

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 2017

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 607 students from Kindergarten through fifth grade. A total of 60% of the students are English learners, 70.2% are identified as socioeconomically disadvantaged, and 11.2% are students with disabilities. The ethnic demographics of Bijou Community School's students consist of 71.8% Hispanic or Latino, 22.7% White (not Hispanic), 2.5% Asian, 0.2% African American and 1.5% 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 and become bilingual, 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 Academic Adventures. A Boys and Girls Program and Club 202 is housed at our site to provide after-school childcare, instructional and homework support.

To reach academic and social success the staff at Bijou Community School engages on 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. The Lake Tahoe Unified School District has adopted state curriculum for all academic subject and has established an ongoing monitoring system. Our district has adopted McGraw Hill curriculum for Math, Language Arts and English Language Development and we continue to implement Harcourt for Science and Social Studies. In addition, the use of technology enhances our curriculum across all content areas. Staff participates on technology training that promotes the use of programs including Google, ALEX, Accelerated Reading, IXL, REFLEX Math, Reading A-Z, and RAZ-Kids. Starting in Kindergarten, students have access to Chromebooks. All classrooms are equipped with smart boards and document camera readers. Students at Bijou Community School also have the opportunity to enroll in one After-School Enrichment club per year. Enrichment Club options include: Art Club, Ballet Club, Basketball Club, Bedazzle Club, Bike Club, Circus Club, Crazy 8's Math Club, Dance Club, Lego Club, Painting Club, Outdoor Club, Ukulele Club, and Yoga Club.

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, as well as during half day grade level designated blocks. School wide staff meetings are scheduled twice a month. 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.

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 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 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, Bookroom, Beautification, PTA, BATS, Cafeteria, Parking Lot, Compost, Office, Mascot (Events), Nutrition 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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 CAASPP 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 Illuminate data system. Local assessments are analyzed 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 Illuminate Data System. Staff analyzes student data and makes adjustments to instruction based on results. Students receive differentiated instruction to target individual academic needs.

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 LCAP 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, and Math.

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

Common Core State Standards will be the focus of grade level collaborations. Teachers analyze student performance and assessment data during weekly collaborations and trimester data meetings. Staff development will be geared towards understanding, planning and coordinating the implementation 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: Wonders/Maravillas training, My Math, Step Up To Writing, GLAD, ELD, Academic Language, Technology, SIPPS, Response to Intervention, Math, 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)

Teachers will collaborate by-weekly after school during staff meeting blocks and designated rotations will be coordinated monthly during. Targeted AVID, WestEd and Data Analysis collaborations will be calendared.

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 intergration 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. Using ConnectEd calendars, teachers will align pacing of ELA instruction.

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, reading Instructional Assistants, use of curriculum-embedded intervention, use of technology, on-going assessments, AVID strategies, ELD instruction.

14. Research-based educational practices to raise student achievement

See #13. In addition, the following practices are in place: Response to Intervention blocks, reading intervention teachers, guided reading small group instruction, Guided Language Acquisition Design strategies, ELD, Inclusion 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 Department, Live Violence Free, Tahoe Youth and Family Services, McKinney Vento, Parents in Action Program

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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	110	102	81	109	101	81	109	101	91.0	99.1	99
Grade 4	96	85	108	95	83	106	94	83	106	99.0	97.6	98.1
Grade 5	85	98	92	84	97	92	84	97	92	98.8	99	100
All Grades	270	293	302	260	289	299	259	289	299	96.3	98.6	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2370.5	2386.6	2394.1	6	8	11.88	17	21	20.79	28	30	23.76	48	40	43.56
Grade 4	2444.5	2435.9	2442.2	18	12	10.38	17	20	23.58	28	24	32.08	36	43	33.96
Grade 5	2478.8	2483.4	2480.4	14	15	14.13	26	27	26.09	23	19	23.91	37	39	35.87
All Grades	N/A	N/A	N/A	13	12	12.04	20	23	23.41	27	25	26.76	40	41	37.79

