

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Picture Educational Academy

CDS Code: 10 10108 0119628

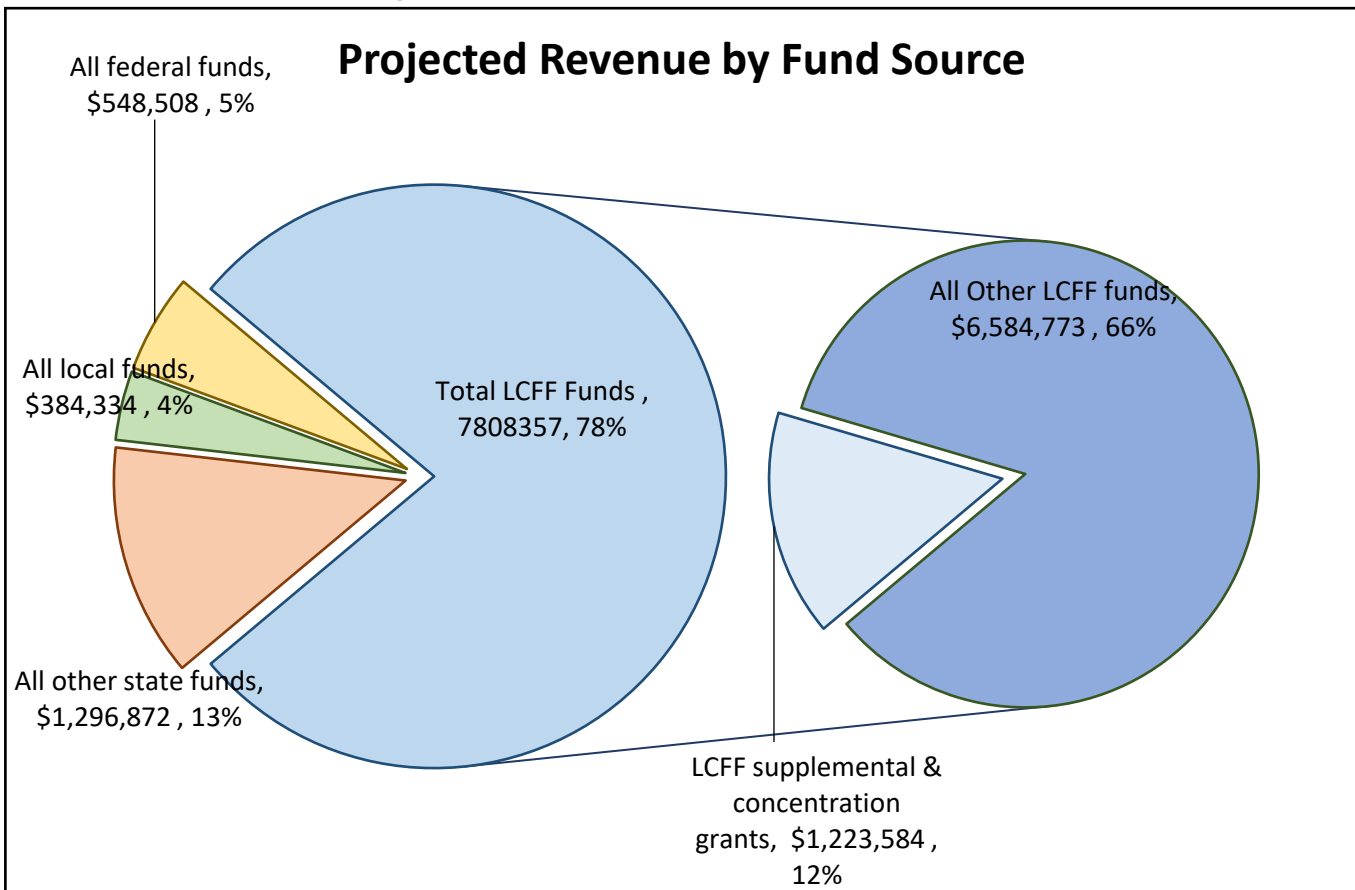
School Year: 2021 – 22

LEA contact information: Keith Musilli Johnson; kmusillijohnson@bpeacademy.org 559.420.1234

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

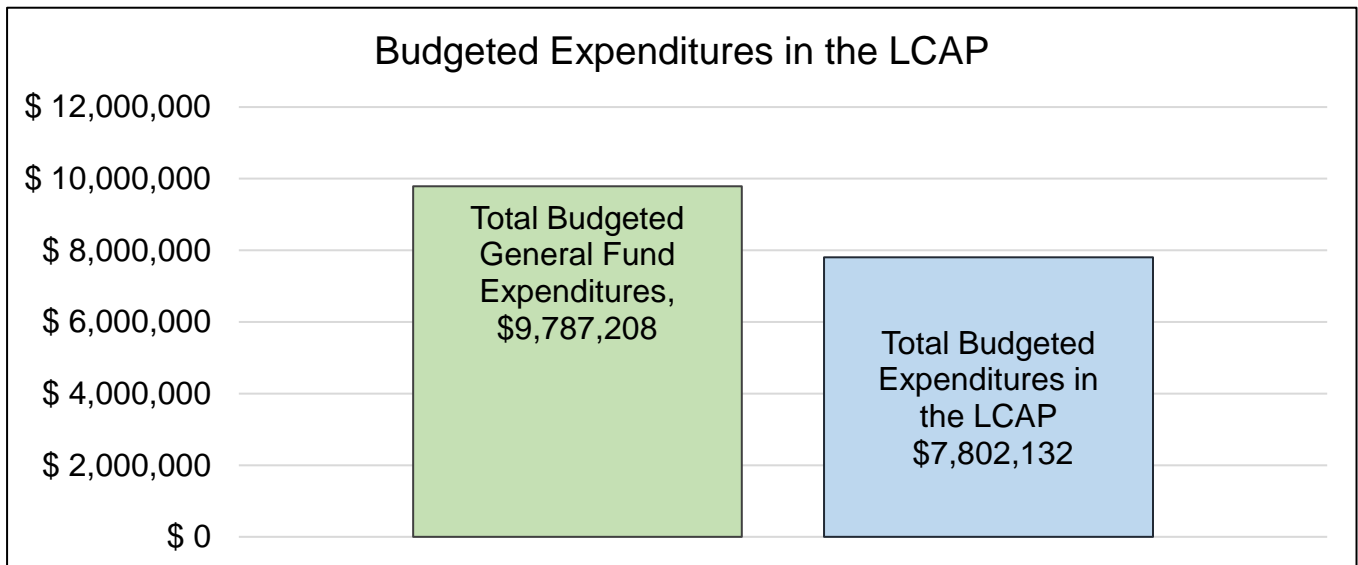


This chart shows the total general purpose revenue Big Picture Educational Academy expects to receive in the coming year from all sources.

