

# Big Picture Educational Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<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>	Keith Musilli Johnson
<b>Email Address</b>	kmusillijohnson@bpeacademy.org
<b>School Website</b>	www.bpea.school
<b>County-District-School (CDS) Code</b>	10 10108 0119628

## 2023-24 District Contact Information

<b>District Name</b>	Big Picture Educational Academy
<b>Phone Number</b>	(559) 420-1234
<b>Superintendent</b>	Keith Musilli Johnson
<b>Email Address</b>	kmusillijohnson@bpeacademy.org
<b>District Website</b>	www.bpea.school

## 2023-24 School Description and Mission Statement

Big Picture Educational Academy is a unique college/career preparatory charter that includes a K-8 elementary school, a high school, and an adult-aged high school center for training and careers. BPEA believes in following the principles of 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. Our high school allows students to pursue their passions via internships. Our teachers are called advisors to underscore the value of the bond formed between teacher and student and to recognize the instructional model that is delivered 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	25
Grade 1	22
Grade 2	15
Grade 3	17
Grade 4	22
Grade 5	13
Grade 6	19
Grade 7	14
Grade 8	21
Grade 9	68
Grade 10	81
Grade 11	98
Grade 12	79
<b>Total Enrollment</b>	<b>494</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54%
Male	45.7%
American Indian or Alaska Native	0.2%
Asian	1.4%
Black or African American	14.2%
Hispanic or Latino	75.9%
Two or More Races	2%
White	5.5%
English Learners	8.1%
Foster Youth	1.8%
Homeless	5.7%
Socioeconomically Disadvantaged	62.3%
Students with Disabilities	13.2%

## 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.

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.40	58.63	139.70	53.20	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	11.80	4.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.90	12.44	9.00	3.44	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	8.80	28.00	69.60	26.52	12115.80	4.41
<b>Unknown</b>	0.20	0.89	32.30	12.32	18854.30	6.86
<b>Total Teaching Positions</b>	31.50	100.00	262.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.70	46.89	148.00	54.83	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.30	1.05	6.00	2.23	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.90	9.37	20.60	7.66	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	10.00	32.03	69.50	25.78	11953.10	4.28
<b>Unknown</b>	3.30	10.60	25.60	9.49	15831.90	5.67
<b>Total Teaching Positions</b>	31.50	100.00	269.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	3.00	0.00
<b>Misassignments</b>	0.90	2.90
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	3.90	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	2.00	0.00
<b>Local Assignment Options</b>	6.80	10.00
<b>Total Out-of-Field Teachers</b>	8.80	10.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.3	17.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected**

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	RAZ Kids (Learning A-Z): K-8 Reading support K-5th: Learning A-Z; K-2nd: Secret Stories (Phonics); 9th -12th: Think Cerca, various novels; Neared/Flocabulary, Heggerty Phonics material, See Saw (k-2)	Yes	0
<b>Mathematics</b>	Illustrated Mathematics; K-12th: Calculus/Trig: Cengage Algebra 1, 2 and Geometry:New Visions	Yes	0
<b>Science</b>	K-8:Amplify Science K-8 9-12:Earth Science, Biology and Chemistry Cengage , Edgenuity Savvas : environmental Science	Yes	0
<b>History-Social Science</b>	K-8:Studies Weekly K-5, National Geographic Textbook 6-8 9-12:World History, US History, Econ, & Govt: Cengage	Yes	0
<b>Foreign Language</b>	9-12:Edgenuity online & Fresno City College	Yes	0
<b>Health</b>	K-8:Advocates for Youth 3R's Five for Life 9-12:Edgenuity Interactive, Imago	Yes	0
<b>Visual and Performing Arts</b>	Pioneer drama, Beat by Beat, Art in Action	Yes	0

## School Facility Conditions and Planned Improvements

Elementary moved to a new facility for 2022-23. Many renovations were made. Roof repair was continued by the landlord in Fall/Winter 2022.