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	11	11	14.85	38	48	32.67	51	41	52.48	
Grade 4	22	11	11.32	43	51	53.77	35	39	34.91	
Grade 5	20	13	16.30	39	40	42.39	40	46	41.30	
All Grades	18	12	14.05	40	46	43.14	42	42	42.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	7	9.90	38	47	45.54	56	46	44.55
Grade 4	9	15	7.55	56	49	56.60	35	37	35.85
Grade 5	17	23	21.74	44	35	48.91	39	42	29.35
All Grades	10	15	12.71	47	43	50.50	43	42	36.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	11	12.87	70	64	62.38	22	25	24.75
Grade 4	12	8	12.26	70	70	62.26	18	22	25.47
Grade 5	14	11	17.39	64	65	64.13	21	24	18.48
All Grades	11	10	14.05	68	66	62.88	20	24	23.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	12	21.78	42	58	47.52	47	30	30.69
Grade 4	18	12	17.92	54	64	65.09	28	24	16.98
Grade 5	20	26	20.65	56	59	50.00	24	15	29.35
All Grades	17	17	20.07	51	60	54.52	32	24	25.42

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	89	110	102	83	109	101	83	109	101	93.3	78.2	99
Grade 4	96	85	108	94	83	107	94	83	107	97.9	95.3	99.1
Grade 5	85	98	92	84	97	92	84	97	92	98.8	74.5	100
All Grades	270	293	302	261	289	300	261	289	300	96.7	81.9	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2392.3	2405.3	2413.2	4	6	9.90	22	24	26.73	31	34	29.70	43	36	33.66
Grade 4	2439.8	2452.9	2447.2	5	13	5.61	19	18	20.56	38	34	48.60	37	35	25.23
Grade 5	2460.2	2462.6	2460.5	7	8	5.43	14	8	13.04	27	36	30.43	51	47	51.09
All Grades	N/A	N/A	N/A	5	9	7.00	18	17	20.33	33	35	36.67	44	39	36.00

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	12	17	17.82	35	40	35.64	53	43	46.53	
Grade 4	13	20	15.89	31	33	41.12	56	47	42.99	
Grade 5	12	12	7.61	24	28	30.43	64	60	61.96	
All Grades	12	16	14.00	30	34	36.00	58	50	50.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	16	21.78	37	46	46.53	52	39	31.68
Grade 4	7	11	14.02	45	52	52.34	48	37	33.64
Grade 5	10	8	6.52	29	36	38.04	62	56	55.43
All Grades	9	12	14.33	37	44	46.00	54	44	39.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	10	10	12.87	53	67	67.33	37	23	19.80
Grade 4	12	22	9.35	52	36	41.12	36	42	49.53
Grade 5	7	6	10.87	50	44	44.57	43	49	44.57
All Grades	10	12	11.00	52	51	51.00	39	37	38.00

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				18			45	40		18	40		18	20	
1	9	2		35	29		35	49		17	17		4	3	
2		3		14	21		42	36		35	31		9	8	
3	6	3		16	11		33	62		33	16		12	8	
4	3	10		28	26		50	36		12	20		7	8	
5	4	4		43	46		43	33		9	13		2	4	
Total	4	4		26	25		41	44		21	20		8	7	

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	1			8	2		43	34		20	39		27	25	
1	10	3		30	27		33	49		19	17		8	4	
2		3		14	19		42	32		35	31		9	15	
3	6	3		15	11		31	63		31	15		17	8	
4	3	10		27	25		51	35		12	19		7	12	
5	6	6		42	44		42	32		8	12		2	6	
Total	4	4		21	21		41	42		21	22		12	12	

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 student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Ready
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:
Illuminate 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 along with Smarter Balanced Summative Assessment test results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Maintain SIPPS Program K-2. Continue SIPPS Intervention Program 3-5 and Early Reading Intervention Program K-3. Continue Reading Intervention Program 4-5.	2017-18	Grade Level Teams Reading Intervention Team Principal	K-3rd English Intervention Teacher	1000-1999: Certificated Personnel Salaries	General Fund	71,239	
			K-3rd Spanish Intervention Teacher	1000-1999: Certificated Personnel Salaries			LCFF - Supplemental
			4th-5th Intervention Teacher	1000-1999: Certificated Personnel Salaries			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	General Fund	245,734
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Base	49,871
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	Title I	45,514
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	Title III	15,520
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	39,519
			Classified Staff/Instructional Assistants	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22859
Implement Dyslexic Reading Intervention Program K-5.	2017-18	District Leadership Principal Reading Intervention Team				
Utilize LTUSD local Formative Assessments K-5 to guide instruction. Conduct Interim Assessments in ELA and Math 3-5.	2017-18	Principal Grade Level Teams Intervention Team	Data Meetings	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4680
Continue Professional Learning Community collaboration meetings. Provide site based PD money at \$25 per student. Provide site based instructional supplies money.	2017-18	Principal Grade Level Teams Intervention Team Special Education Team	Collaboration/Professional Development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6047
			Extra Services/Collaboration	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1376
			Materials/Miscellaneous Resources	4000-4999: Books And Supplies	LCFF - Supplemental	2260
			Instructional Supplies	4000-4999: Books And Supplies	General Fund	14131

