

Bijou Community School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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	Sarah Purl - Interim Principal
Email Address	spurl@ltusd.org
Website	bijou.ltusd.org
County-District-School (CDS) Code	09-61903-6005540

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

Mission & Vision

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 in the 21st century.

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 in the 21st century. As of Fall 2020, Bijou Community School's student body is composed of 456 students from Kindergarten through fifth grade. A total of 49.12% of the students are English learners, approximately 63.16% are identified as socioeconomically disadvantaged (certified count pending), and 9.65% are students with disabilities. The ethnic demographics of Bijou Community School's students consist of 69.96% Hispanic or Latino, 27.41% White (not Hispanic), 0.44% Filipino, and 1.32% 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 an English Mainstream Program and a Spanish Two-Way Bilingual Immersion Program. Our 90/10 Spanish Two-Way Bilingual Immersion program has been in place since 2007, with the mission to prepare students to attain high academic achievement in Spanish and English, 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, Special Education Services and After-school Academic Academy. A Boys and Girls Program is housed at our site to provide after-school childcare, instructional, and homework support. Due to the COVID-19 pandemic, in person programs are on hold.

To reach academic and social success for all, the staff at Bijou Community School engages in backwards planning, identification of essential California Common Core State Standards, implementation of Response to Intervention, and integration of Positive Behavioral Interventions and Supports. The backwards planning aligns and integrates adopted state curriculum for Mathematics, Language Arts, Science and Social Studies and AVID strategies across subject areas. The Lake Tahoe Unified School District has adopted state curriculum for all academic subjects and has established an ongoing monitoring system. Our district has adopted McGraw Hill curriculum for Math, Language Arts, and English Language Development; Macmillan and McGraw-Hill for Science; and Savvas (Pearson) for Social Studies. 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 Google, Accelerated Reading, Learning Ally, IXL, REFLEX Math, Reading A-Z, and Canvas Learning Management System implemented in 2020-2021 to streamline distance learning. Starting in Kindergarten, students have access to Chromebooks. All classrooms are equipped with Smartboards and document reader cameras. To support our students socially and emotionally, collaboration takes places with our school psychologist, district mental health therapist, and Homeless Student/Foster Youth advocate. Collaboration with community agencies takes place to identify necessary family and student resources. Students at Bijou Community School also have the opportunity to enroll in one After-School Enrichment club per year. Enrichment Club options include: Art, Ballet, Baseball, Bedazzle, Bike, Cooking, Circus, Dance, Hockey, Lego, Outdoor, STEAM, Science & Math and Ukulele. Students also have the opportunity to participate in Spelling Bee, Choir, Conflict Managers, and Music in 4th and 5th grade. Due to the COVID-19 pandemic, all in person clubs are postponed.

Collaboration and Professional Development for our staff is structured and planned annually to support the instructional models at our site. All Kindergarten through Fifth grade teachers at Bijou Community School collaborate during staff meeting time and professional development days. For the 2020-2021 school year, during instructional phases with a distance learning component, two hours is designated to Professional Development and Staff Meetings every Wednesday. To support staff with instruction of Common Core State Standards, staff will continue to receive professional development focusing on curriculum and instruction. During grade level collaboration, teachers discuss instructional strategies, assessment results, plan instruction, and identify effective strategies, and digital resources.

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 on the Illuminate Data Management System. The Illuminate Data System allows teachers to create reports based on the local and state assessment results and modify instruction to better serve students. Bijou Community School has implemented ongoing site-based and local assessments such as K-5 NWEA MAP. Results are analyzed at data meetings. Grade level teachers, administrator, and special services teachers attend data meetings during which 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: AVID Site Team, Bijou Community School Leadership, Safety Committee, Response to Intervention & Student Study Team, Positive Behavior and Intervention Supports, and Sunshine. 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. Due to the COVID-19 pandemic, all in person parent volunteer support opportunities are postponed.

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 now 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 Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Aeries Communications phone, email, and text contact system. The school and district 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	70
Grade 1	83
Grade 2	86
Grade 3	103
Grade 4	92
Grade 5	92
Total Enrollment	526

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Filipino	0.4
Hispanic or Latino	71.5
White	25.3
Two or More Races	1.5
Socioeconomically Disadvantaged	70.9
English Learners	51.7
Students with Disabilities	9.5
Foster Youth	0.2
Homeless	5.9

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	30.067	25.5	19.2	184
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	1	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

Our district has adopted McGraw-Hill curriculum for Math, Language Arts, and English Language Development and we continue to implement Harcourt for Science. For Social Studies, Pearson My World/Mi Mundo was adopted in May, 2019. To enhance the curriculum and increase academic supports, technology resources are available in all Kindergarten through 5th grade classrooms. Staff participates in technology training that promotes the use of programs including IXL, REFLEX Math, Reading A-Z, RAZ-Kids, Google, and Learning Ally. All students on campus have one-on-one access to Chromebooks. All classrooms are equipped with smart boards and document camera readers.

