grade 4	12.63		12.50	43.16		64.29	44.21		23.21
Grade 5	23.23		15.48	38.38		60.71	38.38		23.81
All Grades	17.65		13.71	42.56		58.38	39.79		27.92

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.47		10.53	47.37		40.35	43.16		49.12
Grade 4	7.37		10.71	48.42		58.93	44.21		30.36
Grade 5	20.20		9.52	54.55		58.33	25.25		32.14
All Grades	12.46		10.15	50.17		53.30	37.37		36.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.63		15.79	65.26		64.91	22.11		19.30
Grade 4	11.58		12.50	58.95		69.64	29.47		17.86
Grade 5	15.15		12.94	55.56		68.24	29.29		18.82
All Grades	13.15		13.64	59.86		67.68	26.99		18.69

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.74		8.77	49.47		57.89	35.79		33.33
Grade 4	8.42		14.29	52.63		64.29	38.95		21.43
Grade 5	26.26		14.12	38.38		63.53	35.35		22.35
All Grades	16.61		12.63	46.71		62.12	36.68		25.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Current CAASPP results are not available. Bijou Community School administered NWEA MAP assessments as a viable option to state CAASPP assessments for the 2020/2021 school year.

2. 2018 CAASPP observations as indicated on the California School Dashboard:
Students with disabilities in the red zone indicating a decline in growth in comparison to the previous year.
ELs/Socioeconomically disadvantaged/Hispanic in the orange zone indicating growth was maintained.
White students in the green zone indicating growth increased.

3. 2022 Fall MAP Data observations:
Similar patterns are observed in the MAP fall 2022 data.
English Reading: The percent of students falling between the 1st and 40th percentile are 39% of EL students and 6% white students in 4th grade; 40% of EL students and 11% of white students in 5th grade.
Spanish Reading: The percent of students falling between the 1st and 40th percentile are 35% of EL students and 12% white students in 3rd grade; 33% of EL students and 24% of white students in 4th grade; 32% of EL students and 20% white students in 5th grade.
These percentiles indicate how students are performing in normed comparison to their peers. For example, a students in the 40th percentile is performing better than 40% of other students in their grade level.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	99	81	59	96	0	59	96	0	59	97	0.0	100.0
Grade 4	98	87	57	95	0	57	95	0	57	96.9	0.0	100.0
Grade 5	104	86	86	101	0	85	101	0	85	97.1	0.0	98.8
All Grades	301	254	202	292	0	201	292	0	201	97	0.0	99.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2403.		2387.	7.29		8.47	25.00		16.95	28.13		25.42	39.58		49.15
Grade 4	2410.		2435.	5.26		7.02	13.68		21.05	32.63		31.58	48.42		40.35
Grade 5	2474.		2424.	16.83		3.53	7.92		7.06	30.69		24.71	44.55		64.71
All Grades	N/A	N/A	N/A	9.93		5.97	15.41		13.93	30.48		26.87	44.18		53.23

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.75		6.78	30.21		40.68	51.04		52.54
Grade 4	10.53		10.53	24.21		36.84	65.26		52.63
Grade 5	21.78		3.53	20.79		24.71	57.43		71.76
All Grades	17.12		6.47	25.00		32.84	57.88		60.70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.58		11.86	40.63		44.07	44.79		44.07
Grade 4	8.42		7.02	42.11		56.14	49.47		36.84
Grade 5	12.87		3.53	38.61		47.06	48.51		49.41
All Grades	11.99		6.97	40.41		48.76	47.60		44.28