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,250
			Collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15000
			Extra Services	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000
Continue to provide 170 minutes of elementary teacher prep time, through the use of PE Specialists & Librarians, to plan &/or collaborate regarding CCSS instructional strategies, CAASPP, & RTI.	2017-18	District Leadership Principal				
Maintain 1 to 1 computing for all students. Provide ongoing professional development that will take our teachers and students from using technology to creating and learning through technology.	2017-18	District Leadership District Curriculum Coordinator Principal	Professional Development Technology Training	1000-1999: Certificated Personnel Salaries	District Funded	
Implement District AVID Elementary program.	2017-18	District Leadership Principal Site Team	AVID Site Teams AVID Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5000
			NES AVID Grant	1000-1999: Certificated Personnel Salaries	Donations	
			AVID Professional Development	5000-5999: Services And Other Operating Expenditures	Title I	1254
Maintain class size reduction K-3 in order to provide small group instruction & monitor individual academic performance.	2017-18	District Leadership Principal	Class Size Reduction K-3rd	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Science Outreach Coordinator will provide Project Based Learning in Science as well as Place Based Learning field trips K-5.	2017-18	District Leadership Principal	Science Coordinator	1000-1999: Certificated Personnel Salaries		
Continue School Nurse Services Districtwide. Implement Youth Parenting Program & Employee Infant Care.	2017-18	District Leadership Principal				
Continue with Para Educators to accelerate the progress of students who are not yet at grade level.	2017-18	District Leadership Principal				
Continue Attendance Incentive Program, School Attendance Review Board, & Transportation for all students to ensure higher attendance rates & avoid chronic absenteeism.	2017-18	District Leadership Principal	PBIS/Attendance Incentives	4000-4999: Books And Supplies	LCFF - Supplemental	1000
Adopt and implement CCSS curricula, K-5. Continue to provide professional development to further integrate & implement adopted CCSS ELA, ELD, and Math curricula into the classroom. Evaluate and adopt CCSS Social Studies curriculum for grades K-5. Continue to develop the Collaborative Professional Development Model with the goal to increase communication and collaboration across school sites so teachers are given equal access to all professional development opportunities.	2017-18	District Leadership Principal	Professional Development	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue implementation of Districtwide ELD program. Continue ELD professional development specifically focusing on LTEL needs & ELD standards.</p> <p>Continue to expand TWBI program K-10. Continue with annual recognition of reclassification & TWBI students through English Language Proficiency and Pathway to Biliteracy Awards.</p>	2017-18	District Leadership Principal	<p>Professional Development</p> <p>Secondary Two-Way Bilingual Immersion Coordinator/EL Coordinator</p>	1000-1999: Certificated Personnel Salaries		

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:
End of year surveys will show at least 50% of respondents indicating improvements in communication and collaboration with stakeholders; and perceived increase in attendance if it can not be documented, at events open to the community such as school events, performances, Cafecitos meetings, PTA formation, and Welcome Back nights.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue Cafecitos in order to encourage parents of EL students to participate & stay involved in school activities & parent education.	2017-18	Principal FRC Liaison	Community Liaison Parent Literature Program	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I General Fund	 500
Continue to improve communication with stakeholders through conducting an annual staff, parent & student survey. Each year, the Stakeholder Survey will focus on the State Engagement Priorities (School Climate, Student Engagement, and/or Parent Involvement).	2017-18	District Leadership Principal				
Continue with the Parent Education Program, which provides a support system for parents & encourages parental involvement in their child's education from K through 5th grade. The program gives parents a better	2017-18	District Leadership Site Team Principal	Parent Workshops Student Study Team	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded LCFF - Supplemental	 2080