The total revenue projected for Big Picture Educational Academy is \$10,038,071.00, of which \$7,808,357.00 is Local Control Funding Formula (LCFF), \$1,296,872.00 is other state funds, \$384,334.00 is local funds, and \$548,508.00 is federal funds. Of the \$7,808,357.00 in LCFF Funds, \$1,223,584.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Big Picture Educational Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Big Picture Educational Academy plans to spend \$9,787,208.00 for the 2021 – 22 school year. Of that amount, \$7,802,132.00 is tied to actions/services in the LCAP and \$1,985,076.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

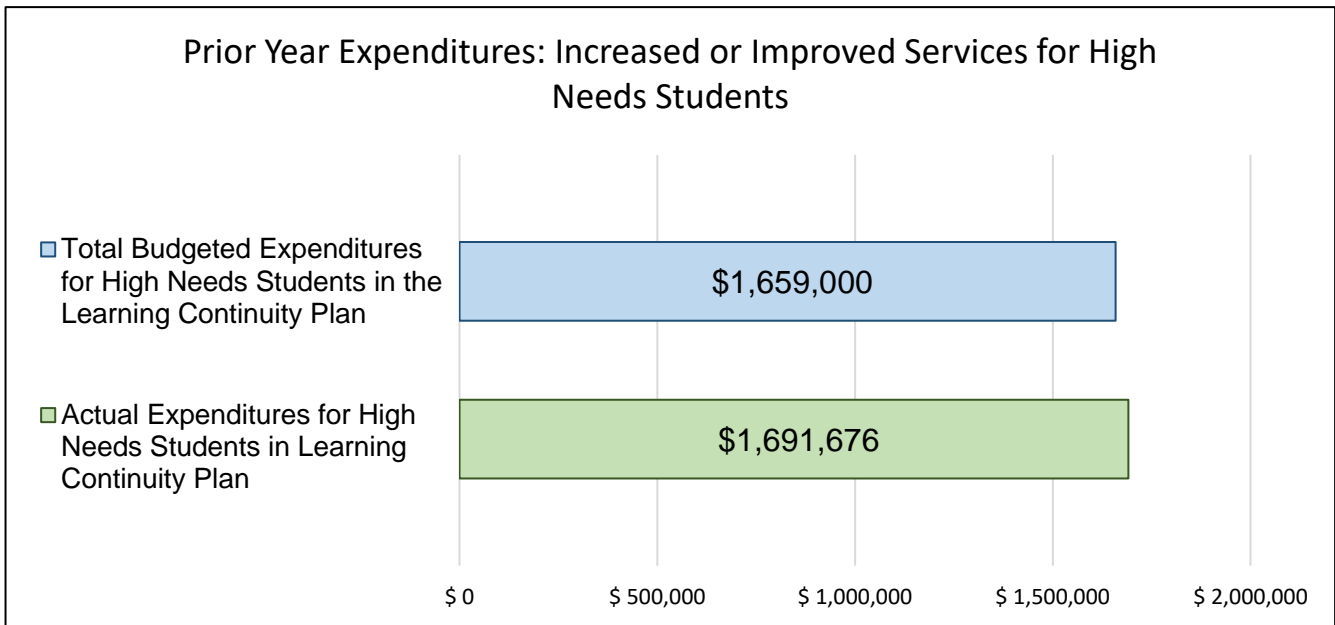
communications, some instructional materials & supplies, office supplies, non-instructional student materials & supplies, insurance, operations/housekeeping, security, all utilities, equipment leases, business services, legal fees

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Big Picture Educational Academy is projecting it will receive \$1,223,584.00 based on the enrollment of foster youth, English learner, and low-income students. Big Picture Educational Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Big Picture Educational Academy plans to spend \$1,331,142.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Big Picture Educational Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Big Picture Educational Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Big Picture Educational Academy's Learning Continuity Plan budgeted \$1,659,000.00 for planned actions to increase or improve services for high needs students. Big Picture Educational Academy actually spent \$1,691,676.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Picture Educational Academy	Keith Musilli Johnson, President & CEO	kmusillijohnson@bpeacademy.org 559.420.1234

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### 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 (Basic Services), 2 (Implementation of Academic Standards), 3 (Parent Engagement), 4 (Student Achievement), 7 (Course Access), 8 (Other Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
CAASPP: Increase % Met/Exceeded (Schoolwide & Students with Disabilities)	2019-20 CAASPP testing cancelled

<p>Target: Increase scores</p>	<p><b>ELA</b></p> <p>% pts. Change 2018-19</p> <p>All +3pts: Met</p> <p>Econ. Disadv. +4 pts: Met</p> <p>English Learners No change: Not met</p> <p>SPED No Change: Not met</p> <p><b>Math</b></p> <p>% pts. Change 2018-19</p> <p>All +3pts: Met</p> <p>Econ. Disadv. +2 pts: Met</p> <p>English Learners No change: Not met</p> <p>SPED No Change: Not met</p>
<p>Prepared for College (EAP): % ready or conditionally ready Target: Increase percentages</p>	<p>2019-20 CAASPP testing cancelled. 2018-19 Results: Met ELA: The percentage of students Ready or Conditionally Ready increased in 2019 from 0% to 25% Math: The percentage of students Ready or Conditionally Ready increased in 2019 from 0% to 6.25%</p>
<p>Graduation rate: Increase 4-yr cohort % Target: Increase graduation rate</p>	<p>Not Met: 2019-20: 68.4% 2018-19: 73.9%</p>
<p>HS Dropout Rate: 4-yr cohort % Target: &lt; 15%</p>	<p>Met: 2019-20: 10.5% 2018-19: 22.7%</p>

<p>NWEA MAP: % Meeting Annual Growth Target  Target: Increase percentage of students meeting annual growth target</p>	<p>End of year MAP testing not available due to school closure. Percentage of students who met Fall to Winter MAP growth targets (indicates + or - compared to 2018-19 percentage of students meeting Fall to Spring growth target):</p> <p><b>K-8</b></p> <p>Math +3 pts: Met</p> <p>Reading -4 pts: Not Met</p> <p>Language Usage: +5 pts: Met</p> <p><b>9-10</b></p> <p>Math -8 pts: Not Met</p> <p>Reading -24 pts: Not Met</p> <p>Language Usage: -21 pts: Not Met</p> <p><b>11-12</b></p> <p>Math +11 pts: Met</p> <p>Reading +9 pts: Met</p> <p>Language Usage: -6 pts: Not Met</p>
<p>100% of students will have access to standards aligned instructional materials  Target: 100%</p>	<p>Met:  100% of students have access to standards aligned instructional materials</p>
<p>100% of EL students will have access to ELD standard aligned materials  Target: 100%</p>	<p>Met:  100% of EL students have access to ELD standard aligned materials</p>
<p>Increased English proficiency of EL students as measured by ELPAC  Target: &gt;71%</p>	<p>Not Met:  2019-20 ELPAC summative cancelled 2018-19: 53.7%</p>

EL reclassification rate Target: >6%	Not Met: 2019-20 3.5%
Increase percentage of HS students completing AG requirements Target: >33% meeting AG requirements in 4-year cohort	Not Met: 23% of graduates in 2018-19 met A-G requirements 7% met A-G in 2020-21
AP Pass Rate Target: Based on baseline results	Not Met: 2019-20 No AP classes offered

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Sustain individualized support for students with unique needs, circumstances, and levels of academic performance.</p> <ul style="list-style-type: none"> <li>• Develop academic and behavior intervention protocol, strategies, and data practices K-12 (including EL component)</li> <li>• 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)</li> <li>• Pilot K-12 grade-level looping • Facilitate test prep instruction and test taking strategies and integrate with Advisory periods</li> <li>• Extend college course offerings and support credit recovery</li> </ul>	<p>\$1,859,023.67</p> <p>General Fund \$787,590.10</p> <p>General Fund-Supplemental \$698,250.87</p> <p>Title I \$76,667</p> <p>Special Ed \$296,516.14</p> <p>1100: Teachers' Salaries</p> <p>1120: Substitute Expense</p> <p>1200: Certificated Pupil Support Salaries</p> <p>1300: Certificated Supervisor and Administrator Salaries</p> <p>1900: Other</p>	<p>Base \$758,101</p> <p>S&amp;C \$688,062</p> <p>Title I \$75,933</p> <p>SPED \$297,656</p>

	<p>Certificated Salaries  3323: Medicare  3403: Health &amp; 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</p>	
<p>Create K-12 commitment to aligned resources and curriculum.</p> <ul style="list-style-type: none"> <li>● Adopt common curriculum in core academic subjects K-12 (*and integrate ELD/ELA framework)</li> <li>● Formalize project-based learning criteria and expectation and rubrics K12</li> </ul>	<p>\$366,842.50</p> <p>General Fund  \$229,056.14</p> <p>General Fund-Supplemental  \$137,786.36 (High needs students not indicated above)</p> <p>1100: Teachers' Salaries  1120: Substitute Expense  1200: Certificated Pupil Support Salaries</p>	<p>Base \$231,514  S&amp;C \$140,759</p>



	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	
<p>Measure and track student outcomes (including but not limited to standardized assessments) and develop differentiated instruction and interventions.</p> <ul style="list-style-type: none"> <li>• Define data practices to assess short term and long-term student outcomes and solidify annual student performance goals</li> <li>• Formalize personalized learning plan process for students (*include parent engagement)</li> <li>• Develop resources and training on core instructional strategies (e.g. small group academic instruction, project-based learning, interest-based learning)</li> <li>• Formalize system for tracking on-time graduation and college readiness</li> <li>• Build student investment in benchmark and standardized assessments</li> </ul>	\$258,650.26  General Fund \$258,650.26  1100: Teachers' Salaries 1120: Substitute Expense 1200: Certificated Pupil Support Salaries 1300: Certificated Supervisor and Administrator Salaries 2100: Instructional Aide Salaries	Base \$273,650

	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	
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following analysis is based on a review of state and local data and feedback from stakeholders.