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.42		13.56	54.17		50.85	35.42		35.59
Grade 4	5.26		8.77	40.00		54.39	54.74		36.84
Grade 5	14.85		4.71	43.56		49.41	41.58		45.88
All Grades	10.27		8.46	45.89		51.24	43.84		40.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Current CAASPP results are not available. Bijou Community School administered NWEA MAP assessments as a viable option to state CAASPP assessments for the 2020/2021 school year.
2. 2018 CAASPP observations as indicated on the California School Dashboard:
Students with disabilities in the red indicate a decline in growth.
English Language Learners, socioeconomically disadvantaged and Hispanic in the orange indicating a decline in growth.
White students in green indicating growth was maintained.
3. Fall 2022 MAP Math Data:
The percent of students falling between the 1st and 40th percentile are as follows- 41% of EL students and 14% white students in 3rd grade; 43% of EL students and 14% of white students in 4th grade; 51% of EL students and 17% white students in 5th grade.
These percentiles indicate how students are performing in normed comparison to their peers. For example, a students in the 40th percentile is performing better than 40% of other students in their grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1421.3	1412.9	1425.9	1435.9	1439.0	1445.5	1386.9	1351.9	1379.8	43	28	28
1	1418.2	1428.4	1404.1	1449.7	1463.7	1436.9	1386.3	1392.7	1370.9	39	25	32
2	1491.7	1461.9	1465.9	1505.5	1483.0	1483.3	1477.4	1440.2	1448.2	62	33	26
3	1501.4	1469.2	1478.3	1509.4	1485.2	1478.2	1493.0	1452.7	1477.9	55	36	30
4	1513.0	1505.1	1498.0	1513.2	1511.8	1498.9	1512.3	1497.9	1496.5	51	48	29
5	1536.7	1520.3	1523.0	1533.5	1530.1	1523.6	1539.5	1509.9	1521.8	46	38	45
All Grades										296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	9.30	3.57	3.57	39.53	42.86	39.29	32.56	35.71	50.00	18.60	17.86	7.14	43	28	28
1	0.00	0.00	0.00	12.82	24.00	9.38	41.03	48.00	43.75	46.15	28.00	46.88	39	25	32
2	19.35	12.12	3.85	41.94	24.24	38.46	35.48	39.39	46.15	3.23	24.24	11.54	62	33	26
3	14.55	0.00	13.33	52.73	22.22	40.00	29.09	58.33	26.67	3.64	19.44	20.00	55	36	30
4	17.65	6.25	13.79	43.14	50.00	31.03	35.29	37.50	44.83	3.92	6.25	10.34	51	48	29
5	28.26	21.05	22.22	52.17	50.00	31.11	17.39	18.42	40.00	2.17	10.53	6.67	46	38	45
All Grades	15.54	7.69	10.53	41.55	37.02	31.05	31.76	38.94	41.58	11.15	16.35	16.84	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.95	17.86	21.43	46.51	46.43	32.14	23.26	25.00	35.71	16.28	10.71	10.71	43	28	28
1	5.13	32.00	25.00	38.46	36.00	18.75	53.85	28.00	31.25	2.56	4.00	25.00	39	25	32
2	33.87	30.30	26.92	54.84	36.36	42.31	8.06	21.21	30.77	3.23	12.12	0.00	62	33	26
3	49.09	19.44	40.00	36.36	52.78	23.33	7.27	19.44	20.00	7.27	8.33	16.67	55	36	30