CURRICULUM IMPROVEMENT

Multiple district and site committees have been coordinated to analyze and improve programs and curriculum in English Language Arts, Math, Science, and English Language Development. Curriculum improvement committees include: School Site Council, Response to Intervention, Assessment, Two-Way Immersion, AVID, Science, K-12 Literacy Committee, and Common Core State Standards Advisory Committee (CCSSAC). In addition, professional development has been planned and aligned with site goals; training is planned to increase computer literacy, Common Core State Standards knowledge, AVID strategies, and Literacy instructions. English Language Development, Reading and Writing strategies, and other curricula areas. Teachers collaboration takes place to plan and modify instruction, share strategies, increase consistency, and improve overall academic rigor.

INSTRUCTION

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: Wonders/Maravillas, 2017 (Adopted 4-26-16)	Yes	0
Mathematics	McGraw-Hill: My Math, 2014 (Adopted 4-21-15)	Yes	0
Science	McMillan/McGraw Hill (2007-08)	Yes	0
History-Social Science	Savvas (Pearson): My World/Mi Mundo (Adopted 5-28-19)	Yes	0
Health	Included in Science		0
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music – grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.		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 that our campus is clean, well maintained, and safe is key to establish a positive learning environment. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to promote of a safe and positive learning environment. Collaboration with custodial and maintenance staff is ongoing to address facility needs. The Schooldude App is used to submit and receive work orders and has improved communication between site personnel and district maintenance staff.

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

Based on the most current facility inspection, areas of need identified last year have been addressed including updates to the restrooms. Overall deficiencies identified include the playground drinking fountain, a sink in the girls main bathrooms, and some water damaged tiles. A copy of our FIT Report was submitted to the director of facilities and tickets for repairs will be submitted.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 12/01/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	D Wing 1st Floor: Hallway benches chipped and peeling on corners. Cafeteria Kitchen: Floor is peeling Main Hallway: Water damage on ceiling tiles on edges of hallway. Spans of floor tiles cracking in multiple areas.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Outdoor water fountain was removed and needs to be replaced. K Restroom has no ventilation. C-Wing: One sink is missing from girls main restroom in the
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B7: One window is locked shut. C5: One window will not open. B4: Exterior door only opens 90 degrees.
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	33	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parent and family involvement is encouraged to support students' academic, social, and emotional success. Parents at Bijou Community School have multiple opportunities to get involved. Families are encouraged to participate in parent committees, school events, conferences, and workshops to support their children, maintain a positive school climate, and build a respectful and inclusive community. Families are informed of parent involvement opportunities during back to school night, parent-teacher conferences, meetings, emails, monthly newsletters, AERIES, Twitter, and through our website bijou.ltusd.org. Due to the COVID-19 pandemic, in person parent volunteer opportunities are postponed.

Parent Involvement opportunities include:

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

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	0.8	3.7	3.2	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3	3.9	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Bijou Community School's Safety Plan was updated and approved in October of 2020. Ensuring that our campus is clean, well maintained, and safe is key in establishing a positive learning environment. All efforts to ensure building safety, cleanliness, and orderliness are carefully monitored to promote a safe and positive learning environment. The fire access route is accessible from Herbert Street and through the back playground area. Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by administrator, teachers, classified personnel, and Parents-In-Action. Monthly site safety meetings are scheduled to review safety concerns and drills. The site maintains an Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Aeries Communications system. At least once annually, a Staff training is delivered to address and refresh each employee's knowledge of general safety issues, identification and prevention of possible violent behavior indicators, personal/situational awareness, learning space control, medical and emotional attention, security, and safety strategies.

SPECIAL NOTE FOR LAKE TAHOE UNIFIED SCHOOL DISTRICT RESPONSE TO THE COVID-19 PANDEMIC IN THE 2020-2021 SCHOOL YEAR

Lake Tahoe Unified School District (LTUSD) schools will open under distance learning for the start of the 2020-21 school year in response to the COVID-19 pandemic. On July 30, 2020, LTUSD Board of Education approved the COVID-19 Pandemic Plan for 2020-21 School Year, here forward referred to as the Pandemic Plan. The focus areas for planning were governance and operations, health and safety, school instructional models and schedules, academic success, special education and special populations, social-emotional and mental health supports, and family and community engagement. The plan defines a 4-phase approach to reopening schools in order to maximize in-person instruction while mitigating the risk of exposure to COVID-19 for students and staff. The phases move from distance learning to hybrid (distance/traditional) to modified traditional with the ultimate goal of returning to a traditional school model. With safety being top priority, each Pandemic Plan phase uses state and local guidelines to address risk assessment, rationale, safety protocols, food service, and transportation. The Pandemic Plan addresses student academic success, social-emotional support, health and safety, governance, and special student populations in response to the impact of the pandemic on the District and school community. Each instructional model ensures in-person and distance learning is robust and offers equal educational access, opportunity, and continuity.