**K-12**

In terms of successes, we were able to successfully sustain individualized supports for students with unique needs, circumstances, and levels of academic performance. We began building out the intervention protocol, strategies, and data practices K-12. We redefined the instructional aide role to increase support for students with 504/IEP/SST plans. We started using Beyond SST as our tracking system to collect data to inform the intervention program. K-12 began looping (where a teacher remains with a cohort over more than one year) in some grades as planned. We adopted a K-8 writing curriculum aligned to the 9-12 curriculum. We piloted the National Geographic science curriculum for 6-8. Our math teachers piloted Meaningful Math along with support from the Fresno County Superintendent of Schools instructional coaches. We initiated the work around establishing a data cycle of inquiry by initiating pre- and post- analysis and data walks. We saw growth based on interim data as a result of these academic shifts, suggesting we were on track to see significant gains on 2020 CAASPP testing. In terms of challenges, the state testing was canceled, and we were unable

to administer our spring 2020 interims due to the pandemic. We began 19-20 with the most students enrolled in college courses of any year up to pandemic. The disruption due to the pandemic caused confusion and decreased enrollment.

CTC:

In our CTC program, we brought on a career counselor to increase support for college preparation and career readiness. This increased support available to our students in the college application process. 19-20 began as a promising year in # of potential graduates prior to the pandemic, but the challenge of remote learning brought a large reduction in CTC program enrollment. Our EL classes were greatly affected by the requirement to teach online. A standout feature of our adult programs has always been the in-person support available to students, so the pandemic-related closures presented a large challenge for our staff and students. We did see some success in having teachers work from site to ensure best possible offerings during the remote learning.

## 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 (Basic Services), 2 (Implementation of Academic Standards), 4 (Student Achievement), 5 (Student Engagement), 7 (Course Access), 8 (Other Student Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p>Decreased % of students at risk on the Physical Fitness Target: decrease students at risk</p>	<p>2019-20 PFT Cancelled 2018-19 Physical Fitness Test Results (improvement or decline compared to 2017-18 percentage at risk): Not Met - Gr. 5: 6.7% (Aerobic Capacity, 6.7% decline) &amp; 36.6% (Body Composition, 11.6% decline) At Risk - Gr. 7: 2.9% (Aerobic Capacity, 2.9% decline) &amp; 51.4% (Body Composition, 16.6% decline) At Risk - Gr. 9: 0.0% (Aerobic Capacity, no change) &amp;</p>

	Met -Gr. 9: 28.0% (Body Composition, 17.9% improvement) At Risk
Percentage of students participating in internships Target: 2019-2020 65% 2020-21 70%	Met: 68%
Increase percentage of students participating in College dual enrollment programs Target: 2019-2020 12 dual-enrolled, 9 taking enrichment classes 2020-21 12 dual-enrolled, 4 taking enrichment classes	Met: 2019-2020 12 dual-enrolled, 9 taking enrichment classes
100% of students K-12 will have a personalized learning plan. Target: K-12 100%	Met: 100% of students have a personalized learning plan
100% of 12th grade students will have a completed, comprehensive post secondary plan. Target: 100% for 12th graders	Met: 100% of students have a post secondary plan
Increased proficiency on grade 9-12 quarterly exhibitions. Target: Develop school wide common rubric to measure exhibition proficiency	Met: Exhibition rubric developed. Baseline expectations set.
Increase ratio of students to devices toward goal of 1:1. Target: Elem: Purchase 125 additional computers; improve ratio HS: Maintain 1:1 ratio	Met: ES/MS: 1:1 ratio HS: 1:1 ratio
100% of students K-12 will participate in noncognitive skill building. Target: 100% for ES and HS Develop monitoring system	Met: 100% of students receive non-cognitive skills instruction during Advisory periods. Research done to assess monitoring systems.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>Develop students' non-cognitive skills through programs and instructional strategies.</p> <ul style="list-style-type: none"> <li>• Define non-cognitive skills of focus (e.g. grit, resilience) and preliminary evaluation methods</li> <li>• Identify and deliver core trainings on non-cognitive skill development and evaluation.</li> </ul>	<p>\$862,493.96  General Fund  \$502,971.05  General Fund-Supplemental  \$323,953.47(High needs students not indicated above)  Title I \$35,569</p> <p>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</p>	<p>Base \$504,743  S&amp;C \$328,953  Title I \$36,303</p>
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	System, classified positions 3313: OASDI 3323: Medicare 3403: Health & Welfare Benefits 5899: CMO Management Fee Expense	
Develop infrastructure and support to connect learning with real-world experiences K-12. <ul style="list-style-type: none"> <li>• Formalize base internship criteria and expectations K-12</li> <li>• Implement baseline internship criteria and expectations K-12</li> <li>• Implement baseline learning exhibition criteria and expectations K-12</li> </ul>	\$369,816.59 General Fund \$369,816.59 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	Base \$396,494

	3603: Worker Compensation Insurance 5200: Travel and Conferences 5210: Training and Development Expense	
<p>Foster an inclusive and supportive school culture K-12 that supports whole child development</p> <ul style="list-style-type: none"> <li>• Clarify K-12 student discipline and behavior plan (in-school and after-school) and develop school-wide training</li> <li>• Establish routine celebrations of student achievement</li> <li>• Implement student discipline behavior training K-12 (*incorporate parent input, communication and training)</li> </ul>	\$142,753.10 General Fund \$66,365.65 General Fund-Supplemental \$53,618.19 Special Ed \$22,769.26 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	Base \$56,338 S&C \$46,478 SPED \$20,106

	3403: Health & Welfare Benefits 3503: State Unemployment Insurance 3603: Worker Compensation Insurance 5899: CMO Management Fee Expense	
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**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following analysis is based on a review of state and local data and feedback from stakeholders.

We worked in 2019-20 to focus our efforts around Social Emotional Learning (SEL), whole child education, and authentic learning.

K-12

We implemented the SEL curriculum as planned, with Sanford Harmony K-8 and Imago 9-12. We partnered with FCSS Visual and Performing Arts coaches to bring drum circles to 4-8 grade students. The lessons connected arts and SEL skills. Parents and school staff noted increases in student focus and decreases in behavior referrals as a result of the program. A challenge we experienced due to the pandemic was transitioning the teaching of SEL in the remote format and pivoting as quickly as possible to meet the increased needs of students and staff due to the uncertainties and stresses of the pandemic. In terms of successes in offering authentic learning opportunities/community internships. We held two career days during which students could learn about a variety of careers and explore internship options. We also held a college day to showcase college options. The pandemic presented a challenge to our ability to promote internships for students in 2020.

