

The Single Plan for Student Achievement

School: Bijou Community School
CDS Code: 09-61903-6005540
District: Lake Tahoe Unified School District
Principal: Cindy Martinez
Revision Date: October 2014

The Single 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, cared for, 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's student body is composed of 584 students from Kindergarten through fifth grade. A total of 60.27% of the students are English learners, 67% are identified as socioeconomically disadvantaged, and 1% are students with disabilities. The ethnic demographics of Bijou Community School's students consist of 71.16% Hispanic or Latino, 24.01% White (not Hispanic), 1.73% Asian, 0.17% African American, and 0.35% American Indian or Alaska Native; in addition 1.73% of students marked multiple ethnicities or gave no response. In May 2007, Bijou Community School received Quality Education Investment Act (QEIA) funding. The QEIA dollars have allowed class size reduction to 22:1 in Kindergarten through Third grade and an average of 23:1 in Fourth and Fifth grade.

Bijou Community School provides instructional programs to meet the needs of all students. Programs at Bijou Community School include, but are not limited to: Reading Intervention program, English Language Development, Speech/Language, Special Education Services and Academic Adventures. In addition, Bijou Community School implements a 90/10 Spanish Two-Way Immersion program since 2007, with the mission to prepare students to attain high academic achievement in Spanish and English and become bilingual, bi-literate and develop positive cross-cultural attitudes. A Boys and Girls Program and Club 202 is housed at our site to provide afterschool childcare, instructional and homework support.

To reach academic and social success the staff at Bijou Community School will engage 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 will align integrate adopted state curriculum for Mathematics, Language Arts, Science and Social Studies. The Lake Tahoe Unified School District has adapted state curriculum for all academic subject and has established and ongoing monitoring system. The current adopted for Language Arts is Houghton Mifflin, McMillan and McGraw Hill for Mathematics and Harcourt for Science and Social Studies. In addition, the use of technology will be enhanced and integrated across all content areas. Staff will participate on technology trainings that promote the use of programs such as IXL, REFLEX Math, Spelling City, and RAZ-Kids. In addition, First and Second grade classes have Netbook carts and all students in Third, Fourth, and Fifth grade have access to ACERS. All classrooms are equipped with smart boards and document camera readers.

Furthermore, collaboration time and professional development for staff will be in place. All Kindergarten through Third grade teachers at Bijou Community School will collaborate for one hour a week with their grade level teams. Fourth and Fifth grade teachers will collaborate four full days in the year h and all staff will participate in Staff Meeting two hours per month. To prepare staff for Common Core State Standards implementation, staff will participate on selected CCSS trainings and conferences and will continue to share ideas and resources with their Professional Learning Communities. During grade level collaboration, teachers discuss instructional strategies, assessment results, plan instruction, and identify effective strategies.

Bijou Community staff engages on ongoing data analysis. In order to facilitate data collection, reporting, and analysis, Bijou Community School's teachers track the data on the Online Assessment Reporting System (OARS). OARS allow teachers to create reports based on the local and state assessment results and modify instruction to better serve the students. Bijou Community School has implemented site-based ongoing assessments 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 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 committees have been organized at Bijou Community School to monitor the implementation of our academic and behavioral plan. Staff committees include: Bijou Community School Leadership, Safety Committee, Response to Intervention & Student Study Team, Good Citizen, and Sunshine. In addition, the Parent Teacher Association, School Site Council, ELAC, Parent Volunteers Committees, and Cafecitos have been coordinated.

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 using survey monkey.

Classroom Observations

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

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)

Staff analyzes CST scores and uses data to make modifications to the instructional program. Trimester benchmarks and common assessments results will be used to guide strategic student placement and intensive instruction.

State and local assessment results are entered into the OARS data system. Local assessments are analyzed weekly during collaboration meetings and at each trimester during grade level data meetings; assessment results guide daily instruction and interventions.

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

Curriculum-embedded assessment results are entered into the OARS data system. Staff analyzes results and modifies instruction during weekly collaboration and trimester data assessment meetings.

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.

Using CCSS funding, all staff will engage in monthly professional development/collaboration and will participate in identified Professional Development during the year, i.e. Response to Intervention, AVID, GLAD, Academic Vocabulary, Positive Behavioral Intervention and Supports.

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

Common Core State Standards will be the focus of monthly half-day grade level collaborations. Teachers analyze student performance/assessment data during weekly collaborations and trimester data meetings. Staff development will be geared towards understanding, planning and coordinating the implementation Common Core State Standards and Technology. The LTUSD Two-Way Curriculum Committee will oversee the alignment of Professional Development with identified site goals. Staff development will include: Step Up To Writing, GLAD, ELD, Academic Language, Technology, SIPPS, Response to Intervention, AVID, and Collaboration Time.