4	41.18	43.75	24.14	41.18	45.83	58.62	17.65	4.17	13.79	0.00	6.25	3.45	51	48	29
5	43.48	63.16	37.78	50.00	26.32	51.11	6.52	5.26	4.44	0.00	5.26	6.67	46	38	45
All Grades	32.77	36.06	30.00	44.93	40.87	38.42	17.57	15.38	21.05	4.73	7.69	10.53	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.65	0.00	0.00	20.93	3.57	7.14	62.79	53.57	78.57	11.63	42.86	14.29	43	28	28
1	0.00	0.00	0.00	2.56	16.00	6.25	23.08	16.00	9.38	74.36	68.00	84.38	39	25	32
2	6.45	6.06	0.00	32.26	12.12	19.23	38.71	30.30	50.00	22.58	51.52	30.77	62	33	26
3	5.45	0.00	0.00	20.00	2.78	23.33	54.55	33.33	40.00	20.00	63.89	36.67	55	36	30
4	9.80	2.08	3.45	25.49	27.08	20.69	43.14	33.33	37.93	21.57	37.50	37.93	51	48	29
5	10.87	2.63	11.11	21.74	13.16	17.78	52.17	57.89	46.67	15.22	26.32	24.44	46	38	45
All Grades	6.42	1.92	3.16	21.62	13.46	15.79	45.95	37.98	43.16	26.01	46.63	37.89	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.93	17.86	21.43	67.44	75.00	78.57	11.63	7.14	0.00	43	28	28
1	48.72	32.00	34.38	48.72	68.00	50.00	2.56	0.00	15.63	39	25	32
2	43.55	15.15	19.23	51.61	78.79	80.77	4.84	6.06	0.00	62	33	26
3	38.18	8.33	36.67	52.73	72.22	46.67	9.09	19.44	16.67	55	36	30
4	29.41	29.17	58.62	58.82	60.42	31.03	11.76	10.42	10.34	51	48	29
5	4.35	26.32	17.78	93.48	65.79	73.33	2.17	7.89	8.89	46	38	45
All Grades	31.42	21.63	30.53	61.49	69.23	60.53	7.09	9.13	8.95	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	18.60	32.14	21.43	55.81	42.86	64.29	25.58	25.00	14.29	43	28	28
1	0.00	12.00	9.38	76.92	84.00	56.25	23.08	4.00	34.38	39	25	32
2	41.94	45.45	42.31	54.84	36.36	53.85	3.23	18.18	3.85	62	33	26
3	58.18	58.33	36.67	36.36	36.11	36.67	5.45	5.56	26.67	55	36	30
4	64.71	77.08	24.14	35.29	16.67	65.52	0.00	6.25	10.34	51	48	29
5	78.26	78.95	68.89	21.74	15.79	22.22	0.00	5.26	8.89	46	38	45
All Grades	45.61	55.29	36.32	45.95	34.62	47.37	8.45	10.10	16.32	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	3.57	79.07	71.43	82.14	20.93	28.57	14.29	43	28	28
1	0.00	0.00	3.13	20.51	24.00	15.63	79.49	76.00	81.25	39	25	32
2	8.06	12.12	0.00	79.03	42.42	69.23	12.90	45.45	30.77	62	33	26
3	3.64	0.00	0.00	61.82	27.78	46.67	34.55	72.22	53.33	55	36	30
4	13.73	8.33	0.00	50.98	54.17	58.62	35.29	37.50	41.38	51	48	29
5	19.57	2.63	8.89	65.22	68.42	55.56	15.22	28.95	35.56	46	38	45
All Grades	7.77	4.33	3.16	61.15	49.04	53.68	31.08	46.63	43.16	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.93	0.00	7.14	67.44	46.43	71.43	11.63	53.57	21.43	43	28	28
1	0.00	0.00	0.00	35.90	48.00	31.25	64.10	52.00	68.75	39	25	32
2	9.68	3.03	3.85	59.68	36.36	61.54	30.65	60.61	34.62	62	33	26
3	10.91	0.00	10.00	78.18	55.56	76.67	10.91	44.44	13.33	55	36	30
4	3.92	0.00	17.24	84.31	72.92	55.17	11.76	27.08	27.59	51	48	29
5	8.70	5.26	22.22	80.43	78.95	68.89	10.87	15.79	8.89	46	38	45
All Grades	9.12	1.44	11.05	68.58	58.65	61.05	22.30	39.90	27.89	296	208	190

