

Local Control Accountability Plan and Annual Update (LCAP) Template

2019

LEA Name	Contact Name and Title	Email and Phone
Big Picture Educational Academy	Dr. Gerry Catanzarite Director	drcat@bphsf.org 559.420.1234

2017-20 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

Big Picture Educational Academy is a unique college/career preparatory charter that includes an elementary school, a middle school, a high school, and an adult center for training and careers. BPEA believes in following the principles of the “new three R’s,” Rigor, Relevance, and Relationships. BPEA believes that successful schools combine rigor, high expectations and a meaningful course of study; relevance – making instruction relevant to students’ experiences, cultures, and long-term goals; and relationships, powerful, sustained involvement with caring staff and older students who mentor, advise, and support students throughout their school careers. BPEA currently serves 320 students in grades K-12 and 219 CTC Adult students(ADA: k-8: 232; 9-12:70 CTC-Adult 168), with the following demographics: 15.26% English Language Learners; 14.7% Students with Special Needs; 47.1% Homeless; 0.9% Foster Youth; and 95% who qualify for free/reduced lunch

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

In 2016/17 the school expanded to include K-6 and expanded the CTC Adult program. 2017/18 has been about developing the programs, focusing on academic performance and developing teachers, and undertaking a major Strategic Planning activity. Our goals in the LCAP and budget have been aligned with the Board approved Strategic Plan and are as follows:

GOAL 1: BPEA students possess a strong foundation of academic skills, enabling them to own their learning and confidently pursue their individual passions.

GOAL 2: BPEA students engage in authentic learning experiences in order to develop real-world skills and resilience.

GOAL 3: BPEA teachers and staff are highly effective and committed to the Big Picture philosophy and approach.

GOAL 4: Families are partners to BPEA and are empowered to achieve academic success for their students and for themselves.

GOAL 5: BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The greatest progress for Big Picture revolves around dramatic improvement of the academic program. This initiative began during the 2016-17 school year and culminated in the 2017-18 school year with a completed, five-year strategic plan. All staff participated in the process as well as parents, community members, students, and board members. There is great enthusiasm surrounding the implementation of the plan and staff at both sites are working hard at implementation. Staff now have a K-12 focus on continuous improvement of academic performance for all students. For the 2018-19 school year, additional, paraprofessional support staff have been added to assist teachers to meet the needs of struggling students. Well planned and implemented staff development as well as the addition of academic coaches to assist with the implementation is also part of the initiative.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest needs revolve around improvement of both ELA and Math performance when reviewing the LCFF performance indicators. As mentioned the “Greatest Progress” section, BP has taken many new steps to improve the academic program to better prepare the students. It is expected that over the next three years scores will improve dramatically.

BP also is working on the improvement of the College and Careers component. Along with the improvement of the academic component, BP plans to implement a career pathway program, based on student interests, and connected to internships in the community.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The critical performance gaps for BP are on the ELA and math indicators for all student groups and especially unduplicated groups. Along with the previously mentioned improved academic support, a school-wide culture of performance must be developed with the students. BP staff has determined that many students do not do their best on school assignments or on these tests. This was validated by many unduplicated students who stated that they didn’t really apply themselves while taking the tests. During the 2018-19 school year BP staff and students will work together to develop this new culture of performance.

Increased or Improved Services

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Mentioned in this section and throughout the LCAP is our strategic plan and push for improved student support to increase student performance and to keep unduplicated students on grade level. The increased, personalized support for struggling students will be paramount in ensuring Student success. The entire school community is dedicated to these changes and improvements and dramatic improvement in academics as well as non-cognitive skills is expected in the next two to three years.

Budget Summary

Total General Fund Budget Expenditures for LCAP Year

\$6,563,570.00

Total funds budgeted for planned actions/services to meet the goals in the LCAP for the 2018-2019 LCAP year

\$5,071,059.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Object Code: 4400 Non capitalized Equipment 17,00
Object Code: 4700 Food and Food Supplies 220,000
Object Code: 5500 Operations and Housekeeping 136,000
Object Code: 5501 Utilities 65,000
Object Code: 5803 Banking and Payroll Fees 10,000
Object Code: 5815 Advertising/ recruitment 2,500
Object Code: 5820 Fundraising Expense 11,500
Object Code: 5873 Fiscal Services 148,171
Object Code: 5875 District Oversight Fees 55,177
Object Code: 5891 Charter School capital Fee 0

\$1,492,511 General Fund Revenues are not LCFF
\$446,666 LCFF Revenue is not allocated in this plan.
\$1,045,845 Non-LCFF revenues are not allocated in this plan.

\$665,348 in non-LCAP plan allocated revenue is identified above. The remainder is spread through the expense structure.

Object Code: 2300, 2400 and 3100-3999 Staffing not applicable to LCAP \$291,579.89

Total Projected LCFF Revenues for LCAP Year

\$5,517,725.00

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Develop an infrastructure for ongoing implementation of assessments and analysis of multiple types of data

That includes and extends beyond student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical, and financial resources that will drive the school's strategic and long range planning. (Aligns with WASC Action Plan 1,2,3)

State and/or Local Priorities addressed by this goal:

State Priorities	1,4,5,7,8
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Annual Measurable Outcomes

Expected

- * Annual Growth on CAASPP ELA: 10%
- * Annual Growth on CAASPP Math: 6%
- * Increase attendance rates: 95.5%
- * Decrease Chronic Absenteeism rates: 10%
- * Maintain Middle School Dropout Rates: <1%
- * Maintain High School Dropout Rates: <1%
- * % of Grade 12 students that are CCR: UC A-G Completion rate: 22%
- * % of students "College Ready" as measured by EAP: (ELA/Math) 3% / 1%
- * % of students access broad course of study: for ES/MS/HS UC A-G: 100%
- * Decrease % of Grade 5 students "at-risk HFZ" annually: establish baseline
- * Decrease % of Grade 7 students "at-risk HFZ" annually: Body Composition: 45%
- * Decrease % of Grade 9 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition Vano 1.3%/17.1%
- * Facilities Inspection Tool (FIT) Report Score: Good or Better

Actual

- * Annual Growth on CAASPP ELA 10%
- * Annual Growth on CAASPP Math 4%
- * Increase attendance rates: 95.9%
- * Decrease Chronic Absenteeism rates: 5.58%
- * Maintain Middle School Dropout Rates: 0%
- * Maintain High School Dropout Rates: 14.29% *
- * % of Grade 12 students that are CCR: UC A-G Completion rate: 20%
- * % of students "College Ready" as measured by EAP: (ELA/Math) 0%/0%
- * % of students access broad course of study: for ES/MS/HS UC A-G: 100%
- * Decrease % of Grade 5 students "at-risk HFZ" annually: baseline: 44.8%
- * Decrease % of Grade 7 students "at-risk HFZ" annually: Body Composition: 11.9%
- * Decrease % of Grade 9 students "at-risk HFZ" annually: Aerobic Capacity/Body Composition 15% / 23%
- * Facilities Inspection Tool (FIT) Report Score: Good

*drop-out rate includes credit recovery students who graduate in the 5th year.