CTC:



Our new career counselor supported students to identify a career focus along with their work toward HS diploma. During the first semester of 19-20, we held a very successful college and career day. We had high attendance and received much positive feedback from students. We unfortunately had to cancel the Spring event due to the pandemic. In other challenges, we waived some requirements due to the pandemic-the community service/leadership project and the senior research paper were waived for 19-20 because we were not able to fully support the students through the process as we previously would have done.

### 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 (Basic Services), 2 (Implementation of Academic Standards), 4 (Student Achievement), 5 (Student Engagement), 6 (School Climate), 7 (Course Access), 8 (Other Student Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
1. 100% of teachers will be appropriately credentialed Target: 100%	Met: 100% of teachers are appropriately credentialed
2. 100% of teachers will implement academic content and performance standards for all Target: 100%	Met: 100% of teachers implement academic content and performance standards for all
3. 100% of BPEA teachers will attend annual Professional Development Target: 100%	Met: 100% of BPEA teachers attended annual Professional Development
4. 100% of staff will receive training to effectively implement the BPEA Big Picture model Target: 100%	Met: 100% received coaching from Big Picture Learning Coach

5. Leadership will attend Big Picture training twice a year Target: 100%	Met: 100% of leadership attended BP training twice a year
6. BPEA staff will actively participate in professional cohorts and affiliations. Target: 100% as per Personalized Learning Plan	Met: Big Picture retained all of our core academic staff from 2019-2020. We are working to create a cohesive academic program where seasoned teachers support new ones as they develop in the Big Picture philosophy and learn best teaching practices.
7. 100% of BPEA teachers will have a Personalized Learning Plan Target: 100%	Met: K-8: 100% HS: 100%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Create clear and consistent understanding of organizational identity, core philosophies, and academic model.</p> <ul style="list-style-type: none"> <li>• Develop K-12 (and CTC) framework, including academics, non-cognitive, and core philosophies</li> <li>• Define and recommit to student expectations (*include student input)</li> <li>• Define high quality instruction</li> </ul>	<p>\$121,591.07 General Fund \$56,527.46 General Fund - Supplemental \$45,669.71 Special ED \$19,393.90 1300: Certificated Supervisor and Administrator Salaries 2300: Classified Supervisor and Administrator Salaries 3101: State Teachers' Retirement System, certificated positions</p>	<p>Base \$55,893 S&amp;C \$46,111 SPED \$19,948</p>

	<p>3202: Public Employees' Retirement System, classified positions  3313: OASDI  3323: Medicare  3403: Health &amp; Welfare Benefits  3503: State Unemployment Insurance  3603: Worker Compensation Insurance</p>	
<p>Deliver ongoing training on how to implement the academic model and embody core philosophies.</p> <ul style="list-style-type: none"> <li>• Establish yearly K-12 PD priorities and corresponding trainings aligned to curriculum, assessments, and standards</li> <li>• Facilitate ongoing peer observations and regular classroom evaluations</li> <li>• Develop personalized professional development plans for all teachers and staff</li> <li>• Engage FCOE and other agencies for professional development opportunities and enrichment</li> </ul>	<p>\$272,854.65  General Fund  \$170,370.21  General Fund - Supplemental  \$102,484.44</p> <p>1100: Teachers' Salaries  1200: Certificated Pupil Support Salaries  1300: Certificated Supervisor and Administrator Salaries  1900: Other Certificated Salaries  3101: State Teachers' Retirement</p>	<p>Base \$177,693  S&amp;C \$108,037</p>

	System, certificated positions 3323: Medicare 3603: Worker Compensation Insurance 5200: Travel and Conferences 5210: Training and Development Expense 8785 CMO Management Fee Income	
<p>Build a unified and inspired K-12 professional learning community and culture.</p> <ul style="list-style-type: none"> <li>• Revise organizational chart and outline roles and responsibilities at all levels</li> <li>• Establish K-12 staff core values, common norms, practices</li> <li>• Formalize staff conflict resolution process (*utilize Discipline that Restores)</li> </ul>	\$234,283.90 General Fund \$234,283.90 (High needs students indicated above, but supplemental/concentration funds not allocated to this action) 1100: Teachers' Salaries 1120: Substitute Expense 1200: Certificated Pupil Support Salaries 1300: Certificated Supervisor and	Base \$225,907

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

<p>Recruit and retain highly motivated, effective, and diverse teachers and staff who are aligned to core philosophy and approach.</p> <ul style="list-style-type: none"> <li>• Develop Lead Teacher training</li> <li>• Evaluate and revise pay rate schedule and compensation ladder</li> </ul>	<p>\$84,056.89  General Fund  \$84,056.89  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 &amp; Welfare Benefits  3503: State Unemployment Insurance  3603: Worker Compensation Insurance  5200: Travel and Conferences  5210: Training and Development Expense  5899: CMO Management Fee Expense</p>	<p>Base \$78,233</p>
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following analysis is based on a review of state and local data and feedback from stakeholders.

K-12

In reviewing 18-19 data and preparing for the 19-20 school year, we decided to adopt a laser-like focus on academic achievement. We worked closely with the Fresno County Superintendent of Schools (FCSS) Instructional Coaching staff to develop and implement an Accelerated Academic Action Plan that combined student learning goals and process goals. Student learning focus was on improving SBAC achievement in ELA and Math and improving ELPAC performance levels of English Learners through a) use of data, b) academic vocabulary embedded across the curriculum, and c) use of formative assessments to tailor instruction for students. Process goals included extensive work by administration and staff on using data to inform programmatic and professional learning decisions, frequent walkthroughs and feedback for teachers of all contents, implementation of Integrated and Designated English Language Development, arts integration with vocabulary, and continued capacity building around assessment, data analysis, and use of data to adapt instruction. A majority of the coaching plan was implemented despite the pandemic, feedback provided, and next steps determined.

CTC

The In-person component of the adult school program is a critical design element, with two days per week and 3.5 hours each day to engage students and support for their success. The pandemic greatly disrupted this critical component and disrupted the learning and opportunity for many students.

## 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 (Parent Engagement), 4 (Student Achievement), 5 (Student Engagement), 6 (School Climate)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p>1. Attendance Rate (ADA) Target: 95% (K12 &amp; CTC)</p>	<p>Due to school closure, results are as of 2/28/20: All Grades: 92.6% (Not Met) K-8: 91.4% (Not Met) HS: 90.2% (Not Met) CTC: 99.0% (Met)</p>
<p>2. Chronic absenteeism Target: &lt;25%</p>	<p>Estimated rate as of 2/28/20: K-8: 25% (Not Met) HS: 21.7% (Met) CTC: 5.1% (Met)</p>
<p>3. Increase Parent involvement in school activities (Exhibitions, Personalized Learning plans, Academic) Target: Increase</p>	<p>Not Met: We had &lt;50% of our families participate in Digital Exhibitions this year.</p>
<p>4. Suspension Rate Target: &lt;1%</p>	<p>Not Met: 19-20: 5.3%</p>
<p>5. Expulsion Rate - 0% Target: 0%</p>	<p>Met: 0%</p>
<p>6. Increased Parent involvement in decision making (School Site Council, ELAC, Surveys...) Target: Increase</p>	<p>Met: We have created a School Site council with adequate membership and had &lt;90% of our families respond to our family survey.</p>
<p>7. Increased methods of communication between parents and Schools Target: Increase</p>	<p>Met Added Class Dojo and Remind as tools.</p>
<p>8. Student Survey: % of</p>	<p>Met: 85% of students felt connected to their teachers.</p>



students who feel safe and connected at school  
 Target: 60% of students feel safe and connected

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Improve parent and family capacity, comfort, and ability to engage with the school.</p> <ul style="list-style-type: none"> <li>• Determine trainings critical for active parental involvement (academic, enrichment, and behavioral)</li> <li>• Develop academy-wide safety plan</li> <li>• Develop, implement, and communicate parent trainings</li> <li>• Conduct safety audit and update safety protocols</li> <li>• Maintain a stable, accurate student information system</li> </ul>	<p>\$81,063.41            General Fund            \$50,615.92            General Fund - Supplemental            \$30,447.48            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 &amp; Welfare Benefits            3503: State Unemployment Insurance            3603: Worker Compensation Insurance</p>	<p>Base \$52,845            S&amp;C \$32,129</p>

<p>Ensure clear and open two-way communication between families and school.</p> <ul style="list-style-type: none"> <li>• Create a K-12 and CTC organizational calendar that is accurate and consistent</li> <li>• Clarify and communicate expectations for parent and family involvement</li> <li>• Provide frequent opportunities for family feedback</li> <li>• Standardize baseline parent-teacher communication expectations</li> </ul>	<p>\$81,063.41  General Fund  \$37,686.23  General Fund - Supplemental  \$30,447.48  SPED – 12,929.69  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 &amp; Welfare Benefits  3503 State Unemployment Insurance  3603 Worker Compensation Insurance</p>	<p>Base \$38,946  S&amp;C \$32,129  SPED \$13,899</p>
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following analysis is based on a review of state and local data and feedback from stakeholders.