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
understanding of their child's educational needs at home including both academic & social-emotional needs.			Cafecitos Translations Home-School Communication: Website, twitter, weekly/monthly letters			
Continue to increase parent participation through Parent Conferences K-5.	2017-18	Site Team Principal				
Continue communication with South Tahoe Educator's Association & California School Employees Association.	2017-18	District Leadership				

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
Continue to conduct Site Facility & Technology Reviews to ensure the District is meeting basic service needs & the Williams Act.	2017-18	District Leadership Principal	Technology Supplies	4000-4999: Books And Supplies	General Fund	3000
			Technology Supplies/Software	4000-4999: Books And Supplies	LCFF - Supplemental	7000
			Technology Supplies	4000-4999: Books And Supplies	LCFF - Supplemental/EIA	1571
			Technology Supplies	4000-4999: Books And Supplies	Lottery: Instructional Materials	3891
Continually review and identify maintenance projects from the 7 Year Facility Plan.	2017-18	District Leadership				

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
Continue with ongoing administrator, teacher, and support staff training to increase awareness of the unique needs of Foster Youth students.	2017-18	District Leadership Principal	McKinney Vento Advocate			
Continue to ensure school concerns are represented to the courts regarding Foster Youth students.	2017-18	District Leadership Principal				
Continue to make appropriate class placements and changes for Foster Youth students.	2017-18	District Leadership Principal				
Provide direct services including training for caregivers on creating effective homework routines, interfacing with schools to increase accountability, and basic problem solving.	2017-18	District Leadership Principal				

Providing School of Choice Options for Parents and Students

School Goal #5

SUBJECT: School Theme
LEA GOAL:
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.
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 Development	2017-18	Principal TWBI Team	TWBI Subs: Planning, monitoring, recruitment, professional development	1000-1999: Certificated Personnel Salaries	General Fund	1500
			TWBI Books and Supplies	4000-4999: Books And Supplies	General Fund	4514
			ATDLE Conference	5000-5999: Services And Other Operating Expenditures	General Fund	1000
			ATDLE Conference	5000-5999: Services And Other Operating Expenditures	Donations	
			Secondary TWBI/EL Coordinator			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English Mainstream Program	2017-18	Principal Site Team	Instructional Materials/Books/Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	2500
			Instructional Materials/Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	3320
			Subs: Planning, monitoring, professional development	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2500
Cultural Events	2017-18	Principal Site Committee PTA				

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 ALEKS BrainPop BrightBytes California Streaming Edgenuity Fuel Education Gale Resources Gizmos IXL ELA & Math Learning A-Z RAZ Kids MobyMax OdysseyWare READ Live Reflex Math SeeSaw Spelling City TumbleBooks Unique Learning System	2017-2018	District	Annual Subscriptions	5800: Professional/Consulting Services And Operating Expenditures	District Funded	34,655

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. Destiny Library System FLEX Illuminate MAP Assessment Program Number Worlds Sonday Touch Math WonderWorks	2017-2018	District	Annual Subscriptions and Materials	5800: Professional/Consulting Services And Operating Expenditures	District Funded	42,312
TK-8 Technology Coordinator, CTE/VAPA Coordinator, AVID/EL/TWBI Coordinator, .5 FTE Science Coordinator, additional PE Specialist, additional School Nurse Services, Foster/Homeless Student Advocate, Site Tech Reps, Testing Coordinators, Centralized TK program, Program Specialist, CTE Data Assistant, CTE Elementary Education Pathway Teacher, ADVANCE Community Liaison, YPP Employee Infant Care Teacher	2017-2018	District	Salaries	1000-1999: Certificated Personnel Salaries	District Funded	175,414
AVID - Annual Membership and 60% of Summer Institute Costs	2017-2018	District	Membership Fee and SI Travel Costs	5000-5999: Services And Other Operating Expenditures	District Funded	4,187
Professional Development	2017-2018	District	Professional Development Costs	5000-5999: Services And Other Operating Expenditures	District Funded	8,333
CCSS Social Studies K-5 Pilot, CCSS Spanish Language Arts 7-8, My Math Workbooks, Spanish as a Foreign Language 7-8	2017-2018	District	CCSS Curriculum Adoptions	4000-4999: Books And Supplies	District Funded	4,854