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - Longer Instructional School Day & Longer Instructional School Year (Teacher Supports:) Big Picture Educational Academy will employ 29 Classroom Teachers who are appropriately credentialed and assigned. Our academic calendar includes 175 instructional days. The design of the academic year and professional development supports the mission of the school – provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real world through project-based learning. The Big Picture Educational Academy student population is largely underserved – on average BPEA students are Demographics: Total with Adults: Hispanic/Latino: 47.4%, White: 34%, African Amer.: 9.7%, American Indian or Alaska Native: 4%, Asian or Pacific Islander: 4.3%, Unspecified: 0.6%. Total without Adults: Hispanic/Latino: 53.7%, White: 25.2%, African Amer.: 11.9%, American Indian or Alaska Native: 3.9%, Asian or Pacific Islander: 4.9%, Unspecified: 0.4%. 58% Hispanic/Latino, 5% African-American, 15% White, with an average of 95% of students qualifying for free or reduced-price meals, and an average of 17.4% of students are English Learners. To begin planning for the year, teachers report in August for professional development. The paid professional development days before, during, and after the school year ensure our teachers receive training and development necessary to support the critical interventions necessary to create the excellent instructional practice to support our students learning. School wide goals are developed in the summer with a scope and sequence. Teachers who are new to the profession meet with the Big Picture Instructional Coach to provide instructional coaching on a weekly basis; while experienced teachers meet with the Instructional Coach on a biweekly/ monthly basis. With the implementation of the Common Core State Standards, our professional development has focused on ensuring all teachers know and understand the ELD Standards, SDAIE strategies</p>	<p>* Employed 25 Classroom Teachers who are appropriately credentialed and assigned. Yes, Our academic calendar included 175 instructional days. * Latino/Hispanic 48.6%, African American 10.4%, White 31.8%, Asian/Pacific Islander 2.8%, American Indian or Alaska Native 4.3%, Ethnicity not declared .4%. * Students qualifying for free and reduced-price meal 95% * English Lerner 17.4% * Staff Development Days (No School for Students) August 1-2, 7-11, October 16, November 6, February 5, April 3-6. * Staff Development Days (No School for Students) August 1-2, 7-11, October 16, November 6, February 5, April 3-6. * Math and ELA/ELD coaching was provided by FCSS coaches. Teachers received PD in the following: Strategic planning, Choice Theory, NWEA MAP and CAASPP, online curriculums- Google classroom, Reading AtoZ, BrainPop. * Staff Development Days (No School for Students) August 1-2, 7-11, October 16, November 6, February 5, April 3-6.</p>	<p>\$1,498,394.00</p>	<p>\$1,498,394.00</p>

<p>instructional strategies to improve instruction for our at-risk student population, Project-based Learning, Differentiation, Dweck's Growth Mindset, Discipline that Restores (DTR), and newly adopted standards-aligned curriculum. Professional development for all teachers will take place during the academic year, as follows: • Provide 2 weeks of Summer Professional Development for all teachers. • Provide 7-8 days of Professional Development on non-instructional days: (NWEA, Data Analysis, WASC, EL Supports) • Provide daily collaboration common prep time • Provide 2 days to attend targeted/Professional Development (includes substitute coverage)</p>			
<p>Action 2 - SPED TEAM SPED TEAM Big Picture Educational Academy is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. BPEA's SPED Team provides instructional and social-emotional supports as outlined in the scholar's IEP: • 2 RSP Teachers • 2 Instructional Assistants (SPED) • 1 Psychologist (contracted) • Occupational Therapist (contracted) • 1 Speech Pathologist (contracted)</p>	<ul style="list-style-type: none"> • 2 FT RSP teachers hired , 1 SPED Director • 2 Instructional Assistants (SPED) were hired. • 1 Psychologist contracted • 1 Occupational Therapist contracted • 1 Speech Pathologist contracted 	<p>\$55,170.00</p>	<p>\$55,170.00</p>
<p>Action 3 - ASSESSMENTS ASSESSMENTS In addition, to state-mandated assessments (CAASPP ELA & Math: Grades 3-8 & 11, CELDT: Initial only, ELPAC: ELL only, Physical Fitness Test Grade 5,7,9 California Science Test (CAST) Grade 5,8,HS. Big Picture Educational Academy Data and Assessment Coordinator in collaboration with teachers will implement multiple types of assessments in order to monitor each scholar's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. * NWEA MAP ELA & Math Assessments: 3 times/year * PG: 3 times/year: Grades K-2 * Dibels: 3 times/year: Grades K-7 * Student Exhibitions: 3 times/year for Grades K-7; 4 times/year for Grades 8-12 * PSAT: Grades 8-12 * SAT: Grades 11-12</p>	<p>Multiple assessments conducted by newly hired Data and Assessment Coordinator</p> <ul style="list-style-type: none"> * NWEA MAP ELA & Math Assessments: 3 times/year: YES, assessments performed. * PG: 3 times/year: Grades K-2: • No: MPG was performed 3 times/year Grade K-12, MAP testing was performed for for primary grades. * Dibels: 3 times/year: Grades K-7 * Student Exhibitions: Elementary (K-7) 2 times: Nov 13th-17th and March 12th-16th. HS/MS Exhibition 3 times: Oct 1st-5th, Dec 11th-14th and Jun 1st-6th. . * PSAT: Offered and taken by students from Grades 8-12 * SAT: Offered and taken by students from Grades 11-12 	<p>\$70,758.00</p>	<p>\$70,758.00</p>

Action 4 - ACADEMIC INTERVENTIONS

ACADEMIC INTERVENTIONS To support Big Picture Educational Academy's program of academic interventions, our team includes a 2 College Counselors, 2 Assistant Principal, 1 Credentialed teacher, Resources Reading Interventionist, and 2.5 instructional assistants. The following outlines how Big Picture Educational Academy assesses students for intervention and a description of the types of intervention strategies that our school will implement. Using our data driven instructional program, our school will scale SST Program for academic and behavioral programs for unduplicated pupils. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi-tiered System of Supports (MTSS) for implementation and will consult with Fresno County Office of Education.

- Administer assessments:
 - Diagnostic assessment in ELA & Math.
 - NWEA MAP ELA & Math: 3 times/year.
 - Review of academic grades
 - Quarterly exhibitions of Learning
- A Personalized) Learning Plan (PLP) is developed by the SST and monitored by the Counselor on an ongoing basis.
- Provide academic intervention:
 - ES: Support during Guided reading and/or Guided Math
 - MS: Based on an analysis of data, students may be placed in an academic intervention course for ELA or math.
 - HS: Students will have access to Acellus Online Program
- Teachers will differentiate instruction in the classroom. Instructional assistants will support the credentialed teacher under the supervision of the Principal. A total of 2.5 Instructional Assistants (2 SPED/3 Non-SPED); 1 Credentialed Teacher; Resource Reading Interventionist, will provide push-in/pullout academic support and intervention. The Assistant Principal & Instructional Coach will provide teachers with coaching on the use of effective strategies for EL, differentiation and Project-based Learning. Big Picture Educational Academy provides students with academic intervention (tutoring) after school (daily) as part of the academic and social enrichment program via

The school academic intervention team had: 2 College Counselors, 2 Associate Principals, 1 credentialed Teacher, Resources Reading Interventionist, 2 Instructional Assistants

SST Implemented K-12

- The school administered the following assessments
 - * Diagnostic assessment in ELA and Math.
 - * NWEA MAP & Math: 3 times/year
 - * Review of academic grades
 - * Regular exhibitions of learning: Student Exhibitions: Elementary (K-7) 2 times: Nov 13th-17th and March 12th-16th. HS/MS Exhibition 3 times: Oct 1st-5th, Dec 11th-14th and Jun 1st-6th.
- Counselors monitored SST on an ongoing basis.
- Academic intervention was performed:
 - * Elementary: Supported during Guided reading and/or Guided Math.
 - * Middle School: Based on an analysis of data, students may be placed in an academic intervention course for ELA or Math.
 - * High School Students will have access to Acellus Online Program.
- Teachers differentiated instruction and had a team including:
 - * 2 Instructional Assistants
 - * 1 credentialed Teacher: (Independent Study After School)
 - * Resources Reading Interventionist
 - * The Assistant Principal & Instructional Coach FCSS