Year and month of the most recent FIT report

1/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Elementary pay area was surfaced with appropriate fall absorbing material.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	15	18	27	29	47	46
<b>Mathematics</b> (grades 3-8 and 11)	5	7	12	13	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	214	203	94.86	5.14	18.23
<b>Female</b>	110	106	96.36	3.64	17.92
<b>Male</b>	103	96	93.20	6.80	17.71
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	19	82.61	17.39	21.05
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	158	152	96.20	3.80	16.45
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	20	100.00	0.00	20.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	152	148	97.37	2.63	18.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	27	90.00	10.00	11.11

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	214	200	93.46	6.54	7.00
<b>Female</b>	110	104	94.55	5.45	3.85
<b>Male</b>	103	95	92.23	7.77	10.53
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	23	18	78.26	21.74	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	158	150	94.94	5.06	4.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	20	100.00	0.00	20.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	152	147	96.71	3.29	7.48
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	27	90.00	10.00	11.11

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	9.92	12.73	2.56	2.94	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	114	110	96.49	3.51	12.73
<b>Female</b>	55	52	94.55	5.45	5.77
<b>Male</b>	59	58	98.31	1.69	18.97
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	90	87	96.67	3.33	10.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	89	86	96.63	3.37	12.79
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	15	88.24	11.76	20.00

## 2022-23 Career Technical Education Programs

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.

Big Picture High School has an MOU with Fresno City College for dual enrollment and an enrichment program as well. Our students travel to the main campus at Fresno City College to complete their courses and receive college and high school credits. This is also tied to the completion of the A-G requirements for college enrollment that we have on campus. .

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	200
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.25
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Big Picture Educational Academy (BPEA) regularly utilizes the talents of the staff and parents in groups or as individual members of the school community. BPEA encourages parent and staff involvement to guide the charter school in decision making which provides the best learning environment for all students. Our school culture is founded on respect for the individuality and diversity of each student. Students, staff and families learn collaboratively throughout the process. BPEA provides many opportunities for families to be involved in school.

BPEA organizes stakeholder meetings, open to all parents, staff and community members for strategic planning, LCAP, and other School Site Council matters. These events are designed to inform parents (and stakeholders) about larger school concerns, such as budgeting, state reporting and testing and allows parents (and stakeholders) the opportunity to provide input on the decisions being made. Monthly BPEA Board meetings are open to parents and community members. School administration regularly informs parents about these meetings through various methods such as newsletters, messaging apps and personal invitation. The Parent Teacher Club has provided a variety of activities for students to participate in over the years and they continue to host a variety of fundraising activities within the community. These fundraisers aid classrooms with field trip resources, additional materials and equipment, and support on-going school initiatives.

BPEA holds an annual Back to School Night where families meet with their child's new teacher, visit the classrooms and hear expectations and responsibilities of all parties. In the spring BPEA holds an Open House where all members of the school community are invited to visit classrooms and see the on-going projects and initiatives at work.

BPEA holds Personal Learning Plan (PLP) meetings where the advisor/teacher meets with students individually to discuss their strengths and learning goals and come up with a learning plan to suit their individual needs. PLP's are signed by the advisor/teacher, students and parents. The PLP's culminate in an exhibition of learning, conducted at the end of learning periods. Exhibitions are a unique feature at all Big Picture Schools where students present their learning in front of their peers,

## 2023-24 Opportunities for Parental Involvement

teachers, parents and other community members. The K-8 students present their exhibitions at the end of each trimester and the high school students present at the end of each quarter..

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	13.5	31.6	44.9	36.6	33.2	37.7	9.4	7.8	8.2
Graduation Rate	59.6	60.5	55.1	18.1	24	25.1	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	69	38	55.1
<b>Female</b>	37	17	45.9
<b>Male</b>	32	21	65.6
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	46	29	63.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	60	35	58.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	868	756	493	65.2
Female	487	422	285	67.5
Male	379	332	207	62.3
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	4	4	3	75.0
Asian	8	8	1	12.5
Black or African American	129	111	88	79.3
Filipino	2	2	2	100.0
Hispanic or Latino	625	550	344	62.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	20	15	75.0
White	72	55	38	69.1
English Learners	69	61	36	59.0
Foster Youth	16	15	9	60.0
Homeless	28	27	18	66.7
Socioeconomically Disadvantaged	504	459	272	59.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	99	95	59	62.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.61	2.76	0.21	2.11	3.45	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0
Female	2.87	0
Male	2.64	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.33	0
Filipino	0	0
Hispanic or Latino	2.56	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	2.78	0
English Learners	2.9	0
Foster Youth	6.25	0
Homeless	3.57	0
Socioeconomically Disadvantaged	4.37	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.08	0