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC results for 19/20 were not be published for the public.
2. CAASPP 2018 English Language Progress:
30.9% Well Developed
35.8% moderately Developed
24.4% somewhat developed
9% beginning stage
3. Reclassification Rates on the California School Dashboard as of 2019 indicate that 50.2% making progress towards English language proficiency. This places Bijou in the medium progress category.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Curriculum and Instruction
LEA GOAL:
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Students experiencing Homelessness • 5% toward grade level standards, through the current LCAP (Local Control and Accountability Plan) cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth • Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant
SCHOOL GOAL #1:
Increase all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and students experiencing homelessness • 5% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments • Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant.
Data Used to Form this Goal:
NWEA MAP Growth Assessment, LTUSD Local Assessments, CAASPP state assessment results, ELPAC assessment results
Findings from the Analysis of this Data:
There is a need for all students, with an emphasis on EL, Students With Disabilities (SWD), Foster and Homeless Youth and Low Income (LI) to: • Increase percentage of students who achieve grade level standards by 5% as measured on CAASPP (California Assessment of Student Performance and Progress) results • Increase early elementary grade level literacy skills • Increase English language proficiency level by the end of 5th grade • Have access to rich SEL/Relationship instruction and curriculum • Have access to project-based learning curriculum
How the School will Evaluate the Progress of this Goal:
Trimester LTUSD Benchmarks; CAASPP, MAP, and ELPAC assessment results will be monitored for academic progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue with Estrellita Program K-1. Maintain SIPPS Intervention Program 3-5 and Early Reading Intervention Program K-3. Continue intervention opportunities (MTSS).	2022-2023	Grade Level Teams Grade Level Teacher Principal Intervention Team	Grade Level Teachers		General Fund	
			Intervention Teacher	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	125,332
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,959
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	14,434
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	17,505
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	12,154
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	13,641
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	9,238
			Instructional Assistant Extra Duty	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	2,158
			Estrellita Training	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	659
			Instructional Supplies	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	5,390
			Estrellita Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,711
			Instructional Materials: copies	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000
Continue Sonday Dyslexic Reading Intervention Program K-5	2022-2023	Principal Intervention Team RSP Teacher	Sonday Program	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize LTUSD local Formative Assessments K-5 to guide instruction. Conduct Interim MAP Assessments in Reading, Language and Math 2nd-5th and Reading and Math K-1.	2022-2023	Principal Grade Level Teams Intervention Teams	Grade Level Collaboration After school meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,007
Utilize weekly early student release days for collaboration and professional development aligned with SPSA and LCAP	2021-2022	District Leadership Principal Grade Level Teams Intervention Team District Specialists Special Education Team	Professional Development Instructional Supplies	5000-5999: Services And Other Operating Expenditures None Specified 4000-4999: Books And Supplies	LCFF - Supplemental None Specified General Fund	2,000
Support strong tier 1 instruction Provide reading and math Intervention Program K-5	2022-2023	District Leadership Principal District Specialists Interventionist	Reading and Math Specialists Coaching	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Supplemental LCFF - Supplemental	
Continue direct student support with existing paraprofessionals for targeted English improvement	2022-2023	District Leadership Principal Interventionist	Additional Instructional Aide hours Additional Instructional aide hours Additional Instructional aide hours	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I Title I	28,349 39,012 7,055
Continue implementation of CCSS curricula, TK-5. Continue to integrate and implement adopted CCSS ELA, ELD, Math and Social Studies curricula into the classroom. Implement FOSS Science curriculum.	2022-2023	District Leadership Principal Content Area Specialists	Instructional Materials	None Specified	District Funded	
Implement partnership with CA Education Partners for K-3 grade coherence with a math focus	2022-2023	District Leadership Principal	Guided professional development and collaboration			
Continue implementation of Districtwide ELD program	2022-2023	District Leadership Principal EL Coordinator	ELD Instructional Model			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Content Area Specialists	EL Focus Collaborations	1000-1999: Certificated Personnel Salaries	District Funded	
			Instructional Materials	4000-4999: Books And Supplies	Title I	1,254
			ELD Instructional Support	2000-2999: Classified Personnel Salaries	Title I	
			EL Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
			EL Strategies PD	5000-5999: Services And Other Operating Expenditures	District Funded	
			Instructional assistant	2000-2999: Classified Personnel Salaries	Title III	30,038
Continue ELD professional development specifically focusing on LTEL needs and EL scaffolding strategies in the content areas in partnerships with EL Coordinator	2022-2023	District Leadership Principal EL Coordinator	Professional Development	5000-5999: Services And Other Operating Expenditures	General Fund	
			Collaboration with EL Coordinator	None Specified	District Funded	
			Instructional Materials	4000-4999: Books And Supplies	General Fund	
Continue with annual recognition of reclassification and TWBI (Two Way Bilingual Immersion) students through English Language Proficiency and Pathway to Biliteracy Awards	2022-2023	Principal EL Coordinator Lead Teacher	Annual Site Reclassification Recognition Annual District wide Biliteracy Pathway Awards	4000-4999: Books And Supplies	General Fund	
Support TK-5 CTE pathways with collaboration with CTE coordinator and CTE specialists	2022-2023	District Leadership Principals	Collaboration	None Specified	District Funded	
Collaborate with McKinney Vento Assistant to support improved student outcomes for those students identified	2022-2023	District Leadership Principal McKinney Vento Assistant	Collaboration with McKinney Vento Assistant	None Specified	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Principal Professional Development	2021-2022	District Leadership Principal	ACSA Membership	5800: Professional/Consulting Services And Operating Expenditures	District Funded	