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

Teachers will receive ongoing support from trainers in our district and content experts in various areas. Teachers will be able to observe colleagues in multiple settings.

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

Kindergarten through third grade teachers collaborate one hour every Wednesday. Fourth and fifth grade teachers collaborate once a month for half a day. Focusing on CCSS, all grade levels collaborate for half a day once a month.

Teaching and Learning

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

Purchase of state adopted materials ensure alignment of curriculum. Backwards mapping focused on integration and alignment of all content areas. Principal monitors implementation of curriculum and materials.

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

Master schedule has been created to meet all the recommended instructional minutes. Principal monitors schedule.

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

Teachers will identify essential Common Core State Standards at each grade level.

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

All student groups have appropriate standards-based instructional materials including 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 is monitored by the principal for full implementation in all classrooms including intervention materials.

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: team teaching, small group instruction, use of instructional assistants, use of curriculum-embedded intervention, use of technology, on-going assessment.

14. Research-based educational practices to raise student achievement

See #13. In addition, the following practices are in place: READ 180 program, Standards Plus, Response to Intervention plan, reading intervention teacher, guided reading small group instruction, Guided Language Acquisition Design strategies, ELD, Neverstreaming program, parent involvement/parent education, computer based instruction (AR, RAZ-Kids, IXL, Reflex Math) highly-trained and qualified teachers, targeted collaboration.

Parental Involvement

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

Family Resource Center, Health Dept, Live Violence Free, Tahoe Youth and Family Services, McKinney Vento, strong parent involvement.

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), Cafecitos, 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)

Categorical funds are used to support programs for identified students. See details in School Site Plan.

Description of Barriers and Related School Goals

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	283	312		61	74		0	0		0	0	
Growth API	698	720		825	848							
Base API	701	697		805	825							
Target	5	5			A							
Growth	-3	23			23							
Met Target	No	Yes			Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	215	229		198	211		240	259		42	47	
Growth API	664	677		650	670		666	689		567	672	
Base API	681	662		663	648		683	664		635	570	
Target	6	7		7	8		6	7				
Growth	-17	15		-13	22		-17	25				
Met Target	No	Yes		No	Yes		No	Yes				

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		--	100		--		
Number At or Above Proficient	83	86		37	38		--			--		
Percent At or Above Proficient	29.3	27.6		60.7	51.4		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	45	45		35	37		51	56		5	9	
Percent At or Above Proficient	20.9	19.7		17.7	17.5		21.3	21.6		11.9	19.1	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	No	No		No	No		No	No		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		--	100		--		
Number At or Above Proficient	128	165		45	58		--			--		
Percent At or Above Proficient	45.4	52.9		73.8	78.4		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	100		99	100		99	100		98	100	
Number At or Above Proficient	81	102		70	91		91	120		14	23	
Percent At or Above Proficient	37.9	44.5		35.5	43.1		38.1	46.3		34.1	48.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		No	Yes		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			4	27	8	53	3	20			15
1	6	9	21	31	35	52	4	6	1	1	67
2			6	11	25	45	20	36	5	9	56
3	1	2	11	18	29	47	14	23	7	11	62
4	4	6	19	31	34	55	4	6	1	2	62
5	6	13	19	41	16	35	4	9	1	2	46
Total	17	6	80	26	147	48	49	16	15	5	308

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	1	9	10	32	35	26	29	23	25	91
1	6	9	21	30	36	51	4	6	3	4	70
2			7	12	25	43	21	36	5	9	58
3	1	2	11	18	29	47	14	23	7	11	62
4	4	6	20	31	35	55	4	6	1	2	64
5	7	15	19	40	16	33	4	8	2	4	48
Total	19	5	87	22	173	44	73	19	41	10	393