\$460,914.00

\$460,914.00

<p>After-school staff (10).</p> <p>Action 5 - SOCIAL EMOTIONAL SUPPORT SYSTEM</p> <p>SOCIAL EMOTIONAL SUPPORT SYSTEM Big Picture Educational Academy’s project-based learning environment integrates a rigorous College-Preparatory curriculum and a character education program to prepare students to thrive in school, college and the world. This curriculum guides students with the life skills necessary to communicate effectively, make informed decisions and set goals. Using our data driven instructional program, our school will scale SST Program for academic and social-emotional/behavioral programs for unduplicated pupils using the RTI Model. Our Leadership Team is currently researching a structural framework for a student support team, such as the Multi-tiered System of Supports MTSS) for implementation. The Social-emotional Support System involves the following staff: • 2 Counselors • 2 Assistant Principals • Established curriculum such as Discipline That Restores (DTR)/RESTORATIVE JUSTICE is an alternative to traditional punitive discipline systems. DTR’s proven skills and step-by-step strategies guide teachers and administrators as they implement a Restorative Justice Discipline System in their classroom and school to improve student and teacher safety and academic performance while reducing or elimination suspensions and expulsions. Restorative Justice: Social emotional and behavioral issues are addressed using the Restorative Justice model; and one-on-on counseling led by the school Counselor. Counselor: counseling services (social-emotional) are provided by the school counselor at the Elementary and High school. Students are monitored with a follow-up every 2 weeks. High School Counselors also provide group counseling.</p>	<p>The school had a support system including: 2 Counselors: 2 Associate Principals: An Elementary Counselor provided individual and group counseling.</p>	<p>\$119,552.00</p>	<p>\$119,552.00</p>
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<p>Action 6 - FACILITIES The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement our school’s program: 1. Annual facility leasing cost for each school site. 2. Costs involved for acquiring a facility (ex. Broker, etc. if applicable) for school expansion. 3. Costs for facility upgrades and/or expansion, maintenance/repairs and janitorial staff (2); Maintenance (2) and 6 Security Staff to ensure a safe and clean facility site. 4. Principals at each site will administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.</p>	<p>1. The school had leases and paid the leasing cost at each site. 2. 3. The school has three janitorial, 2 maintenance, and 3 security staff; as well as contracted security (2) 4. The Facility Inspection tool was utilized and the result was GOOD on both campuses.</p>	<p>\$611,813.00</p>	<p>\$611,813.00</p>
<p>Action 7 - COURSE ACCESS COURSE ACCESS To prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include: • Elementary Program: All core subjects in addition to the following enrichment courses taught by 3 Enrichment Instructors: ASL, Oceanography, Gardening, Advisory, Art, Performing Arts, Stage Production, Choir, Band, PE, Baseball, and Basketball. • MS/HS: All core subjects including, UC A-G courses, and a variety of additional courses such as: Advisory, PE, Art, Sports, Yearbook</p>	<p>The Elementary Program offered all core subjects and had 3 enrichment instructors in Theatre, Visual Arts, and Vocal. The High School offered core subjects including UC A-G courses, and a variety of additional courses such as: Advisory, PE, Art, Sports, Yearbook and other electives.</p>	<p>\$234,021.00</p>	<p>\$234,021.00</p>
<p>Action 8 - LONG-RANGE PLANNING LONG-RANGE PLANNING 1. Strategic Planning team will continue to utilize survey findings to gather input/feedback from stakeholders in addition to school-wide data; and CAASPP Results, to measure program efficacy. 2. Leadership Team, with faculty input, will develop a method for measuring the effectiveness for each of the following programs: • DIBELS • MAP • Professional Development • RTI Model • Academic Intervention Programs Leadership Team will address monthly growth targets/benchmarks. Co-Executive Directors and Assistant Principals (for each site) will provide the Governing Board with monthly updates that includes student achievement data, and LCAP metrics, etc.</p>	<p>The school conducted a year long Strategic Planning process resulting in a board Approved Strategic Plan that is being utilized as the guidance for the LCAP ad Budget development/update. The leadership team had conversation about the following programs (DIBELS, MAP and Professional Development). The leadership team continues work developing and training staff on monthly/quarterly and annual targets and benchmarks The Leadership team provides the board with monthly reports on all aspects of the school.</p>	<p>\$6,000.00</p>	<p>\$6,000.00</p>

<p>Action 9 - BIG PICTURE ADULT CENTER FOR TRAINING AND CAREERS PROGRAM (CTC PROGRAM) BIG PICTURE ADULT CENTER FOR TRAINING AND CAREERS PROGRAM (CTC PROGRAM) In order to provide our adult students with access to a rigorous academic program, our school will employ and implement the following for this cohort of students as part of the “night school program.” A total of 12 appropriately credentialed and assigned teachers; for a total of 150 students. CURRICULUM: The following is the list of curricula that will be purchased for the upcoming school year for our Adult education program. Rosetta Stone Software (subscription) ELD workbooks Acellus Online Program (subscription) ELD assessment for adults (currently researching this), NWEA MAP Assessments Science lab equipment and supplies Supplemental texts, workbooks, and materials. Continue to contract with Workforce Investment Board in order to provide adult students (ages 18+) with an educational program towards earning a high school diploma</p>	<p>The Program employed 10 credentialed teachers.</p> <p>Total students was 188 with ADA of 168</p> <p>Curriculum was implemented using: Rosetta Stone Software ELD workbooks Acellus Online Program ELD workbooks NWEA MAP Assessments Science lab equipment and supplies Supplemental texts, workbooks, and materials.</p>	<p>\$156,334.00</p>	<p>\$156,334.00</p>
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Goal Analysis

Overall implementation of the actions/services to achieve goal.

After reviewing the Goal 1, Expected Outcomes and the Actual Outcomes, it is clear that Big Picture did a good job of meeting the expected outcomes of the nine actions to achieve the goal. Action 1 data was very close to projections. For Action 2, the need for Special Education services grew throughout the year. To address this, additional staff members were added as needed to meet the needs of the students. These included more Special Education teacher and instructional assistant time, and additional contracting of school psychologist, speech therapist time. Action 3 was met except for replacing the MPG testing with the MAP testing. Actions 4 &5 listed many student services and supports to improve academic performance and personal growth. These were successfully implemented. Action 6 addressed the facility issues well. Although there were identified deficiencies, both campuses received a score of “Good” on the FIT report. Action 7 demonstrated that all students have access to all courses to prepare them for college, career, and the 21st century. Action 8 explains the improvement process that the school implemented during the 2017-18 school through a year-long strategic planning process that culminated in a plan that ultimately laid out the goals for the future five years including revision of the LCAP goals. Action 9 refers to the adult education program. These goals were fully implemented with great success.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

Overall, the goal results were effective. Students improved in performance, attendance, behavior, and social/emotional areas. There is continued improvement needed especially in the CAASPP testing. Because of the yearlong strategic planning efforts, expectations for improvements during the 2018-19 school year in all areas are anticipated.

Material differences between budgeted expenditures and estimated actual expenditures

There were no material differences between the budgeted expenditures and the estimated actual expenditures. Although amounts may be different, expenses were applied to the appropriate planned activities and actions to achieve the goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

During the 2017-18 school year, Big Picture Educational Academy engaged in a year-long strategic planning process. Participants included all staff and representative parents, students, community members, and board members. The resulting strategic plan established and clarified the goals for the next five years beginning in the 2018-19 school year. This means that the 2018-19 LCAP goals will be different than the previous year. However, most of the actions in the current LCAP will be found throughout the revised LCAP.

Goal 2

Develop a comprehensive, coherently focused, schoolwide Professional Development Plan

that includes the CCSS ELA/ELD/Math & NGSS, Project-based Learning, differentiation, and research-based instructional strategies to address the diverse learning needs of ELL, SPED students, and an instructional day that provides relevant and extended learning experiences that encourages student engagement. (Aligns with WASC Action Plan #1, 3)

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4
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Annual Measurable Outcomes

Expected

- * % of students that will have access to standards-aligned instructional materials: 100%
- * % of teachers that will implement state standards for all students including EL access to CCSS & ELD. 100%
- * % of teachers who are appropriately credentialed and assigned. 100%
- * Increase percentage of EL who advance at least 1 Proficiency Level as measured by (CELDT): 15%
- * Increase English Learner reclassification rate: 12%

