

# Big Picture Educational Academy

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Big Picture Educational Academy
<b>Street</b>	1207 South Trinity St.
<b>City, State, Zip</b>	Fresno, CA 93706
<b>Phone Number</b>	(559) 420-1234
<b>Principal</b>	Pasquale Gerry Catanzarite
<b>E-mail Address</b>	drcat@bphsf.org
<b>Web Site</b>	www.bphsf.org
<b>CDS Code</b>	10 10108 0119628

<b>District Contact Information</b>	
<b>District Name</b>	Big Picture Educational Academy
<b>Phone Number</b>	(559) 420-1234
<b>Superintendent</b>	Pasquale Gerry Catanzarite
<b>E-mail Address</b>	drcat@bphsf.org
<b>Web Site</b>	www.bphsf.org

### **School Description and Mission Statement (School Year 2018-19)**

Big Picture Educational Academy educates students from kindergarten through adult education via our elementary, middle, high and adult classes. We are one of the sixty five Big Picture Learning Schools nationally and serve all students, especially students who may not have found success in traditional settings. We implement an interest based curriculum as well as project based learning. Our high school allows students to pursue their passions via internships. Our teachers are called advisors because of the bond that is formed and teaching children one student at a time.

#### **School Mission**

Big Picture Educational Academy educates individuals of all ages, one student at a time, to understand and engage in the world around them, take ownership of their learning, and develop abilities and passions for success in career and life.

#### **School Vision**

BPEA students leave confident in their knowledge, skills, and relationships to pursue unique passions and make lasting positive impact on their lives and communities.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	22
Grade 1	34
Grade 2	20
Grade 3	28
Grade 4	30
Grade 5	34
Grade 6	37
Grade 7	25
Grade 8	21
Ungraded Elementary	0
Grade 9	25
Grade 10	09
Grade 11	20
Grade 12	17
<b>Total Enrollment</b>	<b>322</b>

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	4.3
Asian	2.6
Filipino	1
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	1.1
White	34.9
Two or More Races	1
Socioeconomically Disadvantaged	82.9
English Learners	19.6
Students with Disabilities	15
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24.82	18	19	
Without Full Credential	3.9	5	6	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** December 2016. BPEA is not under the William Act.

Books are used in the elementary through junior and high school. Although we are not a William's Act school we provide texts in almost all subject areas. As we are a project based school we use literature and informational texts as reference.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading A to Z, Primary Fluency Toolkit, Guided Reading for Elementary and Middle School, Acellus interactive online course for High School.	Yes	N/A
<b>Mathematics</b>	Go Math for Elementary and Middle School, Algebra, Geometry and Algebra 2 Glencoe for High School	Yes	N/A
<b>Science</b>	"Amplify Science" a digital curriculum with supplemental materials for Elementary and Middle School, Life Science Heimler Daniel, Physical Science Glencoe for High School.		N/A
<b>History-Social Science</b>	Studies Weekly for K - 7, national geographic text for 8th, History Alive! World and U.S. History, The American Vision Glencoe for High School.	Yes	N/A
<b>Foreign Language</b>	Acellus Program for High School	Yes	N/A
<b>Health</b>	Houghton Mifflin and Acellus Interactive Online course for high school	Yes	N/A
<b>Visual and Performing Arts</b>	The Lion King Jr. Broadway curriculum for Elementary School		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	We provide a wide range of lab equipment for every student.	Yes	N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

BPEA has worked diligently to ensure our schools are as safe and secure as possible. We are constantly striving to improve our campuses for the betterment of our students and the community.

#### School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: September 2016/17 school year.		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	We have a plan for the summer of 2019 to renovate the restrooms and the drinking fountains.

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: September 2016/17 school year.		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September 2016/17 school year.	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	18.0	10.0	18.0	22.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	6.0	4.0	12.0	15.0	37.0	38.0

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

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	199	193	96.98	9.90
<b>Male</b>	101	98	97.03	4.12

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	98	95	96.94	15.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	160	155	96.88	10.39
White	20	19	95.00	10.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	185	180	97.30	9.44
English Learners	41	40	97.56	5.00
Students with Disabilities	30	27	90.00	0.00
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	199	192	96.48	4.17
Male	101	97	96.04	5.15
Female	98	95	96.94	3.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	160	154	96.25	3.9
White	20	19	95	10.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	185	180	97.3	3.89
English Learners	41	40	97.56	5
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

**Career Technical Education Programs (School Year 2017-18)**

Big Picture High School students take part in internships where they are able to pursue their interests and passions. One day a week they work with a mentor in a variety of careers ranging in culinary arts, education, technology, etc. The school measures progress by quarterly exhibitions where they discuss their progress and demonstrate their achievement. We also use a myriad of traditional methods, such as benchmark tests, and state mandated tests.

