

Bijou Community School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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
Grade Span	TK-5
County-District-School (CDS) Code	09-61903-6005540

2025-26 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

2025-26 School Description and Mission Statement

School Profile and Mission

Bijou Community School, located in South Lake Tahoe, California, is dedicated to discovering and fostering the unique talents and potential of all students. Our mission is to cultivate a collaborative, nurturing environment that embraces diversity, promotes equity, and develops confident, lifelong learners, resulting in academic excellence, civic responsibility, and emotional and physical wellness.

Bijou Community School is a full Two-Way Bilingual Immersion (TWBI) school, providing academic instruction in English and Spanish. We promote the three pillars of Dual Language Education: Bilingualism and Biliteracy, Academic Achievement, and Sociocultural Awareness. Our 90/10 Spanish TWBI program has been in place since 2007, serving Transitional Kindergarten (TK) through fifth grade, with the goal of preparing students to attain high academic achievement in both languages and become fully bilingual and bi-literate.

Student Demographics (Fall 2025)

As of Fall 2025, Bijou Community School serves 419 students from TK through fifth grade.

Our school demographics are composed of:

English Learners: 35%

Socioeconomically Disadvantaged: 57%

Students with Disabilities: 16%

Hispanic or Latino: 66%

White (not Hispanic): 29%

Multi-Ethnic: 3%

Asian: 0.7%

Instructional Programs and Support Services

Academic Programs:

Bijou Community School implements the Lake Tahoe Unified School District's adopted state curriculum, including McGraw Hill for Math, Language Arts, and English Language Development; Savvas myWorld for Social Studies; and School Specialty Foss

2025-26 School Description and Mission Statement

for Science. We use iReady assessments to monitor student progress and inform instructional planning. Instruction is standards-based and integrates both Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) to reach academic and social success for all students. All students also participate in weekly music lessons.

Student Support and Wellness

To support the whole child, the school provides several key services:

- Part-time nurse is on campus
- School counselor provides counseling services and social emotional learning
- Wellness Center is available on-site to provide therapy services and assist students and their families in navigating mental health resources
- All students receive social-emotional instruction using the Second Step curriculum
- The Boys and Girls Club program is housed at the site, offering after-school childcare and instructional/homework support

Staff Collaboration and Professional Development

Staff collaboration and Professional Development (PD) are structured and planned annually to support the site's instructional models. Teachers collaborate during weekly staff meetings and on early release Wednesdays. During early release time, staff engages in PD or grade-level collaboration to discuss instructional strategies, analyze assessment results, plan instruction, and identify effective strategies. The school collaborates closely with the school psychologist, district mental health therapist, and Homeless/Foster Youth liaison to identify and provide needed family and student resources in partnership with community agencies.

Extracurricular Activities

Students have the opportunity to enroll in one after-school Enrichment Club per year. Options include: Art, Ballet, Ballet Folklorico, Bike, Cooking, Circus, Dance, Hockey, Lego, Outdoor, STEAM (Science Technology Engineering Art Mathematics), Science and Math, and Ukulele. Students can also participate in the Spelling Bee, Choir, and Conflict Managers programs.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	66
Grade 2	62
Grade 3	66
Grade 4	59
Grade 5	62
Total Enrollment	422

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.9
Asian	0.7
Filipino	0.7
Hispanic or Latino	64.9
Two or More Races	3.3
White	29.9
English Learners	35.1
Homeless	0.5
Socioeconomically Disadvantaged	59.2
Students with Disabilities	12.1

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.

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)	17.6	85.5	160	82.11	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.83	3.8	1.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	7.26	11953.1	4.28
Unknown/Incomplete/NA	2	9.67	16.8	8.65	15831.9	5.67
Total Teaching Positions	20.6	100	194.9	100	279044.8	100

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

2022-23 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	80.95	161.3	82.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.52	9.1	4.65	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	9.52	13.2	6.74	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.5	5.91	14303.8	5.15
Total Teaching Positions	21	100	196.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.5	90.24	156.8	81.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.8	7.19	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	9.76	7.8	4.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	13.8	7.2	13705.8	4.91
Total Teaching Positions	20.5	100	192.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2	2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	2	2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	11.1	0
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Curriculum and Instruction Overview

Bijou Community School's instructional program aligns with Common Core State Standards (CCSS) and State Frameworks in all core curricular areas. Our instructional foundation is built on comprehensive, district-adopted materials: McGraw-Hill for Math, Language Arts, and English Language Development (ELD); School Specialty Foss for Science (adopted in 2022); and Savvas My World/Mi Mundo for Social Studies (adopted in May 2019). Transitional Kindergarten (TK) utilizes the Benchmark curriculum and FOSS Science. The school also maintains a strong commitment to its Spanish Two-Way Immersion Program, which has been in place since 2007.