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	273	282	308
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	273	282	308
Number Met	135	117	174
Percent Met	49.5%	41.5%	56.5%
NCLB Target	56.0	57.5	59.0
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	284	61	295	48	322	58
Number Met	47	32	39	21	61	30
Percent Met	16.5%	52.5%	13.2%	43.8%	18.9%	51.7%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	Yes	No	No	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	936	944	991
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	936	944	991
Number Met	533	449	546
Percent Met	56.9	47.6	55.1
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	642	447	654	431	665	469
Number Met	146	225	111	200	135	237
Percent Met	22.7	50.3	17.0	46.4	20.3	50.5
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	No	No	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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: Language Arts & Math
LEA GOAL:
Increase Academic Performance For All Students (English Learner, Low Income, and Foster Youth)
SCHOOL GOAL #1:
Increase Academic Performance For All Students (English Learner, Low Income, and Foster Youth)
Data Used to Form this Goal:
Online Student Assessment Reporting System (OARS) 3 times a year for all students to monitor CCSS learning for grades TK-8, LTUSD local assessments will also be administered for grades TK-2. Trimester grade reporting 3 times a year for TK-8 will be administered for academic progress.
Findings from the Analysis of this Data:
Grade- level standards are measured individually to ensure students have a 80% mastery level through formative and informative assessments. Differentiated instruction at the appropriate level to improve academic grade-level performance. Teachers to collaborate and identify at-risk students and continue to implement the Response to Intervention (RTI) Model in order to improve performance (Tier I, Tier II, Tier III).
How the School will Evaluate the Progress of this Goal:
Trimester LTUSD Benchmarks and CCSS Assessments which 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
A. Intervention begins with highly qualified classroom teachers using appropriate Response to Intervention (RTI) Pyramid levels for K-12 with targeted Tier 1-3 universal, short cycle or specialized intensive intervention approach.	2014-2015	Grade Level Teams Reading Intervention Team Principal	Certificated Staff	1000-1999: Certificated Personnel Salaries	General Fund	1,471,611
			Instructional Aids	2000-2999: Classified Personnel Salaries	General Fund	40,192
			Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	325,633.
			Certificated Staff	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	224,930

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Academic Adventures 3rd-5th	1000-1999: Certificated Personnel Salaries	District Funded	
			1st-2nd After School Interventions	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	5,000
B. Continue READ 180 Intervention Program for students reading below grade-level in grades 3-8 and fund Early Reading Intervention Teachers for grades K-2 for English Learners (EL), Low-Income (LI), and Foster Youth (FY).	2014-2015	Principal Reading Intervention Team	Read 180 Teacher	1000-1999: Certificated Personnel Salaries	District Funded	
			English Reading Intervention Teacher K-3	1000-1999: Certificated Personnel Salaries	LCFF - Base	102,539
			Spanish Reading Intervention Teacher K-3	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	98,092
			Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I	52,369
C. Utilize LTUSD Local Informative Assessments K-2 and Online Assessment Reporting System (OARS) for grade 3-8 to guide instruction. Conduct CCSS Online Progress Assessment in ELA and Math in order to identify student progress assessing 3 time per year for all students.	2014-2015	Principal Grade Level Teams Intervention Team	Collaboration- Data Meetings	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	3,600
D. Continue Professional Learning Communities (PLC) collaboration meetings focusing on student performance, data analysis, pacing guides, RTI, Smart Goals, and formative online assessments of Common Core State Standards to measure learning.	2014-2015	Principal Grade Level Teams Intervention Team Special Education Team	Weekly Collaboration K-3rd	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	
			4th-5th Collaboration	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	3,900
			PD (AVID)	5000-5999: Services And Other Operating Expenditures	Title I	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PD (AVID)	1000-1999: Certificated Personnel Salaries	Title I	400
			PD	1000-1999: Certificated Personnel Salaries	Common Core	6500
			PD	5000-5999: Services And Other Operating Expenditures	Common Core	8,000
			Instructional Materials	4000-4999: Books And Supplies	General Fund	7,000
			Instructional Materials	4000-4999: Books And Supplies	Title I	1762
			Instructional Materials	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	3600
E. Continue to increase elementary teacher weekly prep time to 170 minutes per week by funding an additional Elementary PE teacher so that all four sites have equal prep time to prepare their instructional lessons and monitor student's performance.	2014-2015	Principal	Certificated Staff	1000-1999: Certificated Personnel Salaries	LCFF - Base	
F. Extend one-to-one mobile computing and professional development for teachers to ensure a high quality interactive online educational software for reteaching, reinforcing and extending CCSS learning for all students.	2014-2015	Principal CCSS Coordinator	Tech Training	1000-1999: Certificated Personnel Salaries	District Funded	
G. Plan and implement a District wide Early Childhood Learning Center for Transitional Kindergarten students at Tahoe Valley Elementary VAPA	2014-2015	N/A				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(Visual and Performing Arts) school site.						
H. Maintain class size reduction for all elementary schools grades TK-3 in order to provide small group instruction and monitor individual academic performance.	2014-2015	District Leadership Principal	Class Size Reduction K-3rd	1000-1999: Certificated Personnel Salaries	District Funded	
			Class Size Reduction 4th-5th	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	
			Instructional Assistant	2000-2999: Classified Personnel Salaries	Quality Education Investment Act (QEIA)	22,760
I. Provide a half-time Science Outreach Coordinator as a resource to English Language Arts CCSS grade level themes along with Placed Based Learning field trips for grades TK-5.	2014-2015	District Leadership	.125 Science Certificated Staff	1000-1999: Certificated Personnel Salaries	District Funded	