School Goal #2

SUBJECT: Integrated staff support and professional development

LEA GOAL:

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that is guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

SCHOOL GOAL #2:

Supported through ongoing targeted professional learning, collaboration, and support for all staff, all students will receive quality first instruction and curriculum

- To which they have equitable access
- Aligned to standards that is guaranteed, viable, and rigorous
- That fully prepares them to successfully progress through each grade level, graduation, and into college or career choice
- That is vertically articulated and scaffolded
- Consistently aligned across grade levels for the primary benefit of students

Data Used to Form this Goal:

CAASPP results, EL reclassification rates, California School Dashboard, staff surveys

Findings from the Analysis of this Data:

There is a need for all staff to support students, with an emphasis on EL, SWD, Foster and Homeless Youth and LI to:

- Increase percentage of students (EL, SWD, LI) who achieve grade level standards by 10% as measured on CAASPP results
- Increase early elementary grade level literacy skills
- Increase EL reclassification rates, decrease LTELs (long-term English Learners), and systematically track and monitor RFEP (Reclassified Fluent English Proficient) students
- Increase English language proficiency level by the end of 5th grade
- Increase the passing rate for academic courses
- Increase the number of EL students with Seal of Biliteracy

There is a need for the District to:

- Increase standards aligned IEPs (Individualized Education Plans)
- Increase preventative, proactive instruction
- Increase rich first instruction practices
- Have a strong inclusion model to prevent homogeneously grouping students by ability and pulling students out of core instruction
- Have clearly identified learning targets by subject and grade
- Decrease suspension rates, increase engagement
- Increase student attendance
- Increase systematic collaboration and planning between Core Subject Teachers and Special Education Service Providers
- Have consistent and equitable course access throughout all K-12 programs
- Articulate and maintain high standards for all students

How the School will Evaluate the Progress of this Goal:

Trimester LTUSD Benchmarks; MAP, CAASPP, and ELPAC assessment results; attendance rates; and reclassification rates will be monitored for academic success. Staff surveys, curriculum maps and collaboration minutes will also be collected and analyzed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate Content Area Specialists for: Professional development and peer coaching	2022-2023	District Leadership Principal Content area specialists Certificated staff	Content Area Specialist salaries	1000-1999: Certificated Personnel Salaries	District Funded	
Professional Development plan: provide professional development opportunities aligned with LCAP and Single Focus goals	2022-2023	District Leadership Principal Content area specialists Certificated staff	Professional Development Opportunities	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide grade level and vertical collaboration time	2022-2023	Principal Grade Level Teams	Wednesdays Professional Development Blocks Monthly staff meetings			
Provide substitutes for teachers to compile and analyze data and design educational programs for individual student needs	2022-2023	Principal Secretary Grade level teams	Data Meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000

School Goal #3

SUBJECT: Student and family support and engagement
LEA GOAL:
Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student’s learning and well-being and as partners in the school community
SCHOOL GOAL #3:
Students, families, staff and stakeholders will engage in building and sustaining an inclusive, connected, and proactive school community fostering a positive climate and culture • Through language, cultural, and socio-economic support • By supporting students in making their own unique and personal contributions through participation in activities that promote academic, physical, and social-emotional well being • By connecting with, educating, and empowering families to participate in their student’s learning and well-being and as partners in the school community
Data Used to Form this Goal:
School climate surveys for students, staff, and families; California School Dashboard; California Healthy Kids Survey; parent participation in school meetings and activities; attendance rates

Findings from the Analysis of this Data:

There is a need for all students, with an emphasis on EL, SWD, Foster and Homeless Youth, and LI to:

- Increase connection to school through participation in athletics and extracurricular activities
- Increase student's ability to be self-aware and have ownership of their own goals
- Increase student engagement and confidence in their current abilities and taking on new challenges
- Increase opportunities for high levels of social, emotional, and personal health
- Decrease suspension rates for EL/SWD
- Increase feelings of connectedness, communication, support

There is a need for the District to:

- Decrease educator bias, increase cultural competency, diversity and equity training
- Increase resources, supports and training to de-escalate behavior and intervene early and often
- Decrease punitive practices around grading, attendance, and behavior
- Provide opportunities to formalize ELAC (English Learner Advisory Committee) Plan and Parent leadership opportunities
- Have established Parent outreach protocols and programs in order to access available school and community services
- Provide more robust translation and interpretation services
- Have connections with staff who are responsive with instructional practices targeted toward poverty and trauma
- Have common TK-12 vocabulary for academic/behavior expectations and independence
- Address and adapt Master Schedules to ensure ELD and SEL needs are met

How the School will Evaluate the Progress of this Goal:

School climate surveys for students, staff, and families, California School Dashboard, California Healthy Kids Survey, parent participation in school meetings and activities, attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborate with Elementary Counselor and school psychologist to support SEL for professional development and support in SEL (social emotional learning) Curriculum and Strategies implementation, Implementation of Restorative Practices, Trauma Informed Practices, directly working with student groups and classes	2022-2023	District Leadership Principal Elementary Counselor School Psychologist	Instructional Materials	4000-4999: Books And Supplies	General Fund	
Fully implement Positive Behavioral Interventions and Support (PBIS) including training and support for	2022-2023	Principal Elementary Counselor	PBIS Materials	4000-4999: Books And Supplies	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
fidelity.		School Psychologist PBIS Site Committee	Monthly PBIS Focus Collaboration Use the Tiered Fidelity Inventory to develop a site action plan			
Administer Satchel-Pulse universal screener to all students; use data to identify students in need of tier 2 and 3 support	2022-2023	District Leadership Elementary Counselor Certificated Staff	Satchel-Pulse Screener	None Specified	District Funded	
Maintain School Nursing Services	2022-2023	District Leadership	Certificated salaries	1000-1999: Certificated Personnel Salaries	District Funded	
McKinney Vento Assistant (Classified) to assist McKinney Vento/Foster Youth Student Advocate in support of improved student outcomes for those students identified for McKinney Vento Services and Supports (Duplicative Action)	2022-2023	District Leadership Principal	Classified salaries	2000-2999: Classified Personnel Salaries	District Funded	
Provide parents the opportunities, resources, and support to develop skills in assisting their children through the educational experience.	2022-2023	District Leadership Principal	Implement the Latino Literacy Project for targeted parents Monthly ELAC meetings	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	Single Focus General Fund	
Continue to improve communication with stakeholders - Weekly Newsletters - Include instructional strategies and classroom activities in newsletters	2022-2023	District Leadership Principal Site Team Office Team	Newsletters Website Social Media Parent Square Communication			
Maintain Cafecitos in order to encourage parents of EL students to participate and stay involved in school activities and parent education. Expand ELAC outreach	2022-2023	Principal EL Coordinator	Weekly district wide meetings Bijou Community School ELAC	0000: Unrestricted	General Fund	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and participation.						
Continue to increase parent participation through Parent Conferences K-5	2022-2023	Principal Site Team				
Culturally relevant events	2022-2023	Principal Site Team PTA	School Wide Events			
Reinstate Bijou's Parents in Action volunteer program to encourage parent involvement at school.	2022-2023	Principal Site Team Parents	Volunteer Committees Volunteer Nights			
Reinstate Bijou's after club program to provide students afterschool enrichment opportunities.	2022-2023	Principal Site Team Parents	Afterschool Clubs			