Technology and Academic Supports

To enhance curriculum delivery and academic supports, Bijou ensures robust access to technology. All students from Kindergarten through 5th grade have one-on-one access to Chromebooks. Every classroom is equipped with essential presentation and teaching tools, including Smart Boards or Smart TVs and document camera readers to facilitate engaging, technology-integrated instruction. Beyond the core academic classes, the school offers vital academic supports, including English Language Development (ELD) classes, Resource Specialist Program (RSP) services, and Title-funded literacy intervention programs.

Data-Driven Instruction and Curriculum Improvement

Instructional quality is maintained through continuous data analysis of both formal and informal assessments, which staff use strategically to plan instruction, differentiate interventions, and develop academic goals shared with families. The Response to Intervention (RTI) model has been strengthened across the school to target student academic needs effectively. Curriculum improvement is a collaborative process involving multiple committees, including the School Site Council, ELAC (English Learner Advisory Committee), and the TWBI committee. The school has focused funds on a Single Focus Plan on language development since 2021, a focus extended through the 2025-26 school year to integrate language strategies directly into mathematics instruction. Professional development is regularly planned and executed to align with site goals; emphasizing computer literacy; CCSS knowledge; and effective literacy, reading, writing, and ELD strategies to improve academic rigor and consistency.

Year and month in which the data were collected

December 2025

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

Health		0
Visual and Performing Arts		0

Note: Cells with N/A values do not require data.

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 Facilities Inspection Tool Report, the interior surfaces, restrooms and sinks/water fountains were identified as areas 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

December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
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 D building Kitchen- Sheetrock for wall repair needs to be finished where plumbing was recently fixed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Evidence of pest infestation
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Floors are worn
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Leaks in the beams in the MPR (multi-purpose room)
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:

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	45	45	45	47	48
Mathematics (grades 3-8 and 11)	24	27	34	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	186	99.47	0.53	44.62
Female	104	104	100.00	0.00	40.38
Male	83	82	98.80	1.20	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	117	116	99.15	0.85	29.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	63	100.00	0.00	73.02
English Learners	57	56	98.25	1.75	8.93
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	28.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	43.90

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	186	99.47	0.53	26.88
Female	104	104	100.00	0.00	18.27
Male	83	82	98.80	1.20	37.80
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	117	116	99.15	0.85	15.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	63	100.00	0.00	49.21
English Learners	57	56	98.25	1.75	8.93
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	20.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	31.71

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.07	35.48	28.57	31.42	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	62	100.00	0.00	35.48
Female	37	37	100.00	0.00	27.03
Male	25	25	100.00	0.00	48.00
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	41	41	100.00	0.00	21.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	63.16
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	98%

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.

2025-26 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 involvement opportunities through back to school night, parent-teacher conferences, meetings and through emails, weekly Smore newsletters, Aeries Communications, and our school website at 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 (16 different parent committees to choose from)
- After-School Enrichment Clubs
- TWBI Informational Nights/Recruitment Session

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	429	426	51	12.0
Female	223	222	24	10.8
Male	206	204	27	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	281	278	44	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	1	7.1
White	126	126	5	4.0
English Learners	152	149	24	16.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	274	271	46	17.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	69	9	13.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.48	1.62	0.93	4.34	4.37	5.32	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0.00
Female	0.00	0.00
Male	1.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.66	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.86	0.00

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

2025-26 School Safety Plan

Bijou Community School's Safety Plan was reviewed and updated by the ELAC and SSC in September of 2025 and approved by the Board of Education in October of 2025. It is reviewed periodically by all staff prior to school safety drills.