K-12

In terms of successes, we formed and operationalized a School Site Council. We completed multiple family surveys to inform plans as we adapted to pandemic. We formalized expectations/formats for teacher/parent communications. We used Class Dojo and Remind as tools for parent/teacher communication. Our SIS system was improved as planned. In terms of challenges, all spring in-person events we normally would do were shifted. We were able to replace many of those with creative different events in conjunction with families and based on their input on what traditions were important to them and how we could best keep those.

CTC:

It was very difficult to meet the independent study requirements for physical signatures during the pandemic, and this created an additional barrier to completion.

## 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: 4 (Student Achievement), 5 (Student Engagement), 6 (School Climate), 7 (Course Access), 8 (Other Student Outcomes)

Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual
FIT report of "Good" or better Target: Good	K-8: Met (76 of 79 checklist items in "Good Repair" and 3 items "Deficient") HS: Met (94 of 97 checklist items in "Good Repair" and 3 items "Deficient")
2. 100% of 9-12 grade students will complete required community service hours annually Target: grades 9-12 100%	2019-20 hours were waived due to Covid concerns.
3. Increase number of community mentors in 9- 12 grade internship program Target: >45 mentors	Not met: 41 active mentors
4. Increase community partnerships Target: Increase	Met: Increased from 2 to 4
5. Increase participation in countywide academic events Target: Increase	Met: Students participated in one event per semester.

**Actions / Services**

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintain strong organizational health. • Develop community partnership criteria for student learning opportunities	\$1,249,098.12 General Fund \$1,249,098.12 1300: Certificated Supervisor and Administrator Salaries 2300: Classified Supervisor and Administrator Salaries 3101: State Teachers'	Base \$1,323,537

	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	
Build meaningful partnerships to promote investment in local youth. • Capture and showcase student learning in the community	\$62,055.54 General Fund \$62,055.54 1300: Certificated Supervisor and Administrator Salaries 2300: Classified Supervisor and Administrator Salaries 3101: State Teachers' Retirement	Base \$57,636

	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	
<p>Generate and meet student demand K-12 and adult learning.</p> <ul style="list-style-type: none"> <li>• Develop K-12 and CTC student enrollment plan and recruitment strategies</li> <li>• Formalize organizational communication strategies (e.g. website, social media)</li> <li>• Collect data for story telling (e.g. digital record maintenance)]</li> </ul>	\$77,198.55 General Fund \$77,198.55 2200: Classified Support Salaries (Maintenance, Food) 2300: Classified Supervisor and Administrator Salaries 3202: Public Employees' Retirement System, classified positions 3313: OASDI	Base \$75,599

	3323: Medicare 3403: Health & Welfare Benefits 3503: State Unemployment Insurance 3603: Worker Compensation Insurance	
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### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following analysis is based on a review of state and local data and feedback from stakeholders.

K-12

We continued our partnership with New Horizons Farm. We began to form connections to Tower District and the K-8 community. We invited business owners in that area to join SSC meetings. However, it was very difficult to get local businesses to join digital meetings in 2020 because the videoconferencing format was so new for everyone at that time.

CTC:

We continued our partnership with the Fresno Regional Workforce Development Board. We continued hosting a school site at Workforce, and this allows us to serve students 19+ age. We also developed some partnerships with organizations for events like college/career nights and other events.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase supplies to ensure school meets health and safety guidelines (face shields or masks, handwashing stations, cleaning supplies, thermometers, etc.)	\$10,000	\$19,577	N
Increase cleaning schedule to meet health and safety guidelines	\$20,000	\$21,530	N
Additional staff (instructional aides, part-time SPED) to allow for small group support for students with highest needs and most at risk for learning loss while maintaining social distancing standards as recommended by health guidelines	(represented under Distance Learning)		Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

We spent more than initially anticipated for health and safety supplies and equipment.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The following analysis is based on a review of state and local data and feedback from stakeholders.

Due to public health orders, we were not able to serve all students on campus continuously through the year, which was an unprecedented challenge. A success is that we were able to prioritize our students with greatest needs when opportunities for in-person instruction were limited.

K-12

Our highest need students were the only ones eligible to return to campus for in-person instruction prior to Spring of 2021. We offered the opportunity to all students with IEP and 504 plans, as well as our English Learners, Homeless students, and those in Foster care. We were also able to continue some services like assessments for students with IEPs. We were able to provide all services/minutes for our students with IEPs. Due to high levels of COVID-19 in our community, we were prevented from providing more in-person



instructional offerings. We had to suspend all in-person instructional offerings after Thanksgiving and as of time of writing had planned to reopen in Spring of 2021.

## CTC

All students with disabilities were offered in-person instruction two days each week and were able to come in person to receive assistance and services during that time. When allowed to reopen, we offered all English Learners in person instruction up to two times each week as well.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Full-time Counselors to support mental health and social emotional needs of students	\$ 200,000	\$217,813.08	Y
Provide online learning resources, tools and platforms to allow for synchronous and self-paced, individualized learning (Google Classroom, Screencastify (\$2700), Google Meet, Teams, Zoom, Acellus, C Engage 25K, ) and RTI curriculum from Classworks to support highest need students, GoMath (5K), Amplify Science (\$7500), BrainPop EL (2500), Nearpod ELD (\$2500), RazzKids ELD (2910)	\$ 48,000	\$99,616.00	Y
Coaching, digital learning, and ELD PD from FCSS; team building and professionalism PD related to PLCs	\$ 100,000	\$133,507.86	Y
Provide Online learning resources: Classworks RTI Curriculum	\$ 28,000	\$11,985.00	N
Purchase additional technology so every student has a device and connectivity (Hotspots & student computers) and staff are able to support distance learning	\$ 50,000	\$114,538.75	Y
Additional staff (instructional aides, etc.) to provide remediation and tutorials for students with additional needs and most at risk of learning loss	\$ 120,000	\$118,216.20	Y
Hardware and software support staff to assist staff and families in connecting for distance learning	\$ 100,000	\$129,653.00	N

Additional Staff to support Students through SST and 504	\$ 23,000	\$28,044.00	Y
Teacher stipends for summer work to prepare for school reopening planning	\$ 10,000	\$10,000	N
Staffing in support of distance learning curriculum and instruction	\$ 23,000	\$25,688.00	Y
Admin support for distance learning. Develop the distance learning program; coach and train teachers.	\$ 117,000	\$101,455.00	Y
Teacher Retention	\$ 150,000	\$134,533	Y
Small class sizes (15% of FTE teachers)	\$ 285,000	\$272,719.32	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Planned actions were implemented. We had minor differences in staffing expenditures, largely due to increased expenditures on full-time counselors, and spent more overall than initially budgeted on technological resources (online learning resources and staff and student devices and connectivity).

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following analysis is based on a review of state and local data and feedback from stakeholders.