School Goal #2

SUBJECT: Communication
LEA GOAL: Enhance Communication and Collaboration with Stakeholders.
SCHOOL GOAL #2: Enhance Communication and Collaboration with Stakeholders.
Data Used to Form this Goal: Soliciting input from Stakeholders is an ongoing process throughout the school year, to include but not limited to, staff meetings, board of education meetings, School Site Council Meetings, District English Learner Advisory Meetings, PTA and district-wide surveys.
Findings from the Analysis of this Data: Survey information from all Stakeholders regarding intervention programs to improve academic programs of English Learners, Low-Income and Foster Youth students.
How the School will Evaluate the Progress of this Goal: Annual summative test results and ongoing assessments to measure academic growth for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Continue Cafecitos in order to encourage EL parents to participate and stay involved in school activities and parent education.	2014-2015	Principal FRC Liaison	Community Liaison	1000-1999: Certificated Personnel Salaries	Title I	4472
			Parent Literature	4000-4999: Books And Supplies	Title III Immigrant Education Program	500
B. Improve the communication with parents regarding District wide Programs in order to support access for college and career readiness. Continue to administer a Parent Survey in the Eight State Priorities which allows Districts comparison data from year to year.	2014-2015	Principal Liaison	Community Liaison	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	11,463

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Provide training for parents regarding the use of educational software with their child's netbook in order for parents to help their child with their homework.	2014-2015	CCSS Coordinator Site Team	Parent Workshops	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	500
D. Continue School Safety Programs by the School Resource Officer and other local agencies.	2014-2015		PBIS	4000-4999: Books And Supplies	General Fund	500.0
E. Increase participation at Parent Conferences and the use of Aeries to monitor student academic performance and homework.	2014-2015	Site Team Principal	AERIES Parent Training	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	500
			SST Meetings	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	1,400
F. Develop Parent Education Program which will provide a better understanding of what their child academic and social-emotional needs are as students develop from TK to 12th grade.	2014-2015	Intervention Team Principal	Parent Workshops	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	2,000
G. Continue communication regarding LCAP with South Tahoe Teachers' Association and California School Employees Association #286.	2014-2015	CCSS Advisory Team				

School Goal #3

SUBJECT: Maintenance, Technology, and Operations
LEA GOAL:
Continue Maintenance, Technology, and Operations to Improve and Support the Instructional Program.
SCHOOL GOAL #3:
Continue Maintenance, Technology, and Operations to Improve and Support the Instructional Program.
Data Used to Form this Goal:
Conduct site facility and technology needs assessment and develop a 3 year plan. The District is meeting basic facilities needs as required by the Williams Act.
Findings from the Analysis of this Data:
Need to maintain and replace student netbooks/chromebooks for digital textbooks, intervention and Smarter Balanced Assessments.
How the School will Evaluate the Progress of this Goal:
Annually evaluate and budget Technology, Maintenance, and Operations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct Site Facility and Technology Reviews to ensure the District is meeting the Basic Service needs and the Williams Act.	2014-2015	Director of Facilities Director of Technology Principal				
B. Maintain and replace 1:1 computer netbooks, Smartboards, and printers for classroom technology	2014-2015	Principal Director of Technology	Tech Maintenance Supplies 3 Desktops 3 Colored Printers Workroom Copy Machines	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Lottery: Instructional Materials	3,000 3320
C. Integrate the Technology Department with the Curriculum and Instructional Department to ensure coordination	2014-2015					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
D. Maintain Adequate custodial and Maintenance Staff to ensure the requirements are met of the Williams Act.	2014-2015	Director of Facilities Principal				
E. Continue to provide transportation for all students, including high school, to ensure higher attendance rate and avoid chronic absenteeism.	2014-2015					

School Goal #4

SUBJECT: Foster Youth
LEA GOAL:
All Foster Youth will have access to a Quality Education that Ensures College and Career Readiness in the 21st Century.
SCHOOL GOAL #4:
All Foster Youth will have access to a Quality Education that Ensures College and Career Readiness in the 21st Century.
Data Used to Form this Goal:
Ensure school identifies, verifies, and transfers Foster Youth students school records as soon as possible.
Findings from the Analysis of this Data:
Ensure Foster Youth student receives representation in court and appropriate class placement are made to enhance academic progress.
How the School will Evaluate the Progress of this Goal:
Continue direct services (ie. consultation with caregivers) and monitor homework, schedule, and assessment results, including academic, social and emotional needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Ongoing administrator, teacher, and support staff training to increase awareness of the unique needs of Foster Youth (FY) through the El Dorado County Office of Education.	2014-2015	Principals			District Funded	
B. Assistance in ensuring schools concerns about FY are represented to the Courts.	2014-2015	Principal, Director of Special Services			District Funded	
C. Assistance in identification, verification, and transferring School Records.	2014-2015	Superintendent			District Funded	
D. Continue to make appropriate class placements/changes.	2014-2015	Principal			District Funded	
E. Continue to make referrals/links to other services in the schools and community.	2014-2015	Principal, Superintendent			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
F. Continue direct services such as: consultation/training for caregivers on creating effective homework, routines, interfacing with schools to increase accountability, and basic problem solving.	2014-2015	Principal	District Funded			