Under Component 1 of the Bijou Safe School Plan, the school commits to strengthening its school culture and climate by increasing family engagement through collaborative events, such as ELAC and PTA, and boosting student engagement via hands-on lessons and attendance incentives. The second goal is to improve safety systems by, but not limited to, implementing strict physical security measures including locking exterior doors after 8:10 AM, requiring all visitors to access the school building via a secure buzzer/camera system and registering at the front office, and ensuring staff maintain visible supervision with radios and whistles during transitions. This goal is supported by mandatory monthly multi-hazard drills and annual review of the Safe School Plan. The third goal focuses on enhancing Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) through continuous review of the school's behavioral matrix, tracking data via the SWIS system, and using rewards like ROARS tickets. The school is also piloting the Second Step SEL curriculum, incorporating anti-bullying lessons, and maintaining collaboration with its on-site Wellness Center.

Component 2 of the Bijou Safe School Plan focuses on maintaining a pleasant and safe physical environment. The key goal is to ensure the facility is maintained in good repair and welcoming to all educational partners, evidenced by maintenance records and collaboration with the PTA on beautification projects. This component also specifies the crucial Ingress/Egress Plan, detailing day-to-day access points (front of the site on Spruce Avenue), and identifying emergency evacuation areas. Evacuation locations for students and staff are planned to utilize nearby community facilities

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	3	0
1	22	0	3	0
2	23	0	3	0
3	20	3	0	0
4	33	0	1	0
5	28	0	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		3	
2	21	1	2	
3	22		3	
4	30		2	
5	31		2	

2024-25 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	425

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	18,471	6,886	11,585	117,194
District	N/A	N/A	11,820	94,465
Percent Difference - School Site and District	N/A	N/A	-2.0	21.5
State	N/A	N/A	11,146	92,686
Percent Difference - School Site and State	N/A	N/A	3.9	23.4

Fiscal Year 2024-25 Types of Services Funded

Bijou Community School utilizes local, state, and federal funds to support a comprehensive set of instructional, intervention, and student wellness services designed to meet the diverse needs of its student population.

1. Academic and Language Instruction Programs

- Two-Way Bilingual Immersion (TWBI) Program: full 90/10 Spanish/English model for Transitional Kindergarten through 5th grade supporting bilingualism, bi-literacy, and sociocultural awareness
- English Language Development (ELD) Classes: dedicated instruction to support students who are classified as English Learners
- Single Focus Plan: funds are allocated to the site to support this plan, which currently targets language development with a focus on integrating language strategies into mathematics instruction (extended through the 2025-2026 school year)
- Standards-Aligned Curriculum: implementation of District-adopted, Board-approved core subject matter materials (McGraw-Hill, Savvas My World/Mi Mundo, School Specialty Foss)

Fiscal Year 2024-25 Types of Services Funded

2. Academic Intervention and Support Services

- Title Funded Programs: dedicated funding supports literacy intervention programs to address academic deficiencies.
- Response to Intervention (RTI) Model: A structured, data-driven system for targeted academic interventions and extensions.
- Resource Specialist Program (RSP): specialized services for students with disabilities to receive necessary academic support.

3. Student Support, Health, and Wellness:

- Wellness Center: provides on-site therapy services and assists students and their families in navigating external mental health services
- Social-Emotional Learning (SEL) Curriculum: instruction provided to all students using the Second Step curriculum
- Health and Counseling: provision of a part-time nurse and school counselor on campus for physical health, social-emotional learning, and counseling services
- Collaborative Support Network: funding supports collaboration with the school psychologist, District mental health therapist, and Wellness Coach I/Foster Youth-Homeless Student Advocate to provide comprehensive wraparound family and student resources
- Positive Behavioral Interventions and Supports (PBIS): framework for establishing a positive school climate

4. Technology and Professional Development:

- Instructional Technology: Funding ensures student one-on-one access to Chromebooks

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,575	\$57,978
Mid-Range Teacher Salary	\$91,046	\$89,612
Highest Teacher Salary	\$126,894	\$117,194
Average Principal Salary (Elementary)	\$146,226	\$143,632
Average Principal Salary (Middle)	\$160,406	\$149,447
Average Principal Salary (High)	\$147,409	\$162,334
Superintendent Salary	\$248,225	\$234,076
Percent of Budget for Teacher Salaries	34.62%	27.81%
Percent of Budget for Administrative Salaries	4.91%	5.47%

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 with the 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

Professional Development

training, and collaboration. Staff development opportunities include, but are not limited to, Dual Language Education, Social Emotional Learning, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	36