Actual

- * % of students that will have access to standards-aligned instructional materials: 100%
- * % of teachers that will implement state standards for all students including EL access to CCSS & ELD. 100%
- * % of teachers who are appropriately credentialed and assigned. 100%
- * Increase percentage of EL who advance at least 1 Proficiency Level as measured by (CELDT): pending
- * Increase English Learner reclassification rate: 11%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - PROFESSIONAL DEVELOPMENT PROFESSIONAL DEVELOPMENT In order to provide all students with a high quality rigorous standards-aligned College Preparatory curriculum through a Project-based learning instructional model, it is critical that our teaching staff is provided with appropriate and differentiated, research-based professional development. The focus this year will primarily include the following topics: * Project-based Learning: Buck Institute * Big Picture Educational model * Differentiation * Data Analysis & Implementation * WEA MAP Assessments * Classroom Management: Time to Teach * Discipline that Restores: MS/HS Fresno County Office of Education will provide professional development including coaching for our entire teaching staff. Members of our teaching staff, classified and/or Leadership team plan to attend professional development conferences that include but are not limited to: * Big Picture "Big Bang" Conference * Big Picture Leadership Conference * CCSA Conference</p>	<p>The school implemented the Buck Institute Project-based learning instructional model</p> <p>The focus of the year primarily included the following topics:</p> <ul style="list-style-type: none"> * Project-based Learning: Buck Institute * Big Picture Educational model * Differentiation * Data Analysis & Implementation * NWEA MAP Assessments * Classroom Management: Time to Teach * Discipline that Restores: MS/HS <p>Fresno County Office of Education will provide professional development including coaching for our entire teaching staff.</p> <p>Members of our teaching staff, classified and/or Leadership team attended:</p> <ul style="list-style-type: none"> * Big Picture "Big Bang" Conference * Big Picture Leadership Conference * CCSA Conference * Central Valley Leadership Program * NWEA Conference 	<p>\$100,000.00</p>	<p>\$100,000.00</p>
<p>Action 2 - ELD PROGRAM ELD PROGRAM Big Picture Educational Academy will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance: shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (or Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p>The school reviewed and revised its EL Master Plan to align with the CDE's recent reclassification guidance.</p> <p>The school's CELDT Coordinator (and Credentialed teachers) administered the CELDT, and ELPAC. The principal and teachers reviewed, analyzed and closely monitored the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p>\$0.00</p>	<p>\$0.00</p>

<p>Action 3 - CURRICULUM CURRICULUM Every student has access to standards-aligned curriculum. Big Picture Educational Academy will purchase the following additional curriculum and/or supplemental instructional materials: * Rosetta Stone (subscription) * Acellus Online Curriculum (subscription) * NewsELA (subscription) * Science Kits and other project supplies * It's About Time Science and Math materials * Studies Weekly (subscription) * Go Math! * 5th Grade Social Science Curriculum * 7th Grade ELA, Social Science, Science Materials * Performing Arts Package * ELD Curriculum based on the recommendation of Fresno County Office of Education.</p>	<ul style="list-style-type: none"> * Purchased Rosetta Stone * Purchased Acellus Online Curriculum * Purchased NewsELA * Purchased Science Kit and other project supplies * Did not purchase it's about Time Science and Math materials * Purchased Studies Weekly * Purchased Go Math! * Purchased 5th Grade Social Science Curriculum * Purchased 7th ELA, Social Science, Science Materials. * Purchased Performing Arts Package * Did not purchase ELD Curriculum and did not receive any recommendation from Fresno Country Superintendent of Schools. 	<p>\$40,000.00</p>	<p>\$40,000.00</p>
<p>Action 4 - TECHNOLOGY TECHNOLOGY In order to provide all students with access to digital media/resources (for a 1:1 student to device ratio), our school will continue to implement the following: Costs for technology device replacement in order to our future goal of 1:1 student to computer ratio. Hire an IT Specialist also develop an annual needs assessment for future purchases and upgrades; provide technical support, ensure adequate bandwidth throughout the school, and ensure all laptops are up-to-date and ready to use</p>	<p>Implemented 1:1 ratio in the High School and 1:2 ratio in the Elementary campus.</p> <p>Hired an IT Specialist for HS in 2016, and added an IT specialist in 2017/18 for Elementary.</p>	<p>\$10,000.00</p>	<p>\$50,000.00</p>

Action 5 - COLLEGE & CAREER READINESS PLANNING/STUDENT ENGAGEMENT

COLLEGE & CAREER READINESS PLANNING/STUDENT ENGAGEMENT The following outlines the programs and resources offered to our students to ensure they are on-track to pursue post-secondary education as part of our schools College and Career:

1. Provide field trips aligned to the content standards, to provide students with experiential learning experiences.
2. As part of our school's college-going culture, all students will visit 2-4 colleges-universities annually for grades 8-12
3. All students in Grades K-7 will have an Individualized Learning Plan that includes their NWEA Results, CAASPP results, and Dibels results in order for students to monitor their academic progress
4. All students starting in grade 8 will have access to a 5-Year academic plan (Individualized Learning Plan) that includes the student's NWEA, CAASPP, CELDT/ELPAC results, and articulates the courses the student needs to complete for high school graduation and UC A-G requirements. We will use Overgrad to monitor students A-G and UC/ CSU status, monitor test scores.
5. HS counselor will ensure all students are on track to complete UC A-G courses.
6. Host College & Career Fairs annually for students and their families at the High School.
7. All students in grades K-7 are in an Advisory course that focuses on ILP, and clarify the day's learning.
8. During MS/HS Advisory course, students will access Khan Academy modules for PSAT, SAT, and ACT Test Prep.
9. All HS students are enrolled in Advisory course with the same advisor for 3 years (grades 8-10) and two years (grades 11-12). During Advisory course, students learn team building, conflict resolution, study skills, and students attend courses with their peers.
10. For High School Advisory: Students engage in College application process, FAFSA Application, researching careers, and the school will host guest speakers during Advisory period. In high school, students will be assigned the same advisor for 2 years (grades 11 – 12). The school counselor will host 5 workshops during the instructional day

1. The school provided field trips aligned to the content standards.
2. As part of our school's college-going culture, all students will visit 2-4 colleges-universities annually for grades 8-12: The students visited 2. UC Santa Cruz 10/9/2017, Fresno City College 11/2/2017 UCLA 11/30/2017
3. All students in Grades K-7 will have an Individualized Learning Plan that includes their NWEA Results, CAASPP results, and Dibels. Additional Included CELDT/ELPAC
- 4.
5. HS counselor is insuring all students are on track to complete UC A-G courses. The school uses School Pathways to track student progress.
6. Host College & Career Fairs annually for students and their families at the High School. Career Fair 4/27/2018, College Fair did not happen.
7. All students in grades K-7 are in an Advisory course that focuses on ILP, and clarify the day's learning.
8. During MS/HS Advisory course, students accessed Khan Academy modules for PSAT, SAT, and ACT Test Prep.
9. All HS students are enrolled in Advisory course with the same advisor for 3 years (grades 8-10) and two years (grades 11-12).
10. For High School Advisory: Students engage in:
 - 3 FASFA Workshops: 10/12/2017, 10/23/2017, and 2/15/2017.
 - 2 Fresno City College Workshops: 11/9/2017 and 4/20/2018.
 - 6 Students enrolled at FCC.

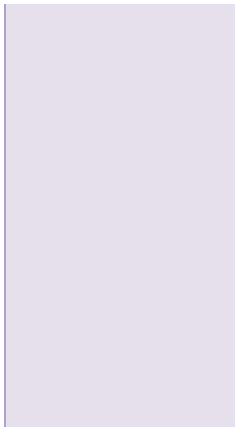
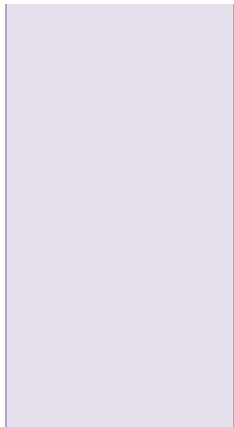
\$23,500.00

\$23,500.00

and after-school hours to assist students with college/ FASFA/ Dream Act application. Selected students in grades 9-12 were recommended and enrolled in enrichment program with our local community college. 11. Counselor will ensure that all grade 8-10 students are administered the PSAT assessment and will obtain fee waivers for eligible students. 12. Counselor has reapplied for BPEA to serve as an official SAT Testing Sites, in order for all Grade 11-12 students to participate in SAT/ACT.

administered the PSAT assessment and will obtain fee waivers for eligible students.

12. BPEA did not pursue this activity in 2017/18: Counselor has reapplied for BPEA to serve as an official SAT Testing Sites, in order for all Grade 11-12 students to participate in SAT/ACT.



Goal Analysis

Overall implementation of the actions/services to achieve goal.

For the most part, Goal 2 was implemented very well. There were two areas that were not implemented: The school did not purchase It's About Time science and math materials, and new ELD curriculum. These will be discussed under Action 3.