For the 2020-21 school year, all sites will follow the Pandemic Plan health and safety protocols and procedures for each phase to ensure the safety of students and staff consistent with public health guidance. A separate Health and Safety Protocols document, along with student and self-screening information, has been distributed to staff, students, and families further defining the Pandemic Plan protocols and procedures. Both documents are available on the District website at www.ltusd.org. A print copy of the Pandemic Plan is available at the Education Center located at 1021 Al Tahoe Boulevard, South Lake Tahoe, CA 96150.

Should LTUSD return to traditional school during the 2020-21 school year, all actions in the Safe School Plan altered in response to the COVID-19 pandemic will revert to pre-COVID conditions.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	4		21	1	3		23		3	
1	22		4		22		4		21	1	3	
2	21	2	3		20	2	3		22		4	
3	21		4		19	2	3		21	2	3	
4	29		2	2	28		3		31		3	
5	26	1	3		27		4		31		3	
Other**					2	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Nurse	1.3
Speech/Language/Hearing Specialist	1

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,282	3830	\$8,452	\$67,797
District	N/A	N/A	9641	\$76,991
Percent Difference - School Site and District	N/A	N/A	-13.1	-12.7
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	8.7	-11.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Bijou Community School is proud to implement an English Mainstream Program and a Spanish Two-Way Bilingual Immersion Program. Our 90/10 Spanish Two-Way Bilingual Immersion program has been in place since 2007, with the mission to prepare students to attain high academic achievement in Spanish and English and become bilingual, bi-literate and develop positive cross-cultural attitudes. Due to COVID-19 pandemic, in person clubs, committees, and events are postponed.

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

- Alignment in grade level reading blocks
- Response to Intervention block has been coordinated at every grade level to provide intervention and extension activities for our students in language arts
- Reading intervention teachers: K-3rd and 4th-5th (suspended for 2020-2021 school year, teachers have been reassigned to grade level classrooms to fill unexpected vacancies)
- Inclusion RSP Program
- Positive Behavioral Interventions and Supports (PBIS)
- Attendance Incentives
- Grade level collaboration
- Staff professional development and training on a variety of topics including: Assessment and Data, AVID, Engagement Strategies, Fred Jones, Step Up to Writing, ATDLE Conferences, SIPPS, distance learning
- Data meetings
- After-school enrichment clubs: Art, Ballet, Baseball, Basketball, Bedazzle, Bike, Dance/Circus, Cooking, Lego, Outdoor, Soccer, Science, STEAM, and Ukulele
- After-school Academic Academy
- Boys and Girls Program/Homework Club 202

- Intervention Resources: SIPPS, Sonday, Wonder Works, AVID, Read Naturally, Words Their Way, Leveled Readers
- Staff Committees: Site Leadership, AVID Site Team, Safety, Student Study Team, PBIS, Spelling Bee, School Site Council
- Parent Committees: School Site Council, English Language Advisory Committee, Parent Teacher Association, Cafecitos, Parents-In-Action/Parent Volunteers
- Collaboration with community agencies
- Monthly family events

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,425	\$47,145
Mid-Range Teacher Salary	\$74,006	\$74,952
Highest Teacher Salary	\$103,152	\$96,092
Average Principal Salary (Elementary)	\$119,361	\$116,716
Average Principal Salary (Middle)	\$130,271	\$120,813
Average Principal Salary (High)	\$139,855	\$131,905
Superintendent Salary	\$198,156	\$192,565
Percent of Budget for Teacher Salaries	37.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	23	28	28

Professional Development is critical to ensure that Bijou Community School staff continue to strengthen their practice. Formal and informal staff development opportunities are aligned to LTUSD Local Control and Accountability Plan and Bijou Community School's site goals. Professional development supports the implementation of Common Core State Standards, English Language Arts, Language Acquisition, Math, Response to Intervention, Technology, and Positive Behavioral Intervention and Supports. Opportunities for staff development include conferences, workshops, district/site provided training, and collaboration. Some of the staff development opportunities include Dual Language Education, AVID training and coaching, Excellence Through Equity, PBIS, Fred Jones, Step Up to Writing, Wonders and Maravillas, Assessments, and Technology. Collaboration takes place every Wednesday.