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adopt or Update 9-12 Courses of Study for CCSS Spanish Language Arts 9-12, Integrated Math II with ALEKS, NGSS Integrated Science 9-10, AP Calculus, AP US History, Spanish as a Foreign Language 9-12, TWBI World History, HTRR CTE Course	2017-2018	District	CCSS Curriculum Adoptions	4000-4999: Books And Supplies	District Funded	0
CSR Teachers	2017-2018	District	Salaries	1000-1999: Certificated Personnel Salaries	District Funded	168,233
Translations	2017-2018	District	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	District Funded	224
Chromebooks	2017-2018	District	1:1 Technology	4000-4999: Books And Supplies	District Funded	3,333
Homeless Set Aside	2017-2018	District	Student Materials	4000-4999: Books And Supplies	District Funded	83

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Communication
SCHOOL GOAL #2:
Enhance Communication and Collaboration with Stakeholders.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Memorandum of Understanding with Family Resource Center	2017-2018	District	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	District Funded	4,000
School Resource Officer, Security Employees	2017-2018	District	Contracted Services	5000-5999: Services And Other Operating Expenditures	District Funded	0

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Maintenance, Technology and Operations
SCHOOL GOAL #3:
Continue Maintenance, Technology, and Operations to Improve and Support the Instructional Program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tech Services	2016-2017	District				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Foster Youth
SCHOOL GOAL #4:
All Foster Youth will have access to a Quality Education that Ensures College and Career Readiness in the 21st Century.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Second Language Proficiency
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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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	General Fund	1,500.00
2000-2999: Classified Personnel Salaries	General Fund	245,734.00
4000-4999: Books And Supplies	General Fund	22,145.00
5000-5999: Services And Other Operating	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	49,871.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	102,546.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,235.00
4000-4999: Books And Supplies	LCFF - Supplemental	16,080.00
5000-5999: Services And Other Operating	LCFF - Supplemental	12,250.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental/EIA	39,519.00
4000-4999: Books And Supplies	LCFF - Supplemental/EIA	1,571.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	3,891.00
2000-2999: Classified Personnel Salaries	Title I	45,514.00
5000-5999: Services And Other Operating	Title I	1,254.00
2000-2999: Classified Personnel Salaries	Title III	15,520.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
General Fund	270,379.00
LCFF - Base	49,871.00
LCFF - Supplemental	155,111.00
LCFF - Supplemental/EIA	41,090.00
Lottery: Instructional Materials	3,891.00
Title I	46,768.00
Title III	15,520.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	104,046.00
2000-2999: Classified Personnel Salaries	420,393.00
4000-4999: Books And Supplies	43,687.00
5000-5999: Services And Other Operating Expenditures	14,504.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	549,254.00
Goal 2	2,580.00
Goal 3	15,462.00
Goal 5	15,334.00