Providing School of Choice Options for Parents and Students

School Goal #5

SUBJECT: "School Theme"
LEA GOAL:
SCHOOL GOAL #5:
All second language learners will receive the highest quality education and attain second language proficiency at their grade level. Appreciation of culture and community will be promoted.
Data Used to Form this Goal:
Local Assessment Results, Trimester Benchmarks, CELDT Scores
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
TWBI		Principal TWBI Team	TWBI Subs: Planning/Recruitment	1000-1999: Certificated Personnel Salaries	General Fund	1700
			TWBI Books, Supplies	4000-4999: Books And Supplies	General Fund	3,944
			TWBI Conference	5000-5999: Services And Other Operating Expenditures	General Fund	1,000
			TWBI ATDLE Conference	5000-5999: Services And Other Operating Expenditures	Donations	3,000
English Program			PD	5000-5999: Services And Other Operating Expenditures	General Fund	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PD	0001-0999: Unrestricted: Locally Defined	General Fund	1000
Cultural Events		Principal Site Committee PTA	Materials	4000-4999: Books And Supplies	General Fund	350.0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Arts & Math
SCHOOL GOAL #1:
Increase Academic Performance For All Students (English Learner, Low Income, and Foster Youth)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student use of Online Software in ELA and Math to increase academic performance and intervention. Accelerated Reader BrainPop California Streaming Edgenuity Fuel Education ExploreLearning Reflex Math IXL ELA & Math Learning A-Z RAZ Kids OdysseyWare READ Live Scout Spelling City TumbleBooks	2014-2015	District	Annual Subscriptions	5800: Professional/Consulting Services And Operating Expenditures	District Funded	24,977

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher use of online programs to increase student academic performance and intervention. Online Assessment Reporting System (OARS) READ 180	2014-2015	District	Annual Subscriptions	5800: Professional/Consulting Services And Operating Expenditures	District Funded	11,033
K-8 Tech Trainer, .5 FTE Science Coordinator, additional PE Specialist, READ 180 Teacher for Academic Intervention	2014-2015	District	Salaries	1000-1999: Certificated Personnel Salaries	District Funded	126,000
AVID - Annual Membership and 60% of Summer Institute Costs	2014-2015	District	Membership Fee and SI Travel Costs		District Funded	8,000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Common Core	6,500.00
5000-5999: Services And Other Operating	Common Core	8,000.00
5000-5999: Services And Other Operating	Donations	3,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	1,000.00
1000-1999: Certificated Personnel Salaries	General Fund	1,473,311.00
2000-2999: Classified Personnel Salaries	General Fund	40,192.00
4000-4999: Books And Supplies	General Fund	11,794.00
5000-5999: Services And Other Operating	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	102,539.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	325,633.00
5000-5999: Services And Other Operating	Lottery: Instructional Materials	3,320.00
1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	351,385.00
2000-2999: Classified Personnel Salaries	Quality Education Investment Act (QEIA)	22,760.00
1000-1999: Certificated Personnel Salaries	Title I	4,872.00
2000-2999: Classified Personnel Salaries	Title I	52,369.00
4000-4999: Books And Supplies	Title I	4,762.00
5000-5999: Services And Other Operating	Title I	1,000.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	500.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP	3,600.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Common Core	14,500.00
Donations	3,000.00
General Fund	1,531,297.00
LCFF - Base	102,539.00
LCFF - Supplemental	325,633.00
Lottery: Instructional Materials	3,320.00
Quality Education Investment Act (QEIA)	374,145.00
Title I	63,003.00
Title III Immigrant Education Program	500.00
Title III Part A: Language Instruction for LEP Students	3,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	2,264,240.00
2000-2999: Classified Personnel Salaries	115,321.00
4000-4999: Books And Supplies	20,656.00
5000-5999: Services And Other Operating Expenditures	20,320.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,378,888.00
Goal 2	21,335.00
Goal 3	6,320.00
Goal 5	14,994.00

Lake Tahoe Unified School District

Family-School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included 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, and challenging lessons that promote student achievement toward District and State Standards.
- ☞ Motivate our students to learn.
- ☞ Have high expectations and help every child to develop a love of learning.
- ☞ Communicate regularly with families about student progress toward District Standards.
- ☞ Provide a warm, safe and caring learning environment.
- ☞ Provide meaningful homework assignments to reinforce and extend learning.
- ☞ Participate in professional development opportunities that improve teaching and learning.
- ☞ Support the formation of partnerships with families and the community.
- ☞ Participate in decision-making and work to make schools accessible and welcoming places for families.
- ☞ Respect the school, students, staff and families.