It was challenging to adapt our learning program to the distance learning format, but we found success in reflecting upon feedback from the prior spring to inform the plans and create a program that best meets the needs of our school community.

K-12:

Continuity of Instruction: We designed our 20-21 plans and instructional models to ensure continuity of instruction and a comprehensive instructional program for students regardless of the method of delivery by creating consistencies across the K-12 program, key similarities between schedules for distance and hybrid instruction, and using common curricular resources in all models. Some of our grade levels were able to loop with their teacher from last year, which we found to academically be a success based on less need for establishing class culture and relationships; instructional time was maximized and teacher student and student to student relationships were strengthened.

Connected Programs

In terms of successes, we recently revised our leadership structure to create greater continuity in the K-12 program. We have one overarching K-12 principal with two K-12 vice principals and one dedicated counselor each for K-8 and 9-12. We reflected on our experiences in implementing distance learning in the prior spring and utilized stakeholder input to create the plans for the 20-21 school year.

### Curriculum and Instruction

We have adopted additional curricula specifically for digital learning. Unit plans and Professional Learning Communities (PLCs) infrastructure are used to ensure continuity of instruction.. Learning kits with essential instructional materials are provided for each unit, at both sites. SEL/Arts projects are provided at both sites. Our high school continued to have the opportunity for learning through internships, which will happen on Wednesdays. Throughout our program, students continue to have frequent opportunities to engage in projects focused on current events, social justice, and topics of personal interest.

Teachers continue using their board approved standards-based curricula, utilizing the online components as well as providing hands-on portions during learning packet pick-up. We have added a RTI curriculum that aligns with our students' NWEA MAP results called Classworks. We use this for all students as part of our response to mitigating any learning loss, during intervention and tutorial sessions built into their daily schedule. We are strategically and systematically using a cycle of pre- and post-assessment data analysis with teachers and adjusting teaching practices based on that data. We use Google classroom, Screencastify, Google Meet, Teams and Zoom to help organize the delivery of our distance learning instruction.

### CTC

Since CTC is an independent study program that uses distance learning software (Acellus) for the primary instructional component, the major curriculum is not an issue. CTC also requires science labs and senior projects for students to complete as part of the graduation requirement. During the time that students have not been able to attend at the school site, the science labs are assigned online through Acellus and the Advisor/Teacher or Science teacher works individually with each student through distance learning to complete the lab work. The senior projects require more personalized assistance from the Advisor/Teacher, and this was a challenge.. To address this, the projects have been more specifically outlined using a step by step model for students to follow with the help of their Advisor/Teacher.

### Special Education

For students who are eligible for special education, who declined to participate in in-person instructional offerings or during the time BPEA was prohibited by public health orders from offering any in-person instructional offerings, will participate in distance learning. By way of specific example of how this works, students served through the Big Picture Educational Academy are provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers provide services as outlined in IEP through a distance learning model. The curriculum used is consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County

Superintendent of Schools' staff ensures that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

### Access to Devices and Connectivity

We have ensured that students and families have the devices and connectivity necessary to participate in the distance learning components of our program. We have implemented a system of calling all families to confirm that each student has the necessary technology and access and for providing technology and supporting with provided devices and hotspots where needed to ensure 100% of students have technology and connectivity. Parents and students can contact the school office for technical support as needed. Many students continued to struggle with connectivity this year, despite provided devices, hotspots, and the availability of robust technical support.

### Pupil Participation and Progress

We are actively monitoring student participation and progress, both formally and informally. During distance learning, credentialed teachers take attendance during live instruction and determine the time weight of assignments for purposes of ensuring that the program meets or exceeds minimum instructional requirements. We keep weekly engagement records that track the amount of synchronous or asynchronous instruction a student has received. Based on this information, staff utilize a spreadsheet tool to regularly review student participation and progress and determine student needs for support and intervention. Teachers track attendance on an excel sheet that is visible to the registrars and family support team. When a student is absent from morning advisory, a call is made by this team to inquire about the absence. If 3 absences occur in the same week, the family is asked to meet with the family support team, the teacher and admin to develop a student support plan to help them become more engaged. This system has been somewhat successful as we have maintained our pre-pandemic attendance rates from 2019-20 for K-8 and only see a slight dip for K-12

2020-21 (as of 1/2021):

K-8 90.12% (an increase of .1% from 19-20)

9-12 86.59% (a decrease of 3.61% from 19-20)

Our high school counselor taught a new course this year about career readiness and it was a challenge because fewer students are taking courses like these this year due to the pandemic.

CTC: We found attendance and attendance tracking difficult this year. Our students needed the in-person one-on-one they usually received several times each week and found 100% online was not equal. It is difficult to track attendance because of independent study requirements, making it difficult to do the signatures and documentation in a distance learning format.

## Distance Learning Professional Development

Academic staff began their pre-service planning days by attending the FCSS Digital Learning conference August 4th & 5th. In the following week, they worked with FCSS coaches to develop pacing guides, identify areas of highest impact for their students, and high quality instructional strategies for teaching that content. Unit plans and technology protocols were developed during the third week of preplanning. Before school begins and throughout the year, teachers received training, including online approaches, in SEL practices and anti-racist teaching. We are also conducting intensive team building/professionalism training in areas related to PLCs.

CTC: We provided professional development focused on Covid-19 protocols and training on distance learning processes. We provided a lot of time for staff inputs and to respond to their needs to ensure they felt prepared to provide instruction 100% in the distance learning format.

## Staff Roles and Responsibilities

We hired additional staff to support the tutorial and remediation needs of students. We also shifted some of our afterschool staff resources to support tutorial periods during the school day. The family support team was a new initiative where a group of teachers were charged with outreach and as liaisons between parents, teachers, and IT staff to ensure everyone had what they needed to effectively provide and participate in distance learning. We leveraged the talent of our music teacher to anchor the family support team, as she has made many meaningful relationships throughout her years with us. The ASP tutors are utilized throughout the day as academic tutors, in addition to enrichment tutors.

CTC: We have hired a full-time counselor to assist students as needed throughout the school year. Our teachers were already comfortable working in a distance learning model, so they transitioned easily. They were able to come to campus and provide distance learning in their classrooms, which supported their instruction.

## Support for Pupils with Unique Needs

We were able to implement all individualized supports as planned for students with IEPs/504 plans, ELD RTI, and even our after school program were all fully implemented in person or remotely as required. We were able to adjust our after school program to serve half academic in the morning and half afternoon for enrichment activities and student clubs. Students are able to attend tutorials at any time from the start of the school day to 6pm. SSC feedback and parent surveys showed appreciation for the availability of these supports.

We have updated our SST process to include more steps from initial interventions to referral for special education services; our behavior interventions were changed to adapt to remote learning which significantly reduced suspensions.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments used to identify learning loss and monitor growth (NWEA MAP, Fountas & Pinnell, SBAC IABs)	\$15,000	\$21,630.33	Y
Assessment coordination and support	\$40,000	\$66,221.79	Y
Additional staff to provide remediation and tutorials for students with additional needs and most at risk of learning loss	(represented under Distance Learning)	(represented under Distance Learning)	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following analysis is based on a review of state and local data and feedback from stakeholders.

It was challenging to adapt our systems of assessment and data analysis to the changing conditions of the pandemic and public health orders. However, we were able to successfully adapt our testing schedule, staffing, and intervention systems in order to measure and address learning loss.

K-12: To determine each student's learning loss, intake assessments were given during the first two weeks of school to measure learning status in ELA, ELD, and mathematics using NWEA MAP Reading and Math and Fountas & Pinell. This data has helped classroom teachers and interventionists determine what remediation is needed. Using the concept of micro-schooling, students are assigned to small multi-grade intervention groups and provided opportunities to fill gaps in their knowledge in short tutorial classes

within the regular schedule while accelerating learning by focusing on grade-level content within core classes. To staff the tutorial groups, we pair teachers with instructional aides and have trained the After-School Program tutors to facilitate sessions using specialized curriculum throughout the school day.