School Goal #4

SUBJECT: Single Focus Plan
LEA GOAL:
Goal 1, Action 1: Provide direct funding to all school sites for the purpose of implementing a School Plan for Student Achievement
SCHOOL GOAL #4:
Bijou Community School will focus on improving research based instructional practices in English and Spanish language development as the single focus for the next three years in order to improve student outcomes, particularly for English Language Learners. Through: - Professional development - Identification of instructional practices - Data driven differentiated instruction - Grade level and vertical alignment - Family education
Data Used to Form this Goal:
MAP, SIPPS, BPST, Reclassification rates
Findings from the Analysis of this Data:
EL performance gap, lower than desired reclassification rates
How the School will Evaluate the Progress of this Goal:
Staff surveys, curriculum maps, NWEA and local assessment data, parent surveys and participation rates, reclassification rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development- ATDLE (Association of Two-Way and Dual Language Education)	2022-2023	Site Administration Certificated staff	Targeted School PD and Technical Assistance	5800: Professional/Consulting Services And Operating Expenditures	Single Focus	15,000
			Extra duty hours	1000-1999: Certificated Personnel Salaries	Single Focus	9,183
			Facilitated Collaboration	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development- EL Rise!	2022-2023	EL coordinator Site administration Certificated staff	Participate in districtwide EL Roadmap trainings	5800: Professional/Consulting Services And Operating Expenditures	District Funded	
Professional Development- Ellevation Training implementation	2022-2023	EL coordinator Site administration Certificated staff	Track EL progress in Ellevation	None Specified	District Funded	
			Implement Ellevation strategies in classroom instruction		District Funded	
			Participate in Ellevation PD		District Funded	
Differentiated Instruction- IA support	2022-2023	Site administration Intervention Certificated staff	Provide professional development to paraprofessionals	2000-2999: Classified Personnel Salaries	None Specified	
			Collaborate for planning instruction for paraprofessional support	2000-2999: Classified Personnel Salaries	None Specified	
Continue implementation of ELD instruction through cycles of facilitated planning and increased paraprofessional support	2022-2023	Site administration Intervention Certificated staff	Increase paraprofessional support for ELD	2000-2999: Classified Personnel Salaries	None Specified	
			Create unit maps for ELD instruction	1000-1999: Certificated Personnel Salaries	None Specified	
			Supplemental instructional materials	4000-4999: Books And Supplies	Single Focus	2,000
Newcomer program: continue implementation of differentiated newcomer program	2022-2023	Site administration Intervention Classified staff	Additional instructional assistant hours	2000-2999: Classified Personnel Salaries	Single Focus	3,000
Expand our use of Estrellita phonics instruction for Tier 1 and tier 2 instruction	2022-2023	Site administration Intervention Certificated staff	Staff training for Estrellita	5000-5999: Services And Other Operating Expenditures	Single Focus	300
			Estrellita instructional materials	4000-4999: Books And Supplies	Single Focus	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the Latino Literacy Project for 20 parent participants	2022-2023	Site administration Intervention Certificated staff	Teacher training	None Specified		
			Teacher extra duty	1000-1999: Certificated Personnel Salaries	Single Focus	3,000
ATDLE Conference attendance	2022-2023	Site administration Intervention Certificated staff	Conference attendance and associated expenses	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,250
			Conference attendance and associated expenses	5000-5999: Services And Other Operating Expenditures	Single Focus	3,299
TWBI program improvement			Books	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	540
Select school wide instructional practices	2022-2023	Site administration Intervention Certificated staff	Collaboration and instruction			
Assessments: Include use of oral language assessments	2022-2023	Site administration Intervention Certificated staff	Materials and instruction			