Action 1 was fully implemented. Fourteen days were set aside for staff development throughout the school year as well as additional time allotted each week, generally on Friday afternoon. Teachers also had the opportunity to visit other schools to get new ideas and to collaborate with additional staff. Action 2 was also fully implemented. Highlights include hiring a full-time data/testing coordinator, reviewing and revising the ELD master plan, and a higher emphasis on reviewing the performance and success of ELD students. Action 3 included the purchase of new and ongoing curriculum and supplemental materials to better address the state standards and student learning modes. It's About Time science and math materials were not available during our purchasing window because the company was going out of business. They did allow us to use their electronic textbooks. We also did not buy new ELD materials. We continued to implement our previous ELD program. We expect to have new ELD curriculum for our K-12 program in the 2018-19 school year. Action 4 was well implemented. We upgraded most desktop computers at the high school site while also adding 30 desktop computers to the elementary site. We promoted our high school IT specialist to a senior position and added a fulltime IT person to the elementary site. We also contracted with FCSS for additional IT services at the elementary site. We also purchased about 50 additional used laptop computers to be loaned to adult students who do not have access to computers at home. Action 5 was also fully implemented except for the college and career fairs. These were replaced with additional academic and college visitation field trips.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

The actions for Goal 2 were very effective. These included professionals develop for all staff, improvement of the ELD program, provision of important curriculum for all programs, enhancement of the Technology department while also adding additional devices to each site and implementing a more robust college and career readiness and student engagement component.

Material differences between budgeted expenditures and estimated actual expenditures

There were no material differences between the budgeted expenditures and the estimated actual expenditures. Although amounts may be different, expenses were applied to the appropriate planned activities and actions to achieve the overall goal. Funds for the two items not purchased were used to address the other areas.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

During the 2017-18 school year, Big Picture Educational Academy engaged in a year-long strategic planning process. Participants included all staff and representative parents, students, community members, and board members. The resulting strategic plan established and clarified the goals for the next five years beginning in the 2018-19 school year. This means that the 2018-19 LCAP goals will be different than the previous year. However, most of the actions in the current LCAP will be found throughout the revised LCAP.

Goal 3

Engage parents as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive positive learning environment. (Aligns w/WASC Action Plan #4)

State and/or Local Priorities addressed by this goal:

State Priorities	3,6
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Annual Measurable Outcomes

Expected

Parent involvement through input in decision-making via SSC, ELAC & PTC : MET

Parent involvement will include opportunities for participation in programs for unduplicated students. MET

Decrease suspension rates annually by <1%: target: 12.4%

Maintain expulsion rates: < 1%

Administer parent, student & teacher survey to measure sense of safety and school connectedness. MET

Administer Facility Inspection Tool (FIT): Score Good or Better

Actual

Parent involvement through input in decision-making via SSC, ELAC & PTC : MET

Parent involvement will include opportunities for participation in programs for unduplicated students. MET

Decrease suspension rates annually: MET decreased to 4.07%

Maintain expulsion rates: < 1% MET: actual .25%

Administer parent, student & teacher survey to measure sense of safety and school connectedness. MET

Administer Facility Inspection Tool (FIT): Score Good

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Action 1 - SCHOOL CLIMATE & SAFETY SCHOOL CLIMATE & SAFETY Big Picture Educational Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community, 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. Assistant Principals at each site will develop a supervision schedule that includes supervision of students before/during and after-school. 3. Big Picture Educational Academy will implement the following character education programs: Covey's 7 Habits (ES), AVID (HS), Time to Teach (all), and Restorative Justice (all). 4. Assemblies will take place each trimester to recognize students for the following: perfect attendance, GPA, academic improvement, exuding a positive character trait. 5. This activity was not conducted in 2017/18: HS: Bullying prevention workshop, Women & Men's conference, Pick me up and Take me out guest speaker series. 6. ES: Understanding 7 Habits and how it impacts their personal life; resolving conflicts in personal and positive manner. This is taught in the classroom, and/or in boys groups and/or girl groups led by the Assistant Principal. 7. MS/HS Continue to implement Discipline that Restores (DTR) Program schoolwide to teach students the skills necessary for Conflict Resolution. 8. Advisory instructors will implement advisory curriculum (created by the Counselor) that incorporates DTR. 9. Continue to strengthen ASB Student Government and encourage student participation. 10. Host "all female," and "all male," conferences/workshops for grades 8-12. 11. BPEA will provide Clubs and Organizations that support the academic, social-emotional needs of students that meet during lunch/after-school. 12. BPEA will administer an annual student survey to gather data on school climate, student/school safety, and provide input on their personal experiences. 13. Students</p>	<p>1. The Leadership Team annually reviewed and revised the Comprehensive School Safety Plan. The school's entire staff was trained on the School Safety Plan, and monthly drills took place.</p> <p>2. Associate Principals at each site developed a supervision schedule that includes supervision of students before/during and after-school.</p> <p>3. Big Picture Educational Academy implemented: Time to Teach: Implemented Restorative Justice: Implemented</p> <p>4. 3 Award Ceremonies were conducted.</p> <p>5.</p> <hr/> <p>6. ES: Understanding 7 Habits and how it impacts their personal life; resolving conflicts in personal and positive manner. This is taught in the classroom, and/or in boys groups and/or girl groups led by the Assistant Principal. Did not utilize Covey, instead trained all staff on Glasser's Choice Theory.</p> <p>7. MS/HS Continued to implement Discipline that Restores (DTR) Program schoolwide to teach students the skills necessary for Conflict Resolution</p> <p>8. activity not conducted in 2017/18</p> <p>9. Continued to strengthen ASB Student Government and encouraged student participation.</p> <p>10. Did not Host "all female," and "all male," conferences/workshops for grades 8-12. in 2017/18.</p> <p>11. Leadership Club regularly</p>	<p>\$0.00</p>	<p>\$0.00</p>

<p>will participate in annual schoolwide Talent show at least 2 times per year.</p> <p>14. ES: Morning open mic opportunity for students to speak/perform in front of the school. Opportunity for students to speak and share with school community.</p>	<p>met.</p> <p>12. BPEA will administered an annual student survey to gather data on school climate, student/school safety, and provide input on their personal experiences.</p> <p>13. Students participated in annual schoolwide Talent show at least 2 times per year. 4/20/2018 and 4/26/2018</p> <p>14. ES: Every Monday and Friday: Morning open mic opportunity for students to speak/perform in front of the school. Opportunity for students to speak and share with school community.</p>		
<p>Action 2 - PARENT INPUT IN DECISION-MAKING</p> <p>At Big Picture Educational Academy, parent input in decision-making will take place through the following venue led by the school's administration and teachers: School Site Council (SSC) English Language Advisory Committee (ELAC) The School Principal is responsible for organizing these meetings that require the participation of teachers and classified staff.</p>	<p>Parent input in decision – making took place in PTC</p>	<p>\$48,022.00</p>	<p>\$48,022.00</p>

Action 3 - OPPORTUNITIES FOR PARENT PARTICIPATION
 OPPORTUNITIES FOR PARENT PARTICIPATION Big Picture Educational Academy provides (or will provide) the following opportunities to engage parents of unduplicated pupils as partners in their child's education. They include: 1. Volunteer in schoolwide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing. 2. Big Picture Educational Academy administrative team will facilitate parent meetings, schoolwide events and communicate with parents 3. Parent workshops on the following topics as requested by parents: * ES: Parent Camp: How to support their child academically at home; and developing a positive attitude towards school work * ES: Parent Night: Provide training for parents on how to support their child in ELA, Math, and Science * HS: Discipline that Restores (DTR) * HS: FASFA workshops * HS: Understanding CELDT/ ELPAC assessment and scores * HS: A-G workshop/ over grad understanding requirements 4. Administer an annual parent survey. 5. IT will ensure that the school website and social media is updated on a regular basis as a method to communicate with parents.

1. Yes All volunteers will undergo a live-scan and TB testing.
 2. Yes Big Picture Educational Academy administrative team facilitated parent meetings, schoolwide events and communicate with parents
 3. Parent workshops were conducted:
 ES: Parent Camp 8/12/2017
 ES: Parent Nigh (Parent Conference) 11/13/2017-11/17/2017 and 3/12/2018-3/16/2018.
 HS: DTD 12/8/2017, 1/19/2018 and 2/5/2018.
 HS FASFA Workshops 10/12/2017, 10/23/2017 and 2/15/2018.
 HS understanding CELDT/ELPAC assessment and scores.
 HS: A-G workshop/ over grad understanding requirements 8/8/2017 and 4/13/2018.
 4. LCAP Survey conducted on 5/10/2018
 5. Yes, A Website Team of a Special Projects Manager, and two IT Specialists coordinated with staff to develop and maintain website and social media.