We use rubrics and a traditional grading system to measure success as well as the student's participation in the exhibitions and internships.

**Career Technical Education Participation (School Year 2017-18)**

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	71
<b>% of pupils completing a CTE program and earning a high school diploma</b>	0
<b>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	0

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
<b>2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	71
<b>2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	1

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	33.3	11.1	0
<b>7</b>	17.4	4.3	0
<b>9</b>	16.2	0	4.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

Our school culture is founded on respect for the individuality and diversity of each student. Students, staff and families learn from each other. We have made available many opportunities for the parents/families to be involved in school. We have the Back to School Night where parents can meet their child's new teacher, visit the classrooms and hear expectations and responsibilities of all parties. We have Open House once a year. The high school holds student exhibitions at the end of all four quarters where the middle and the Elementary holds them every trimester. Exhibitions are a unique feature at all Big Picture Schools where students present their learning in front their peers, teachers, parents and other community members.

Big Picture also holds Individual Learning Plan meetings where the advisor/teacher meets with the parents and students to discuss student strength and learning goals and come up with a personal learning plan to suit individual needs. Personal Learning Plans are signed by the advisor/teacher, parents and students.

Parents have online access to our student information system to monitor assignments and student performance.

We also have a Parent Teacher Student Association (PTSA) that meets once a month. For more information on how to become involved at Big Picture, please contact our elementary site for more information at (559) 497-8272

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	46.4	34.8	20.8	71.0	72.1	50.7	10.7	9.7	9.1
<b>Graduation Rate</b>	53.6	60.9	89	8.5	7.7	20.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.



**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	89	96.2	88.7
Black or African American	100.0	34.6	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	50	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	87	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	90.5	92.1
Two or More Races	0.0	75.0	91.2
Socioeconomically Disadvantaged	89	96.3	88.6
English Learners	100	100.0	56.7
Students with Disabilities	100.0	42.9	67.1
Foster Youth	---	93.3	74.1

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	1	3.6	10.0	8.1	6.6	3.7	3.7	3.5
Expulsions	0.0	1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

Big Picture Educational Academy has a comprehensive Safety Plan. The program incorporates a variety of trainings to include, but is not limited to A.L.I.C.E., Fire Safety, Lockdown and Evacuation Concepts. Teachers and students are actively involved in Fire Drills, Earthquake Drills, and Lockdown/Evacuation Drills, during which time they learn about safety as it relates to the classroom, the campus, and provide the means to stay in place for an extended period if necessary. Staff have been trained on the FEMA, ICS Model, and Homeland Security "Active Shooter" concept. Staff have also been trained in the use of the "Anchorman, Inc Door Security Device. Students are helped to not see these drills as frightening, but rather a skill. They gain an understanding of how to prepare themselves and support their classmates in times of urgency, to "think on their feet," The students are learning to understand that emergencies, whether natural or Man-Made will happen, and are being taught the skills to be prepared with such situations.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				17	2			22		1		
1								18	2			
2				15	2			21		1		
3				17	2			29		1		
4				19	1			15	2			
5				19	2			18	2			
6				34			1	18	2		1	
Other				19	2			15	3			

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11.0	5	1		14	4			16	5		
Mathematics	11.0	5	1		10.0	5			16	4		
Science	12.0	4	2		11	4			17	4		
Social Science	11.0	4	2		12	5			17	3		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	90
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	3	N/A
Other	8.5	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10452	1476	8976	53555
District	N/A	N/A	N/A	N/A
Percent Difference: School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A		
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

At Big Picture Fresno have tutors everyday after the school day via ASP. We have hired two interns to help struggling students during the school day. We also us distance learning programs to help students.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary	53,555	
Highest Teacher Salary	70,800	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	N/A	
Superintendent Salary	41,732	
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	N/A

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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The focus of BPEA's staff development is to bolster the educational skills and provide access to support resources for all educators. The elementary, middle and high school staff meet once a week for two hours to cover a myriad of educational subjects during professional development time. Teaching staff are trained "In-House" by qualified mentor teachers in Project Based Learning. We have received coaching services at both sites (elementary/middle and high school) from FCSS in the areas of ELA, Math, STEM and Leadership. All teaching staff have attended training regarding NWEA Benchmark testing to include Testing and understanding Assessment Results. The High School Staff has been trained in the use of Acellus Education Program for interactive learning, IMAGO for Social and Emotional Learning Platform. The high school also receives training from a Big Picture Learning Coach both virtually and in person. All teachers continue to participate in conferences regarding best practices in teaching strategies. Staff members are encouraged to and supported by administration, in taking additional workshops based on their subject area, interest and/or grade level. Staff are given seven inservice days and seven additional days set aside for specific training. School leaders and selected staff attend BPL's Big Bang Conference in the summer and a Leadership Conference in winter.