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	General Fund	200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	133,339.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,959.00
5000-5999: Services And Other Operating	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental/EIA	659.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	69,130.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	5,930.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	2,711.00
1000-1999: Certificated Personnel Salaries	Single Focus	12,183.00
2000-2999: Classified Personnel Salaries	Single Focus	3,000.00
4000-4999: Books And Supplies	Single Focus	7,000.00
5000-5999: Services And Other Operating	Single Focus	3,599.00
5800: Professional/Consulting Services And	Single Focus	15,000.00
2000-2999: Classified Personnel Salaries	Title I	74,416.00
4000-4999: Books And Supplies	Title I	1,254.00
2000-2999: Classified Personnel Salaries	Title III	30,038.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	200.00
LCFF - Supplemental	168,548.00
LCFF - Supplemental/EIA	75,719.00
Lottery: Instructional Materials	2,711.00
Single Focus	40,782.00
Title I	75,670.00
Title III	30,038.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	200.00
1000-1999: Certificated Personnel Salaries	146,181.00
2000-2999: Classified Personnel Salaries	208,543.00
4000-4999: Books And Supplies	16,895.00
5000-5999: Services And Other Operating Expenditures	5,599.00
5800: Professional/Consulting Services And Operating	16,250.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	347,896.00
Goal 2	3,000.00
Goal 3	200.00
Goal 4	42,572.00

Centralized Service Expenditures

2022-2023 Centralized Expenditures

SPSA LEA goals, actions and services align with the 21/22-23/24 Local Control and Accountability Plan goals, actions, and services

Goal	Action	Item	Budget Source	TOTAL	Description
1	1	SPSA implementation: all sites Flexible site funding, personnel, supplies and materials, travel/conference, professional services	Supplemental, Supplemental EIA, Concentration, ESSER II	2,344,267	
1	2	ELD Coordinator 1.0 FTE	Title I, II, III, IV; Supplemental	154,474	
1	3	Ellevation implementation by ELD Coordinator	Title III	26,800	Ellevation annual renewal
1	4	Elementary Intervention Teacher (6.0 FTE)	Supplemental, EPA	703,331	
1	5	Paraprofessionals Hire 6.0 FTE additional paraprofessionals for targeted English and Math improvement (need for bilingual in Spanish and Tagalog) Existing paraprofessionals	Supplemental, Supplemental EIA, Concentration, AB86	541,215	Elementary
1	6	CA Education Partners: PreK-3	No cost	0	No cost
1	7	CTE Coordinator, STHS	LCFF	126,437	
1	8	4 Career Technical Education Pathway Providers	Supplemental, ESSER III	378,776	
1	9	After School Expanded Learning and Support Opportunities K-8	Supplemental, ESSER II	40,500	
1	10	McKinney Vento Instructional Assistant	AB86	39,081	
1	11	Director of Elementary Education	Unrestricted	200,307	
1	12	Director of Secondary Education (including administrative support)	Unrestricted, Supplemental, Supplemental EIA, CTEIG	249,804	
2	1	Content Area Specialist (3.0 FTE) - EL Content, ELA/Literacy/Writing Skills, Math	Supplemental	398,283	
2	2	Professional Development: Staff Survey	Supplemental	1,200	SurveyMonkey renewal
2	3	Professional Development: plan development with Elementary, Secondary Directors, ELD Coordinator, Site Leaders	Supplemental, AB86	19,419	
2	4	Professional Development: plan implementation with Content Area Specialists	Supplemental, Supplemental EIA	105,852	
2	5	Collaboration and Professional Learning Communities coordination	Supplemental	450	Dues/memberships, teacher extra duty
3	1	Elementary Counselor (2.0 FTE)	Supplemental, ESSER III	248,714	
3	2	SEL practices implementation with Elementary counselor	LCFF	26,000	SEL Curriculum
3	3	PBIS implementation	Supplemental, Concentration, Title IV	354,001	
3	4	Safe Schools Curriculum	Supplemental	10,000	
3	5	Student Advocate - SEL/Behavioral, mental health	Other local grant, ESSER III	32,560	Contracted services
3	6	McKinney Vento Instructional Assistant (included in goal 1)		0	
3	7	School Nursing Services: all sites (6.0 FTE)	SPED, Supplemental, Concentration	568,548	
3	8	After school bussing for school activities	Supplemental, ESSER III	5,600	
3	9	Parent opportunities, resources, support: PIQE	Title I, III, Supplemental	51,003	PIQE cost, postage, Bilingual Community Liaison
		TOTAL		6,626,622	