Summary of Expenditures in this Plan

Centralized Services Expenditures

Proposed Expenditures	Estimated Cost (including all benefits)	Funding Source
Webhosted Classroom Access: Accelerated Reader, ALEKS, Brain Pop, BrightBytes, CA Streaming, Edgenuity, Fuel Ed GALE Resources, Gizmos, IXL ELA & Math, Learning A-Z RAZ Kids, MobyMax, OdysseyWare, READ Live, Reflex Math, SeeSaw, Spelling City, Tumble Books, Unique Learning System,	\$207,934	Title I Carryover, Title III, Supplemental- EIA, Supplemental, General Fund, Lottery
Destiny Library System, FLEX, Illuminate, MAP Assessment Program, Number Worlds, Sonday, Touch Math, WonderWorks	\$253,876	Supplemental, Concentration, Lottery, Title I
CCSS Social Studies K-5 Pilot, CCSS Spanish Language Arts 7-8, My Math Workbooks, Spanish as a Foreign Language 7-8	\$96,419	Supplemental, Concentration, Lottery, Prop 98
Adopt or Update 9-12 Courses of Study for CCSS Spanish Language Arts 9-12, Integrated Math II with ALEKS, NGSS Integrated Science 9-10, AP Calculus, AP US History, Spanish as a Foreign Language 9-12, TWBI World History, HTRR CTE Course	\$166,165	Supplemental, Concentration, Prop 98, General Fund, Lottery, Title 1
Chromebooks	\$20,000	Prop 98
TK-8 Technology Coordinator, CTE/VAPA Coordinator, AVID/EL/TWBI Coordinator, .5 FTE Science Coordinator, additional PE Specialist, additional School Nurse Services, Foster/Homeless Student Advocate, Site Tech Reps, Testing Coordinators, Centralized TK program, Program Specialist, CTE Data Assistant, CTE Elementary Education Pathway Teacher, ADVANCE Community Liaison, YPP Employee Infant Care Teacher	\$1,052,487	Title I, Title II, Title III, Supplemental, Concentration, General Fund, CTE, ADVANCE, Staff Daycare
AVID - Annual Membership and 60% of Summer Institute Costs	\$25,126	Title I, Supplemental-EIA AVID
Professional Development	\$50,000	Supplemental
Translations	\$1,344	Supplemental-EIA
School Resource Officer, Security Employees	\$184,436	General Fund
CSR Teachers	\$672,934	Supplemental
Homeless Set Aside	\$500	Title I
Family Resource Center MOU	\$20,000	Title III, ADVANCE

Home/School Compact

Lake Tahoe Unified School District

Bijou Community School

Family-School Compact

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

Staff Pledge

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

- Teach classes through innovative, interesting, 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.
 - Provide a warm, safe and caring learning environment.
 - Provide meaningful homework assignments to reinforce and extend learning.
 - Committed to Professional Learning Communities goals and objectives.
 - Support the formation of partnerships with families and the community.
 - Develop skills in educational technology including: use of SMART Board, Chromebook (Grades 3-12), Illuminate, Aeries and online intervention software.
 - Engage students in AVID methodologies.
-

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, device use and video-gaming for entertainment purposes, and instead study or read every day after school.
 - Respect the school classmates, staff and families.
 - Be responsible so as to effectively utilize and maintain my Chromebook (Grades 3-12).
 - Monitor my academic progress and performance (Grades 1-8) in order to prevent retention, as there is a “no social promotion” policy at LTUSD.
-

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).
- Participate at school in activities such as school decision-making, volunteering and/or attending parent conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.
- Support education use and care of my child’s Chromebook (Grades 3-12).
- Monitor my child’s academic progress and performance (Grades 1-8) in order to prevent retention, as there is a “no social promotion” policy at LTUSD.

Lake Tahoe Unified School District K-12 Homework Guidelines

The Governing Board of Education recognizes that meaningful homework contributes toward building responsibility, self-discipline and life-long assignments can be a valuable extension of student learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects and assist students, in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians and staff to view.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as a routine and important part of students' daily lives necessary to fulfill academic goals and reinforce current instruction.

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 (May 14, 2017)

Lake Tahoe Unified School District

Bijou Community School

Contrato entre la escuela-familia

Es importante que las familias y las escuelas trabajen juntos para ayudar los alumnos a lograr las exigentes normas académicas. Mediante un proceso que incluye los maestros, las familias, y los representantes comunitarios, los siguientes son trabajos y responsabilidades acordados que nosotros como socios realizaremos para apoyar el éxito estudiantil en la escuela y la vida.

Acuerdo del personal

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Enseñar clases mediante lecciones innovadoras, interesantes, y desafiantes que promueven el rendimiento estudiantil hacia las normas distritales y estatales.
 - Motivar nuestros alumnos para aprender.
 - Tener altas expectativas y ayudar cada alumno a desarrollar un amor al aprendizaje.
 - Proporcionar un entorno docente seguro, acogedor, y comprensivo.
 - Proporcionar trabajos de tarea significativos para reafirmar y extender al aprendizaje.
 - Comprometerme a las metas y objetivos de las comunidades profesionales de aprendizaje.
 - Apoyar la formación de sociedades con las familias y la comunidad.
 - Desarrollar habilidades sobre tecnología educativa: uso de SMART Board, computadoras Chromebook (Grades 3-12), Iluminate, Aeries, y programa en línea de intervención.
 - Impartir los alumnos con metodologías AVID.
-