## 2023-24 School Safety Plan

It is a priority of the administration and staff at Big Picture Educational Academy that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

BPEAs Comprehensive School Safety Plan, required under SB 187/SB 334, contains the following elements:

- \* Assessment of school crime committed on school campuses and at school-related functions
- \* Child abuse reporting procedures
- \* Disaster procedures
- \* Suspension and expulsion policies
- \* Procedures to notify teachers of dangerous pupils
- \* Sexual harassment policies
- \* School wide dress code policies
- \* Procedures for safe ingress and egress
- \* Policies enacted to maintain a safe and orderly environment
- \* Rules and procedures on school discipline

Related to COVID-19 Safety:

BPEA adopted a COVID-19 safety plan (8/11/22) and filed assertions with the Fresno County Department of Public Health. Based on guidance that developed after the start of the school year, the school is developing and implementing :

## 2023-24 School Safety Plan

Covid-19 Prevention Program (CPP)  
Injury and Illness Prevention Program (IIPP)

The School approved Emergency Operations Plans Elementary and High School - 09/08/22

Subsequently the school completed a Comprehensive Safety Plan, Board approved with all signatures on 2/23/2023.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		1	
1	13	2		
2	17	2		
3	23		1	
4	18	2		
5	21		1	
6	17	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	40			1
1	13	1		
2	21		1	
3	27		1	
4	16	1		
5	14	2		
6	15	7		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	50	0	0	1
1	21	0	1	0
2	15	1	0	0
3	17	1	0	0
4	22	0	1	0
5	13	1	0	0
6	19	8	0	0
Other	0	0	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	55	1	1
Mathematics	9	23	1	1
Science	11	24		2
Social Science	11	48	3	4

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	101	2	
Mathematics	4	77	2	
Science	6	53	2	
Social Science	5	109	2	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	87	2	0
Mathematics	3	76	1	0
Science	4	49	1	0
Social Science	4	133	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	247

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19,016	\$6,629	\$12,387	\$79,795
District	N/A	N/A	\$12,387	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	47.8	

## Fiscal Year 2022-23 Types of Services Funded

- \* Title I, II, IV
- \* ESSER I, II, III
- \* Education Protection Account
- \* ELO-G (Fed and State)
- \* Special Education Services (Federal and State)
- \* Educator Effectiveness Grant
- \* LCFF
- \* Child Nutrition
- \* COVID Nutrition
- \* Big Picture Educational Academy makes Special Education services accessible to the students in the K - 12 grades. In addition, junior and senior students who qualify can take advantage of the High School Enrichment programs in connection with the local community colleges for a dual enrollment opportunity.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	1.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	5

## Professional Development

Big Picture Educational Academy (BPEA) has 15 dedicated Professional Development days per school year. The focus of the staff development is determined annually based on the needs of the student population. This year, in response to student data and new teachers joining the programs, our focus is to ensure rigor in academic areas and provide access to support resources for all educators. The K-8 and High school staff meet 2 hours per week, with their respective principals, 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, Small-Group Instruction, and Restorative Practice. We have received coaching services at both sites (K-8 and High school) from FCSS in the areas of ELA, Math, STEM, Science, Visual & Performing Arts, Universal Design for Learning, Improvement Science in Education, and Systems & Leadership. All teaching staff have attended training regarding NWEA MAP Benchmark testing and CAASPP, following the process from goal setting to proctoring and finally understanding assessment results and adjusting instruction based on the outcomes. K-8 staff have been trained in the SEL platform Sanford Harmony, as well as the digital components of their core curricula and RTI program. The High School Staff has been trained in the use of Acellus Education Program for interactive learning and 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 K-12 teachers continue to participate in conferences regarding best practices in teaching strategies. Staff members are encouraged by administration to identify and participate in additional workshops based on their subject area, interest and/or grade level. Staff are given seven in-service 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 BPL Leadership Conference each winter.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	15	15	15