\$0.00

\$0.00

Goal Analysis

Overall implementation of the actions/services to achieve goal.

Goal 3 includes three action items with many components. The majority of these action item components were completely implemented very well. Some of the items were partially implemented with a few not implemented for various reasons. The following narrative explains these outcomes. Action 1 focused on School Climate and Safety with high quality implementation in most components. Changes in this section include High School Men's and Women's conferences which were replaced with additional field trips, Covey's 7 habits that was replaced with the Glasser choice theory training, Advisory curriculum not implemented, but replaced by DTR training. Action 2 was implemented differently than planned. Parent input to decision making took place through the Parent/Teacher Club, strategic planning meetings, and parent representation on the governing board. Action 3 components were fully implemented and additional opportunities for parent participation were offered through the strategic planning process and the expansion of the governing board.

Overall effectiveness of the actions/services to achieve the goal as measured by the LEA.

In total, the outcome of this goal was very effective. In the second year of a major expansion of the school from a grade 7-12 school to a grade K-12 school, BP was able to dramatically improve in the areas of School Climate and Safety, Parent Input in Decision-Making, and greater opportunities for parent participation. Inclusion of parents in the development of a five-year strategic plan played an important role as well as increasing the size of the governing board to add additional parents.

Material differences between budgeted expenditures and estimated actual expenditures

There were no material differences between the budgeted expenditures and the estimated actual expenditures. Although amounts may be different, expenses were applied to the appropriate planned activities and actions to achieve the goal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

During the 2017-18 school year, Big Picture Educational Academy engaged in a year-long strategic planning process. Participants included all staff and representative parents, students, community members, and board members. The resulting strategic plan established and clarified the goals for the next five years beginning in the 2018-19 school year. This means that the 2018-19 LCAP goals.

Stakeholder Engagement

LCAP Year 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The school conducted a comprehensive Strategic Planning process in the 2017/18 year. That included a detailed strength and weakness analysis, interviews with many stakeholders, and multi-stakeholder planning sessions. This formed the basis for the LCAP development. The School Superintendent/Principal and Associate Principals consulted with all stakeholders in the LCAP annual review and analysis in the following list of meetings this school year.

- Staff Meetings:
- Discussions with students:
- Student Government meetings:
- Parent meetings
- School Site Council
- Survey: Parent, Student and Teacher

Board approval was on June 21, 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The addition of the strategic plan process helped insure that all stakeholders were actively participating in the future of Big Picture Educational Academy. As we completed the strategic plan it became clear that a change was needed in our LCAP for 2017/2018. Our goals from the 2016/2017 LCAP were still relevant; they were redistributed in different sections of our new goals and actions based on our new 5 year strategic plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Goal 1

BPEA students possess a strong foundation of academic skills, enabling them to own their learning and confidently pursue their individual passions.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,7,8
Local Priorities	1,2,4,7
Local Priorities	1,2,4,5,7
Local Priorities	1,2,4
Local Priorities	3,4,5
Local Priorities	3,4,6,7

Identified Need

Goal 1 is the first goal in our new 5 year strategic plan. This goal is meant to set high standards in academics and is a need for all of our students interested in coming to our school. Because this goal refers to all students and meets all the state priorities we are striving to make this goal a reality through the Big Picture model of education and with a high level academic program which will benefit all students. Not only are students achieving the goal described, but the goal implementation is also allowing students to meet all the state priorities.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
1. Annually increased CAASPP	10% ELA 4% Math	10% ELA 4% Math	MET: Increased CASPP scores	MET: Increased CASPP scores
2. Increased Graduation rate.	85.71%	85.71%	MET: Increased Graduation Rate	MET: Increased Graduation Rate
3. Annually increased NWEA MAP	-	-	MET: Increased MAP Scores	MET: Increased MAP Scores
4. 100% of students will have access to standards-aligned instructional	100%	100%	MET: 100%	MET: 100%
5. 100% of EL students will have access to ELD standard aligned	100%	100%	MET: 100%	MET: 100%
6. Increased English proficiency of EL students as measured by ELPAC.	-	-	MET: 100%	MET: 100%
7. Increased percentage of HS students completing A-G requirements.	20%	20%	MET: Increased % A-G	MET: Increased % A-G
8. Increased special education and RTI support services.	-	MET: Increased SPED and RTI support services	MET: Increased SPED and RTI support services	MET: Increased SPED and RTI support services

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Low Income

Scope of Services:

None

Location(s):

All Schools

Actions/Services

New

Sustain individualized support for students with unique needs, circumstances, and levels of academic performance. •
Develop academic and behavior intervention protocol, strategies, and data practices K-12 (including EL component)

- Re-define instructional aide role to increase intervention support (including EL) and small group instruction
- Plan for extended learning time for academic skill development (e.g.reduce or increase academic rigor of elective periods; create After School Program, Summer School, Saturday School)
- Pilot K-12 grade-level looping
- Facilitate test prep instruction and test-taking strategies and integrate with Advisory periods
- Extend college course offerings and support credit recovery

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$1,531,895.00**Sources**

General Fund-Supplemental	\$616,432.00
Title I	\$68,775.00
Special Ed	\$120,847.00
General Fund	\$725,841.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3403	Health & Welfare Benefits
3603	Worker Compensation Insurance
4100	Approved Textbooks and Core Curricula Materials
4315	Classroom Materials and Supplies
5210	Training and Development Expense

2019-20**Amount** \$1,582,276.00**Sources**

General Fund	\$775,465.00
General Fund- Supplemental	\$617,065.00
Title I	\$68,721.00
Special Ed	\$121,025.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
4100	Approved Textbooks and Core Curricula Materials
4315	Classroom Materials and Supplies
5210	Training and Development Expense

Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

- Create K-12 commitment to aligned resources and curriculum. • Adopt common curriculum in core academic subjects K-12 (*and integrate ELD/ELA framework)
- Formalize project-based learning criteria and expectations and rubrics K-12

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$260,364.00**Sources**

General Fund-Supplemental	\$104,770.00
General Fund	\$155,594.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
3403	Health & Welfare Benefits
3603	Worker Compensation Insurance
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4315	Classroom Materials and Supplies
5210	Training and Development Expense

2019-20**Amount** \$268,966.00**Sources**

General Fund	\$164,073.00
General Fund- Supplemental	\$104,893.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
2100	Instructional Aide Salaries
3403	Health & Welfare Benefits
3603	Worker Compensation Insurance
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
5210	Training and Development Expense

Action 3

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Low Income

Location(s):

All Schools

Actions/Services

New

Measure and track student outcomes (including but not limited to standardized assessments) and develop differentiated instruction and interventions. • Define data practices to assess short-term and long-term student outcomes and solidify annual student performance goals

- Formalize personalized learning plan process for students (*include parent engagement)
- Develop resources and training on core instructional strategies (e.g. small group academic instruction, project-based learning, interest-based learning)
- Formalize system for tracking on-time graduation and college readiness
- Build student investment in benchmark and standardized assessments

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$219,982.00**Sources**

General Fund	\$219,982.00
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Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

2019-20**Amount** \$227,299.00**Sources**

General Fund \$227,299.00

Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

New

Goal 2

BPEA students engage in authentic learning experiences in order to develop real-world skills and resilience.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,5,7
Local Priorities	1,2,4,7
Local Priorities	1,2,4,5,7
Local Priorities	1,2,4
Local Priorities	3,4,5
Local Priorities	3,4,6,7