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 will 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 experiences so that they can help me be successful in school.
- ☞ Limit my TV/computer and video game watching, and instead study or read every day after school.
- ☞ Respect the school classmates, staff and families.
- ☞ Attend summer school if my academic performance is below grade level.

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.
- ☞ Provide a balance between academic and extra-curricular involvement.
- ☞ Provide a quiet time and place for homework and monitor TV viewing.
- ☞ Enforce minimum K-12 Homework Guidelines on reverse side of this form.
- ☞ Read to my child or encourage my child to read every day (see K-12 Homework Guidelines with outside reading time on reverse side of this form).
- ☞ Regularly monitor my child's progress in school.
- ☞ 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, student and families.
- ☞ Ensure that my child attends summer school if his/her academic performance is below grade level.

Student First Name (Please Print)

Student's Last Name (Please Print)

Principal's Signature

Student's Signature

Date

Parent/Guardian Signature

Lake Tahoe Unified School District

K-12 Homework Guidelines

The Board of Education recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations.

School-Site Homework Plan

Each school site should review a homework plan which includes guidelines for the amount of time that students should be expected to spend on homework. In order to establish lifelong learning habits, the District is introducing a K-12 Homework Guide that will assist parents and guardians regarding homework expectations.

Minimum Homework Requirements Per Grade

Elementary School

Kindergarten	Parent Assist 10 minutes
First Grade	10 minutes with outside reading of 20 minutes
Second Grade	20 minutes with outside reading of 30 minutes
Third Grade	30 minutes with outside reading of 30 minutes
Fourth Grade	40 minutes with outside reading of 30 minutes
Fifth Grade	50 minutes with outside reading of 30 minutes

Middle School

Sixth Grade	60 minutes with outside reading of 30 minutes
Seventh Grade	90 minutes with outside reading of 30 minutes
Eighth Grade	90 minutes with outside reading of 30 minutes

High School

Ninth - Twelfth Grade	2 hours plus outside reading
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The teachers shall try to coordinate special project assignments so that students do not receive an over load of homework and projects due at the same time. Each grade level will continue to emphasize independent research, reports, special reading and problem-solving activities through the use of technology.

Homework grade weight will not exceed 20% for any academic course or subject.

Makeup Work

The school site shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205.

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension.

Board Policy 6154 and Administrative Regulations 6154 (May 13, 2003)

Distrito Unificado Escolar De Lake Tahoe

Convenio Familia-Escuela

Es importante que las familias y las escuelas trabajen juntas para ayudar a los estudiantes a lograr niveles académicos superiores. Por medio de un proceso que incluya a los maestros, familias, estudiantes y representantes de la comunidad, aceptamos las siguientes funciones y responsabilidades que, como interesados, desempeñaremos para apoyar el éxito de los estudiantes tanto en la escuela como en la vida cotidiana.

Promesa del plantel educativo

Yo acepto desempeñar las siguientes responsabilidades de la mejor manera posible y de acuerdo a mis habilidades.

- ☞ Enseñar clases por medio de lecciones innovativas, interesantes y exigentes que promueven los resultados del estudiante hacia las Normas del Distrito y del Estado.
- ☞ Motivar a nuestros estudiantes a aprender.
- ☞ Esperar un alto rendimiento de los estudiantes y ayudar a cada niño para que desarrolle amor por el aprendizaje.
- ☞ Comunicarme regularmente con las familias para discutir el progreso que el estudiante ha hecho para alcanzar los niveles establecidos por el distrito.
- ☞ Proveer un ambiente de aprendizaje confortable y seguro.
- ☞ Proveer tareas que significativamente fortalezcan y extiendan el aprendizaje.
- ☞ Participar en las oportunidades de desarrollo profesional que mejoren la enseñanza y aprendizaje.
- ☞ Apoyar la formación de sociedades con las familias y la comunidad.
- ☞ Participar en la toma de decisiones y trabajar para hacer de la escuela un lugar accesible y de regocijo para las familias.
- ☞ Repetir la escuela, estudiantes, plantel educativo y familias.

Promesa del estudiante

Yo acepto desempeñar las siguientes responsabilidades de la mejor manera posible y de acuerdo a mis habilidades.