CTC: The Acellus Online Curriculum is designed to diagnose areas where students are behind academically and to automatically assign lessons to help the student learn the missing information. Advisor/Teachers also assist the students individually as needed. CTC Students with IEPs have an assigned special education teacher to assist the student. Modifications and accommodations from the IEP are implemented by the Teacher/Advisor. Students who are 22 years old and who previously had an IEP may qualify for a 504. EL students are tested and then enrolled in classes that support their English language level. CTC Advisor/Teachers support each student as needed. Students who face homelessness, low income issues, etc. are individually accommodated as necessary.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following analysis is based on a review of state and local data and feedback from stakeholders.

The pandemic brought increased need for social and emotional and mental health supports among our school community, just as it did the larger community and world. Adding to this challenge was the need to provide these supports remotely when public health orders required. Although it was challenging to adapt, we found success in the ways we were able to adapt our delivery and even to increase the support available to our students in this difficult time.

### **Social Emotional Well-Being**

Students begin each day with a 30-minute advisory class meeting that provides SEL opportunities and prepares them for the day ahead. On Wednesday, we have individual check-ins with students. We also host schoolwide "Pick me ups" and "Kick me outs" which foster joy, connection and positive school culture. Our arts classes provide additional opportunities for connection and social emotional learning.

### **Mental Health**

Students & Staff have access to the school counselor via email and Google phone number. Wednesday check-ins will be used to help assess student understanding, determine well-being and monitor for crisis intervention. Our staff members receive on-going training in SEL techniques, specific curriculum and utilizing empathy interviews, a conferencing technique used to assess student needs and determine appropriate supports. Administrators will consistently check-in on the well-being of staff using multiple means: phone calls, emails, appointments as well as by sending information by mail. We will continue to offer our families support and connections to community resources, as well.

In order to better assess student needs and create equitable learning conditions, we have partnered with consulting firm Friday to administer the Highlight school climate survey series and accompanying coaching that supports tailoring of interventions to survey findings across the year to ensure growth.

CTC: Since the CTC program is primarily an adult independent study program with a focus of helping students who previously dropped out of school to complete the high school courses needed to graduate, the adult students generally do not face the issues that elementary and high school students face during these times. Our full-time counselor, the advisor/teachers and the administrative staff frequently reach out and communicate resources to students on an individual basis. It has been a challenge to maintain communication in an online only format this year.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following analysis is based on a review of state and local data and feedback from stakeholders.

It was challenging to maintain and track attendance this year, due to the pandemic and distance learning requirements. We found success through adapting our systems and approaches to the context and through increasing communication and supports for our families.

We are implementing clear communication, systems and supports to ensure strong and consistent student attendance and engagement. We are reminding everyone that attendance and engagement are mandatory. In partnership with our registrars, teachers track attendance and student engagement daily. All re-engagement contacts are made in translation as needed. Home contacts are made for all students who are absent every day. Our admin team and the Family support team send home postcards and make phone calls to be sure students feel supported and cared for. Live After School Program academic tutorial occurs every day M-F from 8am-6pm. Students with 3 unexcused consecutive absences receive a letter from the school explaining the attendance policy of the school and requesting parent contact to create a student support plan. Students with continued poor attendance receive increased support and intervention from school administration.

This system has been somewhat successful as we have maintained our pre-pandemic attendance rates from 2019-20 for K-8 and only see a slight dip for K-12

2020-21 (as of 1/2021):

K-8 90.12% (an increase of .1% from 19-20)



9-12 86.59% (a decrease of 3.61% from 19-20)

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The following analysis is based on a review of state and local data and feedback from stakeholders.

It was a challenge to adapt our systems to the schedule and public health protocols, but the program was very successful in the ability to meet critical nutrition needs within our school community during this difficult time.

As a Community Eligibility Provision (CEP) site, Big Picture Educational Academy provides Nutritionally Adequate meals to all of its students regardless of income level as follows:

Prior to January 1st, 2021, we provided one weekly pickup containing breakfast, lunch, and dinner for five days. Starting January 1, 2021, we provided one weekly pickup containing five days of breakfast, lunch, and dinner; and two days of breakfast, lunch, and a snack.

Approximately 130 families utilize our school nutrition program each week. If our adult students have children, they are able to pick up meals, but we are not allowed to serve our adult students otherwise.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social and Emotional Well-Being	Full-time Counselors to support mental health and social emotional needs of students	Represented in Distance Learning	Represented in Distance Learning	Y
Mental Health & Social and Emotional Well-Being	Professional development in social-emotional learning practices and anti-racist teaching from FCSS	Represented in	Represented in Distance Learning	Y

		Distance Learning		
Mental Health & Social and Emotional Well-Being	Admin support of SEL, student behavior, distance learning expectations, and school culture	\$116,000	\$108,469.57	Y
Mental Health & Social and Emotional Well-Being	Theater and Arts teachers	\$141,000	\$89,070.20	Y
Pupil and Family Engagement and Outreach	Staffing and Communication methods: phone check-ins and postcards to reach families with minimal access to technology and ParentSquare communication technology that provides translation services	\$100,000	\$95,787.33	Y
School Nutrition	Three meals per day: Unreimbursed expenses for breakfast, lunch, and ASP supper	\$15,000	\$0	Y
Pupil and Family Engagement and Outreach	Admin support of student and family engagement and outreach	\$116,000	\$64,366.00	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Spending on Theater and Arts teachers was lower because we had budgeted for a K-8 theater teacher but ended up not hiring for this role. We were able to secure reimbursement for the costs for school nutrition.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The following analysis is based on a review of state and local data and feedback from stakeholders.

We have found our attendance tracking and intervention efforts to be successful at maintaining student attendance and engagement and we will continue these actions in the 2021-24 LCAP. We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on academic Intervention, assessment, Social Emotional Learning, and mental health support have been critical during this year and will continue going forward.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue our assessment system and additional distance learning components as needed in the coming years. We will maintain the system of assessment, data analysis and intervention that we implemented during 20-21. We have also incorporated plans for summer school offerings into our plan as an additional support. Additionally, we have added an intensive focus goal on mathematics into the 21-24 plan in order to address the needs of our students and ensure all stakeholders are invested and engaged in a schoolwide focus on mathematics achievement.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and budgeted expenditures and what was implemented and expended for the actions.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The following analysis is based on a review of state and local data and feedback from stakeholders. The analysis and reflection on state and local data, as well as feedback from stakeholders, as well as the implementation and outcomes of the 19-20 LCAP and those of the 20-21 Learning Continuity and Attendance Plan have been informative as to the enduring benefits of the BPEA instructional model and have also led to innovations and adaptations in the 21-24 plan. The pandemic caused unprecedented challenges for students, staff, and families. The changes made to be able to do more in meeting families' basic needs and to be capable of functioning in the remote format as needed now mean that we are equipped with additional strategies to address those needs. We plan to carry into the 21-24 plan the capabilities around additional SEL and mental health supports and the attention to measuring and addressing learning loss through assessments, personalization, and academic supports.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021



# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Picture Educational Academy	Keith Musilli Johnson, President and CEO	Kmusillijohnson@bpeacademy.org

## Plan Summary 2021-2022

### General Information

A description of the LEA, its schools, and its students.

Big Picture Educational Academy (BPEA) 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.