Identified Need

Goal 2 is meant to set a high standard of real-world and non cognitive skill development. This goal also refers to many of the state and local priorities, so it is a goal meant for all students to achieve. Achieving this goal will directly affect student behavior, motivation and engagement, these in turn will allow for deeper learning and better performance in all aspects of their education.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
1. Decreased % of students at risk on the Physical Fitness	-	MET: decrease students at risk	MET: decrease students at risk	MET: decrease students at risk
2. Increased percentage of students participating in internships.	MET: Increased % students in internships	MET: Increased % students in internships	MET: Increased % students in internship projects (> 90%)	MET: Increased % students in internship projects (> 90%)
3. Increased percentage of students participating in College dual-enrollment programs.	20%	20%	MET: increase % students participating	MET: increase % students participating
4. 100 % of students K-12 will have an personalized learning plan.	K-7: 0% 8-12: 100%	K-7: 0% 8-12: 100%	MET: K-12 100%	MET: K-12 100%
5. 100% of 12th grade students will have a completed, comprehensive post-secondary plan.	100%	100%	MET: 100%	MET: 100%
6. Increased proficiency on grade 9-12 quarterly exhibitions.	new	new	MET: 9-12 proficiency rubric, implemented 100% students	MET: 9-12 proficiency rubric, implemented 100% students
7. Increase ratio of students to devices toward goal of 1:1.	Elem: 50% HS: 75%	Elem: 50% HS: 75%	MET: Elem: 75% HS: 95%	MET: Elem: 75% HS: 95%
8. 100% of students K-12 will participate in non-cognitive skill building.	Elem: 50% HS: 75%	Elem: 50% HS: 75%	MET: Elem: 75% HS: 95%	MET: Elem: 75% HS: 95%

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Develop students' non-cognitive skills through programs and instructional strategies. • Define non-cognitive skills of focus (e.g. grit, resilience) and preliminary evaluation methods

- Identify and deliver core trainings on non-cognitive skill development and evaluation

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$712,316.00**Sources**

General Fund-Supplemental	\$286,635.00
Title I	\$31,980.00
General Fund	\$393,701.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

2019-20

Amount \$737,577.00

Sources

General Fund	\$417,898.00
General Fund- Supplemental	\$287,645.00
Title I	\$32,034.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
5899	CMO Management Fee Expense

Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

- Develop infrastructure and support to connect learning with real-world experiences K-12. • Formalize base internship criteria and expectations K-12
- Implement baseline internship criteria and expectations K-12
 - Implement baseline learning exhibition criteria and expectations K-12

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$302,584.00**Sources**

General Fund	\$302,584.00
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Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
2100	Instructional Aide Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5200	Travel and Conferences
5210	Training and Development Expense

2019-20**Amount** \$312,407.00**Sources**

General Fund \$312,407.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
2100	Instructional Aide Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5200	Travel and Conferences
5210	Training and Development Expense

Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
 English Learners
 Foster Youth
 Low Income

Scope of Services:

Schoolwide

Location(s):

All Schools

Actions/Services

New

Foster and inclusive and supportive school culture K-12 that supports whole child development • Clarify K-12 student discipline and behavior plan (in-school and after-school) and develop school-wide training

- Establish routine celebrations of student achievement
- Implement student discipline behavior training K-12 (*incorporate parent input, communication and training)

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$76,784.00**Sources**

General Fund	\$39,829.00
Special Ed	\$6,057.00
General Fund-Supplemental	\$30,898.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

2019-20**Amount** \$79,436.00**Sources**

General Fund	\$42,381.00
General Fund- Supplemental	\$30,979.00
Special Ed	\$6,076.00

Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1910	Other Certificated Overtime
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

New

Goal 3

BPEA teachers and staff are highly effective and committed to the Big Picture philosophy and approach.

State and/or Local Priorities addressed by this goal:

State Priorities	1,2,4,8
Local Priorities	1,2,4,7
Local Priorities	1,2,4,5,7
Local Priorities	1,2,4
Local Priorities	3,4,5
Local Priorities	3,4,6,7

Identified Need

Goal 3 is dedicated to finding, developing and retaining the highest quality teachers and staff that are dedicated to the Big Picture philosophy. The purpose of this goal is to create a clear and consistent identity while ensuring the resources necessary for proper development and unity within our teachers and staff. Creating this culture will in turn benefit all of our students who create lasting and trusting relationships with our staff members.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
1. 100% of teachers will be appropriately credentialed and	100% * planned revisions based on FCSS requirements	100% * planned revisions based on FCSS requirements	MET: 100%	MET: 100%
2. 100% of teachers will implement academic content and performance standards for all	100%	100%	MET: 100%	MET: 100%
3. 100% of BPEA teachers will attend annual Professional	100%	100%	MET: 100%	MET: 100%
4. 100% of staff will receive training to effectively implement the BPEA Big Picture model.	100%	100%	MET: 100%	MET: 100%
5. Leadership will attend Big Picture training twice a year.	100%	100%	MET: 100%	MET: 100%
6. BPEA staff will actively participate in professional cohorts and affiliations.	100% as per plan	100% as per plan	MET: as per Personalized Learning Plan	MET: as per Personalized Learning Plan
7. 100% of BPEA teachers will have a Personalized Learning Plan. New metric/100%	new	new	MET: 100%	MET: 100%

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

- Create clear and consistent understanding of organizational identity, core philosophies, and academic model. •
- Develop K-12 (and CTC) framework, including academics, non-cognitive, and core philosophies
- Define and recommit to student expectations (*include student input)
- Define high quality instruction

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

2018-19

Amount \$96,413.00

Sources

General Fund	\$50,011.00
General Fund - Supplemental	\$38,796.00
Special ED	\$7,606.00

Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3603	Worker Compensation Insurance

2019-20**Amount** \$99,327.00**Sources**

General Fund	\$52,994.00
General Fund - Supplemental	\$38,736.00
Special ED	\$7,597.00

Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

Action 2

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

LEA-Wide

Location(s):

All Schools

Actions/Services

New

Deliver ongoing training on how to implement the academic model and embody core philosophies. • Establish yearly K-12 PD priorities and corresponding trainings aligned to curriculum, assessments, and standards

- Facilitate ongoing peer observations and regular classroom evaluations
- Develop personalized professional development plans for all teachers and staff
- Engage FCOE and other agencies for professional development opportunities and enrichment

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

2018-19

Amount \$208,309.00

Sources

General Fund-Supplemental	\$83,823.00
General Fund	\$124,486.00

Budget Reference

1100	Teachers' Salaries
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5200	Travel and Conferences
5210	Training and Development Expense
5899	CMO Management Fee Expense

2019-20

Amount \$215,341.00

Sources

General Fund	\$131,361.00
General Fund - Supplemental	\$83,980.00

Budget Reference

1100	Teachers' Salaries
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3603	Worker Compensation Insurance
5200	Travel and Conferences
5210	Training and Development Expense
8785	CMO Management Fee Income

Action 3

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

English Learners
Foster Youth
Low Income

Scope of Services:

Schoolwide

Location(s):

All Schools

Actions/Services

New

Build a unified and inspired K-12 professional learning community and culture. • Revise organizational chart and outline roles and responsibilities at all levels

- Establish K-12 staff core values, common norms, practices
- Formalize staff conflict resolution process (*utilize Discipline that Restores)

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$195,423.00**Sources**

General Fund	\$195,423.00
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Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4315	Classroom Materials and Supplies
5200	Travel and Conferences
5210	Training and Development Expense
5899	CMO Management Fee Expense

2019-20

Amount \$201,591.00

Sources

General Fund	\$201,591.00
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Budget Reference

1100	Teachers' Salaries
1120	Substitute Expense
1200	Certificated Pupil Support Salaries
1300	Certificated Supervisor and Administrator Salaries
1900	Other Certificated Salaries
3101	State Teachers' Retirement System, certificated positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
4100	Approved Textbooks and Core Curricula Materials
4200	Books and Other Reference Materials
4315	Classroom Materials and Supplies
5200	Travel and Conferences
5210	Training and Development Expense
5899	CMO Management Fee Expense

Action 4

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Recruit and retain highly motivated, effective, and diverse teachers and staff who are aligned to core philosophy and approach.

- Develop Lead Teacher training
- Evaluate and revise pay rate schedule and compensation ladder

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

2018-19

Amount \$74,413.00

Sources

General Fund	\$74,413.00
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Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5200	Travel and Conferences
5210	Training and Development Expense
5899	CMO Management Fee Expense

2019-20**Amount** \$75,790.00**Sources**

General Fund \$75,790.00

Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5200	Travel and Conferences
5210	Training and Development Expense
5899	CMO Management Fee Expense

New

Goal 4

Families are partners to BPEA and are empowered to achieve academic success for their students and for themselves.