- ☞ Asistir a la escuela 95% del año escolar (**NO MAS DE 10 AUSENCIAS**) y prepararse para aprender.
- ☞ Llevar el material necesario, completar las actividades asignadas en clase y hacer las tareas.
- ☞ Aprender y respetar las reglas de la escuela y de la clase.
- ☞ Comunicarme regularmente con mis padres y maestros con relación a las experiencias escolares para que de esta manera me ayuden a tener éxito en la escuela.
- ☞ Limitar mi uso de la Tele/Computadora y juegos de video y en vez estudiar o leer cada día después de la escuela.
- ☞ Respetar la escuela, mis compañeros de clase, al plantel educativo y a las familias.
- ☞ Asistir a la escuela de verano si mi desempeño académico esté bajo el nivel del grado.

Promesa de la familia/padres

Yo acepto desempeñar las siguientes responsabilidades de la mejor manera posible y de acuerdo a mis habilidades.

- ☞ Asegurarme de que mi hijo(a) asista 95% del año escolar (**NO MAS DE 10 AUSENCIAS**) que duerma bien, atención médica adecuada y una nutrición apropiada.
- ☞ Proporcionar un equilibrio entre el involucramiento académico y el extracurricular.
- ☞ Leerle al niño o estimularlo para que lea diariamente (20 minutos K-3, y 30 minutos para los grados del 4 al 8).
- ☞ Siga las guías para las tareas escolares de K-12 en la parte de atrás de esta forma.
- ☞ Leer a mi hijo(a) o alentar a mi hijo(a) a leer todos los días (ver K-12 Guía para tareas escolares con tiempo para lectura en casa al reverso de esta forma).
- ☞ Regularmente monitorear el progreso escolar del estudiante.
- ☞ Participar en las actividades escolares tales como toma de decisiones, participar como voluntario y asistir a las conferencias de padres y maestros.
- ☞ Comunicar al estudiante la importancia de la educación y el aprendizaje.
- ☞ Asegurar que mi hijo asiste a la escuela de verano si su desempeño académico esté bajo el nivel del grado.

Primer nombre del Estudiante

Apellido del Estudiante

Director(a)

Estudiante

Fecha

Padre/Guardianes

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Distrito escolar unificado de Lake Tahoe

K-12 Guía para tareas en casa

La Mesa de educación reconoce que las tareas en casa contribuyen en la formación de responsabilidad, auto-disciplina y hábitos de aprendizaje en la vida, y que el tiempo empleado en las tareas escolares influencia de manera directa la habilidad de los estudiantes para lograr los estándares académicos del distrito. La Mesa espera que los estudiantes, padres/guardianes y personal vean las tareas en casa como una rutina y parte importante en la vida diaria de los estudiantes.

El superintendente o designado deberá asegurarse que administradores y maestros desarrollen e implementen un plan de tareas en casa en cada escuela. Como sea necesario los maestros pudiesen recibir entrenamiento en el diseño relevante, de asignaciones de tareas en casa significativas y desafiantes que refuercen el aprendizaje de los objetivos en el aula.

Las expectativas de los maestros relacionadas a las tareas en casa pudiesen ser tomadas en cuenta en sus evaluaciones.

Plan de tareas en casa de la escuela

Cada escuela deberá revisar un plan de tareas en casa el cual incluirá alineamientos para la cantidad de tiempo que se espera que los estudiantes gasten en sus tareas en casa. Para poder establecer hábitos de aprendizaje en la vida, el Distrito esta presentando una guía para tareas en casa K-12 que asistirá a los padres y guardianes con las expectativas de las tareas en casa.

Mínimas tareas en casa requeridas por Grado

Escuela primaria

Kinder	10 minutos de asistencia de padres
Primer grado	10 min. con 20 min. de lectura en casa
Segundo grado	20 min. con 30 min. de lectura en casa
Tercer grado	30 min. con 30 min. de lectura en casa
Cuarto	40 min. con 30 min. de lectura en casa
Quinto	50 min. con 30 min. de lectura en casa

Escuela secundaria STMS

Sexto grado	60 min. con 30 min. de lectura en casa
Septimo grado	90 min. con 30 min. de lectura en casa
Octavo grado	90 min. con 30 min. de lectura en casa

Escuela preparatoria STHS

Noveno grado – al doceavo	2 horas más lectura en casa
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Los maestros deberán tratar de coordinar asignaciones de proyectos especiales de manera que el estudiante no reciba una sobrecarga de tareas y proyectos que se deban entregar en la misma fecha. Cada nivel de grado continuará enfatizando la investigación independiente, reportes, lectura especial y actividades de solución de problemas a través del uso de tecnología.

El peso del grado por tareas en casa no debe exceder el 20% para cualquier curso o materia académica.