Acuerdo estudiantil

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Asistir a clase 95% del tiempo durante el año escolar (**NO MÁS DE 10 AUSENCIAS**) y estar preparado para aprender.
 - Traer los materiales necesarios, completar los trabajos y la tarea.
 - Aprender y seguir las reglas del salón y la escuela.
 - Comunicar periódicamente con mis padres y maestros sobre las experiencias escolares para que me puedan ayudar a tener éxito en la escuela.
 - Limite el televisor / ordenador, el uso de dispositivos y de video - juegos para fines de entretenimiento, y en lugar de estudiar o leer todos los días después de clases.
 - Respetar los compañeros escolares, el personal, y las familias.
 - Ser responsable como para efectivamente utilizar y mantener mi computadora Chromebook (Grades 3-12).
 - Supervisar mi progreso y rendimiento académico (primero-octavo año) a fin de prevenir retención, como hay una política “contra promoción social” en el distrito escolar unificado de Lake Tahoe (LTUSD, por sus siglas en inglés).
-

Acuerdo de la familia/padres

Yo acuerdo realizar las siguientes responsabilidades lo mejor que yo pueda:

- Asegurar que mi hijo/a asista a clase 95% del tiempo durante el año escolar (**NO MÁS DE 10 AUSENCIAS**), duerma lo suficiente, reciba atención médica, y nutrición apropiada.
- Proporcionar un balance entre la participación académica y extracurricular.
- Proporcionar un tiempo y lugar callado para la tarea y supervisor cuanta tele ve.
- Imponer las pautas de la tarea del kínder-doceavo año al otro lado de este impreso.
- Leer a mi hijo/a o alentar mi hijo/a a leer cada día (vea las pautas de la tarea del kínder-doceavo año con tiempo de lectura independiente al otro lado de este impreso).
- Participar en actividades en la escuela tales como la toma de decisiones escolares, sirviendo como voluntario y/o asistiendo a conferencias con los padres.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo/a.
- Respetar la escuela, el personal, los alumnos, y las familias.
- Apoyar el uso educativo y el cuidado de la computadora Chromebook (Grades 3-12).
- Supervisar el progreso y rendimiento académico de mi hijo/a (primero-octavo año) a fin de prevenir retención, como hay una política “contra promoción social” en el distrito escolar unificado de Lake Tahoe (LTUSD, por sus siglas en inglés).

Lake Tahoe Unified School District **Pautas sobre la tarea del kínder-doceavo año**

El Consejo Educativo reconoce que las asignaciones de tareas significativas pueden ser una ampliación valiosa del tiempo de aprendizaje del alumno y ayudar a los alumnos a desarrollar buenos hábitos de estudio. La tarea se asignará cuando sea necesario apoyar las lecciones en el salón, permitir que los alumnos terminen las asignaciones incompletas, o para una mejor comprensión hay que revisar y aplicar el contenido académico.

El Superintendente o la persona designada colaborará con los administradores de la escuela y los maestros para desarrollar y repasar regularmente las pautas para la asignación de tareas y las responsabilidades relacionadas de los alumnos, el personal y los padres / tutores.

Las asignaciones de tareas serán razonables en su duración y apropiadas para el nivel de año y curso. El Consejo espera que la cantidad, la frecuencia y el grado de dificultad de las asignaciones de tarea aumentarán con el nivel de año y la madurez de los alumnos. Los maestros asignarán tareas solo cuando sea necesario cumplir con las metas académicas y reafirmar la instrucción actual.

Plan de tarea a nivel escolar

Cada sitio escolar debe repasar el plan de tarea que incluye pautas para la cantidad de tiempo que se espera que los alumnos deban pasar en la tarea. A fin de establecer hábitos de continuo aprendizaje, el distrito está introduciendo una guía sobre la tarea para kínder-doceavo año que ayudará a los padres y tutores relacionado con las expectativas de la tarea.