Home/School Compact

Lake Tahoe Unified School District
Bijou Community School
Family-School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed-upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through innovative, interesting, differentiated, and challenging, lessons that promote student achievement.
 - Motivate our students to learn.
 - Have high expectations and help every child to develop a love of learning.
 - Provide a warm, safe, and caring learning environment.
 - Provide meaningful assignments to reinforce, encourage, and extend learning.
 - Teach the standards, curriculum, and district-wide initiatives with fidelity.
 - Support the formation of partnerships with families and the community.
 - Develop skills in educational technology.
 - Develop bilingual and biliterate students who have an understanding of social cultural competency.
 - Maintain fidelity to the principles of Dual Language Education.
 - Continue to grow as professional educators.
-

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Attend school 95% of the school year (**NO MORE THAN 10 ABSENCES**) and be prepared to learn.
 - Bring necessary materials, completed assignments, and homework.
 - Know and follow school and class rules.
 - Communicate regularly with my parents and teachers about school.
 - Limit my TV/computer, device use and video-gaming for entertainment every day after school.
 - Respect the school classmates, staff and families.
 - Be responsible so as to effectively utilize and maintain my Chromebook.
 - Monitor my academic progress and performance.
 - Show my best effort to grow as a student in English and Spanish.
 - Demonstrate ROARS characteristics in all areas of the campus.
-

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability.

- Ensure that my child attends school 95% of the school year (**NO MORE THAN 10 ABSENCES**), gets adequate sleep, regular medical attention and proper nutrition.
- Ensure that my child arrives at school on time.
- Provide a balance between academic and extra-curricular involvement.
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day.
- Participate at school in activities such as school decision-making, volunteering and/or attending parent conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.
- Support education use and care of my child's Chromebook.
- Monitor my child's academic progress and performance.
- Support my child's development as bilingual and biliterate and their understanding of social cultural competency.

Principal

Student

Date

Parent

Parent Involvement Policy

SCHOOLWIDE PARENT INVOLVEMENT POLICY

Bijou Community School believes that parents, families and guardians are essential partners in the education and development of EVERY child. Parent participation means the participation of parents in regular, two-way communication involving students learning and other school activities. To ensure that parents have the opportunity to meaningfully participate in the educational process, we agree to provide the following opportunities:

- Back to School night will be held in the fall of each school year to inform parents about the school's programs established to meet the needs of all students.
- Parents will be sent a weekly newsletter informing them of school events and activities
- The school will provide a number of meetings throughout the year to encourage parent involvement of all parents, including parents of children with limited English proficiency and parents with children with disabilities. Topics covered during the meetings or through a newsletter may include:
 1. Two-way communication between the school and home.
 2. Student assessment data and student progress.
 3. Information about school and district resources for student academic improvement.
 4. Effectiveness of the school's parent involvement policy.
 5. Advocacy
 6. Cultural Diversity
- Conferencing with teachers.
- Trainings will be provided to parents on how to support and work with their children at home and at school (as needed).
- Parental input will be shared via the School Site Council (SSC) and ELAC to plan, review, and improve our programs.
- A school wide communication system (Aeries) or parent newsletter is mailed or emailed informing parents/community of meetings
- During parent meetings, parents will have opportunities to provide input and suggestions. Responses to suggestions will be reviewed in a timely fashion, and if possible, by the next scheduled meeting. Topics that are appropriate for SSC and ELAC review/action will be placed on the agenda for the next regularly scheduled meeting.
- Parents are notified annually of individual student assessment results and are provided with guidance on interpreting the results. An explanation of the information will be available in Spanish.
- Translation will be provided in compliance with Ed Code.
- Parent volunteering opportunities will be coordinated.
- Fingerprints will be required for parents who are working alone with students and are not supervised directly by staff members.
- Volunteer committees are established and organized to encourage parents to participate on campus.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Roseann DePierri	X				
Nicholas Eckhart		X			
Benjamin Goldenberg		X			
Emily Shanks		X			
Martha Ubias			X		
Dave Marion				X	
Nick Barclay				X	
Kimberley Real				X	
Terra Deguire				X	
Jamie Orr				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/07/21.

Attested:

Roseann DePierri

Typed Name of School Principal


Signature of School Principal

10/24/22
Date

Terra DeGuire

Typed Name of SSC Chairperson


Signature of SSC Chairperson

10/24/22
Date