Trabajos de recuperación

La escuela notificará a los padres/guardianes que ningún estudiante pudiese tener reducción de sus grados o perder crédito académico por cualquier ausencia disculpada cuando exámenes y asignaciones han sido satisfactoriamente completadas dentro de un periodo razonable de tiempo. Tal notificación debe incluir el texto completo de el Código de educación 48205.

El maestro(a) de cualquier clase de la cual un estudiante es suspendido pudiese requerir que el estudiante complete las asignaciones o exámenes perdidos durante las suspensiones.

Política de la Mesa 6145 y regulación administrativa 6154 (13 de mayo, 2003)

Parent Involvement Policy

**Bijou Community School
Lake Tahoe Unified School District**

SCHOOLWIDE PARENT INVOLVEMENT POLICY

- In the fall of each school year, Back to School night will be held to share with parents the School's programs to meet the needs of all students.
- The school will provide a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during the meetings or through a newsletter may include:
 1. Improving two-way communication between the school and home and home and the school.
 2. Discussing current student assessment data and student progress.
 3. Providing information about school and district resources for student academic improvement.
 4. Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in school activities.
 5. Conferencing with teachers.
 6. Providing training programs to help parents support and work with their children at home and at school.
 7. Advocating for teachers and parents.
 8. Valuing cultural diversity.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way to involve parents in the planning, review, and improvement of the program.
- A school wide communication system (Connect-Ed) or parent newsletter is mailed or emailed home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt will be made to contact parents in their primary language.
- During parent meetings, opportunities will be offered for the discussion of parental 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 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 is available in Spanish.
- Translation and communication in appropriate languages at any of these forums will be provided.
- Accessibility and opportunities for parents with disabilities and parents of migratory students will be provided.

Bijou Community School
Distrito Escolar Unificado Lake Tahoe

PÓLIZA DE PARTICIPACIÓN DE LOS PADRES

- En el otoño, cada año una Noche de Regreso es realizada para compartir con los padres de los estudiantes sobre los programas para ayudar todos los estudiantes.
- La escuela proporcionara varias juntas flexibles durante el año para animar a los padres a participar. Los temas cubiertos en las juntas o en una Carta de Información podrían incluir:
 1. Mejorar la comunicación entre la escuela y la casa y visé versa.
 2. Platicar sobre datos de evaluaciones y el progreso de los estudiantes.
 3. Proporcionar información sobre recursos de la escuela y el distrito para que los estudiantes mejoren académicamente.
 4. Evaluar la efectividad de la Póliza de Participación de los Padres para aumentar la participación de los padres en actividades de la escuela.
 5. Conferencias con los maestros.
 6. Proporcionar programas de entrenamiento para los padres donde les enseñaran como trabajar con sus hijos/hijas en la casa y en la escuela.
 7. Abogar para los padres y maestros.
 8. Valorar la diversidad cultural.
- La contribución de los padres en las juntas y en los entrenamientos será compartida con el School Site Council (SSC) para proporcionar y organizar una manera donde los padres podrán estar involucrados en la planificación, revisión, y la mejoría del programa.
- Una sistema de comunicación (Connect-Ed) o una Carta de Información es mandada por correo o por email a todos los padres de estudiantes de nuestra escuela. En esta se incluirán todas las fechas de las juntas de interés para todos los padres/comunidad. Para juntas especiales, se les avisar con una notificación escrita en el lenguaje hablado en la casa. Se hará todo tipo de intento para contactar a los padres en el lenguaje hablado en la casa.
- Durante las juntas de los padres, habrá oportunidades ofrecidas para las discusiones de los comentarios de los padres. Respuestas a las sugerencias serán revisadas en un tiempo oportuno, y si es posible, antes de la siguiente junta programada. Los temas apropiados para la revisión/acción de SSC serán colocados en la agenda de la siguiente junta.
- Los padres son notificados anualmente sobre los resultados de las evaluaciones y son proporcionados con orientación para como interpretar los resultados. Una explicación de la información esta disponible en español.
- Traducción y comunicación en el lenguaje apropiado será proveído en todas estas juntas.
- Se proveerá acceso y oportunidades para padres con discapacidades y padres con estudiantes migratorios.

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
Cindy Martinez	X				
Alana Cayabyab		X			
Susan Earnest		X			
Annelise Tillson		X			
Rebecca Bryson				X	
Roy Stafford				X	
Stephanie Keusseff			X		
Kathy Haven				X	
Karen Goldberg				X	
John Hetherton				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 Single 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

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Bijou Community School Leadership, PBIS Committee, Safety Committee

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 .

Attested:

Cindy Martinez

Typed Name of School Principal

Signature of School Principal

Date

Kathy Haven

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date