Requisitos mínimos de tarea por nivel de año

Escuela primaria

Kínder	Ayuda de los padres 10 minutos
Primer año	10 minutos con lectura independiente de 20 minutos
Segundo año.....	20 minutos con lectura independiente de 30 minutos
Tercer año.....	30 minutos con lectura independiente de 30 minutos
Cuarto año	40 minutos con lectura independiente de 30 minutos
Quinto año	50 minutos con lectura independiente de 30 minutos

Escuela secundaria

Sexto año	60 minutos con lectura independiente de 30 minutos
Séptimo año.....	90 minutos con lectura independiente de 30 minutos
Octavo año.....	90 minutos con lectura independiente de 30 minutos

Escuela preparatoria

Noveno – doceavo año	2 horas más lectura independiente
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Los maestros intentaran coordinar los trabajos de proyecto especial para que los alumnos no reciban un sobrecargo de tarea y proyectos que se vencen al mismo tiempo. Cada nivel de año continuará enfatizando investigación independiente, informes, lectura especial, y actividades de resolución de problemas mediante el uso de tecnología.

El porcentaje ponderado de la tarea no será más que 20% para cualquier curso académico o materia

Trabajo de recuperación

El sitio escolar notificará a los padres/tutores que ningún alumno puede tener su calificación penalizada o perderá crédito académico por cualquier ausencia justificada cuando se completan satisfactoriamente los trabajos o pruebas que fallaron dentro de un periodo de tiempo justo. Tales notificaciones deben incluir un texto completo del código educativo 48205. El maestro de cualquier clase en cual el alumno está suspendido podrá requerir que el completo cualquier trabajo y prueba que fallo durante su suspensión

Política directiva 6154 (14 de mayo del 2017)

Parent Involvement Policy

**Bijou Community School
Lake Tahoe Unified School District
2017-18 School Year**

SCHOOLWIDE PARENT INVOLVEMENT POLICY

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

Approved by School Site Council 05/16/17

**Bijou Community School
Lake Tahoe Unified School District
Ciclo Escolar 2017-18**

POLÍTICA A NIVEL ESCOLAR SOBRE LA PARTICIPACIÓN DE LOS PADRES

- La Noche de Regreso a Clases se realizará en el otoño de cada ciclo escolar para informar los padres sobre los programas escolares establecidas para cumplir las necesidades de todos los alumnos.
- La escuela proporcionará varias reuniones durante el año para alentar la participación de todos los padres, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de alumnos migratorios. Temas abordados durante las reuniones o mediante una hoja informativa podrán incluir:
 1. Comunicación de dos vías entre la escuela y el hogar.
 2. Datos de evaluación estudiantil y progreso estudiantil.
 3. Información sobre recursos escolares y distritales para mejoramiento académico estudiantil.
 4. Efectividad sobre la política escolar de participación parental.
 5. Defensa
 6. Diversidad cultural
- Traducción estará disponible de acuerdo al Código Educativo.
- Conferencias con los maestros.
- Capacitaciones serán proporcionadas sobre como apoyar y trabajar con sus hijos en casa y la escuela.
- Aporte parental será compartido mediante el Consejo de Sitio Escolar (SSC, por sus siglas en inglés) para planear, repasar y mejorar nuestros programas.
- Un sistema de comunicación a nivel escolar (Connect-Ed) u hoja informativa para los padres es enviada por correo o correo electrónico informando los padres/la comunidad sobre reuniones.
- Durante reuniones con los padres, ellos tendrán oportunidades para proporcionar aporte y sugerencias. Respuestas a sugerencias serán repasadas de manera oportuna, y si es posible, para la próxima reunión programada. Temas que son apropiados para repaso/acción SSC serán incluidos en la agenda para la próxima reunión sistemáticamente programada.
- Los padres son notificados anualmente sobre los resultados individuales de evaluación estudiantil y son proporcionados con orientación sobre interpretando los resultados. Una explicación de la información estará disponible en español.
- Oportunidades de voluntariados para los padres serán coordinadas.
- Huellas didácticas serán requeridas para los padres que están trabajando solos con los alumnos y no son supervisados directamente por todos los miembros del personal.

Aprobado por el Consejo de Sitio Escolar el 16/5/17

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				
Gina LoCicero		X			
Kathy Denis		X			
Rosie DePierri		X			
Maria Mircheva				X	
Kelly Martin				X	
Romeo Alaoen				X	
Kathy Haven				X	
				X	
Open Position			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 10-24-17.

Attested:

Cindy Martinez

Typed Name of School Principal

Signature of School Principal

Date

Maria Mircheva

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date