State and/or Local Priorities addressed by this goal:

State Priorities	3,4,5,6,8
Local Priorities	1,2,4,7
Local Priorities	1,2,4,5,7
Local Priorities	1,2,4
Local Priorities	3,4,5
Local Priorities	3,4,6,7

Identified Need

Goal 4 is meant to engage parents, guardians and family members to become partners with Big Picture Educational Academy in the education of their students. The improvement of parent and family communication will increase their capacities and promote collaboration to ensure that each student is getting the highest quality education both on campus and at home.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
1. Maintain or increase student attendance rates.	K-12 95% CTC 70%	K-12 95% CTC 70%	K-12 95% CTC 95%	K-12 95% CTC 95%
2. Decreased chronic absenteeism.	5.8%	5.8%	MET: Decrease	MET: Decrease
3. Increased Parent involvement in school activities (Exhibitions, Personalized Learning plans. Academic	MET	MET	MET: Increased	MET: Increased
4. Decreased suspension rates.	-	-	MET: Decreased	MET: Decreased
5. Increased Parent involvement in decision making (School Site Council, ELAC. Surveys...)	MET	MET	MET: Increased	MET: Increased
6. Increased methods of communication between parents and	MET	MET	MET: Increased	MET: Increased

Planned Actions / Services

Action 1

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

Schoolwide

Location(s):

All Schools

Actions/Services

New

- Improve parent and family capacity, comfort, and ability to engage with the school. • Determine trainings critical for active parental involvement (academic, enrichment, and behavioral)
- Develop academy-wide safety plan
- Develop, implement, and communicate parent trainings
- Conduct safety audit and update safety protocols
- Maintain a stable, accurate student information system

Budgeted Expenditures

2017-18

Sources **Amount** \$0.00

Budget Reference

2018-19

Sources **Amount** \$75,817.00

General Fund-Supplemental	\$30,509.00
General Fund	\$45,308.00

Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

2019-20**Amount** \$75,741.00**Sources**

General Fund	\$46,203.00
General Fund - Supplemental	\$29,538.00

Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

Action 2

This action contributes to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students
English Learners
Foster Youth
Low Income

Scope of Services:

Schoolwide

Location(s):

All Schools

Actions/Services

New

Ensure clear and open two-way communication between families and school. • Create a K-12 and CTC organizational calendar that is accurate and consistent

- Clarify and communicate expectations for parent and family involvement
- Provide frequent opportunities for family feedback
- Standardize baseline parent-teacher communication expectations

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$75,818.00**Sources**

General Fund-Supplemental	\$30,509.00
Special Ed	\$5,981.00
General Fund	\$39,328.00

Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

2019-20**Amount** \$69,948.00**Sources**

General Fund	\$40,410.00
General Fund - Supplemental	\$29,538.00

Budget Reference

1100	Teachers' Salaries
1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

New

Goal 5

BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities	3,4,5,6,7,8
Local Priorities	1,2,4,7
Local Priorities	1,2,4,5,7
Local Priorities	1,2,4
Local Priorities	3,4,5
Local Priorities	3,4,6,7

Identified Need

Goal 5 focuses on the need to involve our community in our students' lives. Engagement of our students in a worthy cause will breed purpose and direction in education. As we create strong community partnerships, we know that illuminating resources and opportunities for our students will motivate them to excel in school and beyond.

Expected Annual Measurable Outcomes

Metric/Indicators	Baseline	2017-18	2018-19	2019-20
1. FIT report of "Good" or better.	Good	Good	MET: Good	MET: Good
2. 100% of 9-12 grade students will complete required community service hours annually. (9-12th grade)	Grade 12: 100%	Grade 12: 100%	MET: grades 9-12 100%	MET: grades 9-12 100%
3. Increased number of community mentors in 9-12 grade internship program.	40 mentors	40 mentors	MET: Increased	MET: Increased
4. Increased percentage of students participating in internships.	50%	50%	75% external internships 100% LTI project	75% external internships 100% LTI project
5. Increased community partnerships	MET	MET	MET: Increased	MET: Increased
6. Increased participation in county-wide academic events.	MET	MET	MET: Increased	MET: Increased

Planned Actions / Services

Action 1

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Maintain strong organizational health. • Develop community partnership criteria for student learning opportunities

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

2018-19**Amount** \$1,110,045.00**Sources**

General Fund \$1,110,045.00

Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5600	Space Rental/Leases Expense
5601	Building Maintenance
5602	Other Space Rental
5805	Legal Services and Audit
5806	Audit Services
5873	Financial Services
5899	CMO Management Fee Expense

2019-20

Amount \$1,147,749.00

Sources

General Fund	\$1,147,749.00
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Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5601	Building Maintenance
5805	Legal Services and Audit
5899	CMO Management Fee Expense

Action 2

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Build meaningful partnerships to promote investment in local youth.

- Capture and showcase student learning in the community

Budgeted Expenditures

2017-18

Amount \$0.00

Sources

Budget Reference

2018-19

Amount \$61,428.00

Sources

General Fund	\$61,428.00
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Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

2019-20**Amount** \$61,696.00**Sources**

General Fund \$61,696.00

Budget Reference

1300	Certificated Supervisor and Administrator Salaries
2300	Classified Supervisor and Administrator Salaries
3101	State Teachers' Retirement System, certificated positions
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance
5899	CMO Management Fee Expense

Action 3

This action does not contribute to meeting the Increased or Improved Services Requirement

Students to be Served:

All Students

Location(s):

All Schools

Actions/Services

New

Generate and meet student demand K-12 and adult learning. • Develop K-12 and CTC student enrollment plan and recruitment strategies

- Formalize organizational communication strategies (e.g. website, social media)
- Collect data for story telling (e.g. digital record maintenance)

Budgeted Expenditures

2017-18**Amount** \$0.00**Sources****Budget Reference****2018-19****Amount** \$69,465.00**Sources**

General Fund	\$69,465.00
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Budget Reference

2200	Classified Support Salaries (Maintenance, Food)
2300	Classified Supervisor and Administrator Salaries
3202	Public Employees' Retirement System, classified positions
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

2019-20**Amount** \$71,725.00**Sources**

General Fund	\$71,725.00
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Budget Reference

2200	Classified Support Salaries (Maintenance, Food)
2300	Classified Supervisor and Administrator Salaries
3202	Public Employees' Retirement System, classified positions
3313	OASDI
3323	Medicare
3403	Health & Welfare Benefits
3503	State Unemployment Insurance
3603	Worker Compensation Insurance

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,222,372.00

28.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Services for unduplicated students are increased by a minimum of 30 percent through a plan of improved students supports. This begins with smaller class sizes so that teachers can devote more time to these students and provide personalized instruction as needed. The addition of several paraprofessional staff members and instructional aides to assist teachers is also a crucial component to improved academic success for the unduplicated students. The school continues to add technology to both campuses thus giving more access to the students. Two, full-time technology specialists, one at each campus, play a major role in supporting the unduplicated students as technology becomes a necessary tool to assist student learning and engagement. Additional support by credentialed teachers after school is also provided to unduplicated elementary students to help them to stay on grade level. This is critical for students to be able to perform the higher-level work required in high school and college. The school also offers an extended year program to support unduplicated students who are behind at the end of the regular school year. This three-week program, taught by credentialed teachers, targets the deficiencies of the students and provides individual help to each student to remediate the deficiencies. Big Picture Educational Academy will be increasing our services provided for our unduplicated pupils by way of curriculum and teacher support. We are adding curriculum used for intervention and for non cognitive skill development. We are adding 2 FTE Instructional Assistants and 1 FTE ELA/ELD Instructional Coach. We will also be contracting with Fresno County Superintendent of Schools for professional development in ELA and ELD for all of our teachers.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEAwide use of funds

- 2.** Foster and inclusive and supportive school culture K-12 that supports whole child development
- 3.** Deliver ongoing training on how to implement the academic model and embody core philosophies.
- 3.** Build a unified and inspired K-12 professional learning community and culture.
- 4.** Improve parent and family capacity, comfort, and ability to engage with the school.
- 4.** Ensure clear and open two-way communication between families and school.