In 2020-21, BPEA served 595 students with diverse needs and backgrounds: approximately 378 (64%) students are Socioeconomically Disadvantaged; 55 (9%) students are English Learners; and 41 (7%) students are Re-designated Fluent English Proficient. In addition, about 59 (10%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 62.63%. Approximately 76% of BPEA’s students identify as being Hispanic or Latino, 8% as white, and 10% as African American.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Big Picture Educational Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: BPEA students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic learning experiences; Students and Families are engaged and empowered to partner with BPEA to achieve academic success; BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the Parent Advisory Council which will include parents of English Learners. The Parent Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services, and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students, and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Big Picture Educational Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. The 2019 CA Dashboard shows blue level for Suspension Rate, at .5%, and all groups in either green or blue level. We plan to maintain this success by implementing a program including social emotional learning and mental health supports as described in Goal 4. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic. The 2019 Dashboard shows Mathematics in Red level for all students and student groups and English Language Arts at Orange level for all students and red for English Learners and Socioeconomically Disadvantaged. Chronic absenteeism shows level red in 2019 for all students and student groups.

Based on state and local data, we have identified needs in ELA and Math achievement. 20-21 Fall to Spring NWEA MAP testing showed 17% K-8 and 44% 9-12 meeting growth targets in Math, 23% K-8 and 49% 9-12 in Reading, and 26% K-8 and 46% 9-12 in Language. We created a focus goal around Math achievement (Goal 1) to create a school-wide focus on Mathematics achievement. We will implement standards-based instruction in ELA and Math and utilize assessments to monitor progress and differentiate instruction and intervention. The 2019 Dashboard shows English Learner Progress in the Medium range. Based on our English Learners performing at red level in Math and ELA, we have identified a need and crafted a focus goal (Goal 2) to meet that need. We will implement comprehensive English Language Development to ensure that English learners are supported in their learning and will monitor their progress through assessment data. We have also identified a need in addressing chronic absenteeism and have developed a program of attendance initiatives (Goal 4) to support improvement in this area.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

**GOAL 1:** Through a comprehensive school-wide focus on math in alignment with the 2019-20 Special Education Plan, BPEA students will improve their distance from standard on SBAC in Math by more than 25 points each year for all students, SPED, English Learners, Socioeconomically disadvantaged, and Hispanic student groups.

**GOAL 2:** English Learners at BPEA will be well-supported through Integrated and Designated ELD to make rapid progress toward English Language Proficiency, resulting in High to Very High English Learner Progress Indicator (ELPI) and greater than 10% reclassification annually.

**GOAL 3:** BPEA students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic learning experiences. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our system of intervention. We will provide extended learning opportunities such as dual enrollment, after-school, and summer school as well as opportunities to learn through internships. We will provide a comprehensive College and Career Counseling program to set goals and create a plan for the future. We will provide systemic English Language Development for our English learners and a comprehensive Student Services program for our students with IEPs/504 plans or other unique needs. Teachers will be supported through

professional development to implement our curriculum and instructional model, including a comprehensive system of teacher observation and coaching.

GOAL 4: Students and Families are engaged and empowered to partner with BPEA to achieve academic success. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, family events and opportunities for input. We will use multiple methods of communication to keep parents informed, including Facebook and Remind, weekly announcement videos, and monthly Town Hall updates. In terms of our work to maintain a positive culture and climate, students are supported in Social Emotional Learning and Mental Health as well as supportive practices in behavior, attendance, and student activities.

GOAL 5: BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities. In terms of our work to continue as a valuable community partner (Goal 3), we will partner with local businesses and organizations to support student learning, actively recruit students from the community, and maintain a safe, clean school facility in good repair.

Like all Local Educational Agencies, BPEA receives additional LCFF funding above the base grants in the form of Supplemental/Concentration grants based on the percentage of Unduplicated Students (a count of students who are English Learners, Foster Youth, or Low Income). BPEA has allocated those funds to increase or improve services for these students through the following actions described later in the plan:

1.3 Assessments-Math

1.6 Math P.D. & Coaching

2.1 Comprehensive ELD Program

2.2 Newcomer Supports

2.3 P.D. for English Language Development

3.2 Response to Intervention--Coordination and Curriculum

3.4 High-Quality Assessments

3.8 Coaching and P.D.--Targeted Supports

4.2 Parent Engagement--Targeted Supports

4.3 Social Emotional Learning and Mental Health Support

5.1 Community Partnerships

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Big Picture Educational Academy is not eligible for CSI.

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Big Picture Educational Academy is not eligible for CSI.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Big Picture Educational Academy is not eligible for CSI.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

## **Parents:**

Townhall meetings, Surveys, Parent- Teacher conferences, School Site council meetings

## **Teachers, administrators, principals, and other staff:**

Surveys, Check-ins, Informal Talks, Staff Development Meetings (includes discussions of curriculum, planning of lessons and projects, sharing ideas to enhance instruction and teaching practice.

## **Students**

K-12: Leadership team formation, Highlight survey

Adult-aged HS Students

Small class size, different strategies for individual students, opportunities for advancing student's education.

## **Mixed Groups**

Opportunities for distance learning, availability of laptops, hotspots and other needed equipment, independent study opportunities.

Our School Site Council (SSC) and English Learner Advisory Committee(ELAC) meets monthly and allows staff members, parents, and other community members the opportunity to provide feedback on existing school operations to inform our goals and actions going forward. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through emails, phone calls, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. Members of the public were notified of the opportunity to submit written comments. A public hearing for the LCAP was held on 5/27/21, and the plan was approved by the Board on 6/24/21.

## **SELPA**

FCSS SELPA holds both weekly and monthly meetings which include but are not limited to LEA financial updates, Special Education Law updates, All 4 youth updates, and once a month office hour with the SELPA legal representative. The Director of Special Education/Equity and Student Services or their designee attend the meetings. In addition, The Director of Special Education/Equity and Student Services receives updates and communicates with the SELPA through email and phone calls.

A summary of the feedback provided by specific stakeholder groups.

## **Parents**

K-12:

Intervention should begin earlier in the year, all information should be provided in all languages, Summer program to address the distance learning gap

### **Teachers/School Staff/Administrators**

Basic on-boarding for all parents/students about any programs or technology used throughout the year and they would like to see us implement peer counseling. Staff also echoed concerns about language use in communication and equity around that.

### **Adult-aged program staff/teachers:**

Individualized instruction component, Acellus on-line program, Six Level ESL series for ESL students, curriculum embedded assessments.

### **Students**

**K-8:** More plants and play equipment, colorful additions to the school including chalk and paintings, shade coverings added to hot areas.

**9-12:** a library, places to hangout outside together and different foods available.

### **Adult-aged HS students**

Independent study and in-class support and accommodations. One student at a time policy. Opportunity to earn a high school diploma. Counseling support for college and career. Majority of students (previous dropouts) enjoy the CTC program.

### **Mixed groups**

Bilingual support for EL students. Academic counseling support for students. Personalized support for students by teachers and staff.

### **SELPA**

SELPA representatives suggested a best practice of planning to provide additional compensatory service minutes in order to recoup any lost minutes due to the pandemic. They also recommended that we actively implement child find for students whose educational gap increased during the pandemic.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

### **Parents**

Intervention will begin earlier in the year. We are hiring staff to ensure that all information is provided in all languages. K-12 will have a one-month Summer program to address the distance learning gap.

### **Teachers and other staff**

Parent University during the week before school will be held to ensure basic on-boarding for all parents/students about any programs or technology used throughout the year. Our student leadership team will continue to grow and eventually will host peer counseling.

### **Students**

**K-8:** We planted more plants and hired a garden coordinator to support students and teachers. There are many colorful additions to the school including chalk, paintings and shade coverings added to hot areas planned for 2021-22.

**9-12:** a library, places to hangout outside together and different foods available

### **Adult-aged HS program**

Professional Development, Teacher training, instructional support. Success rates of students completing courses and earning credits for graduation.

Option for students to login to Acellus 24 hours per day. Student ability to earn their diplomas in an efficient manner. Personal support for each student. College and Career counseling. Teachers and staff build relationships with students. Student support with technology.

### **Mixed Groups**

Teachers will receive training to provide increased bilingual support for EL students.

Student recruitment plan

### **SELPA:**

We planned our SPED services for 2021-22 to include additional compensatory service minutes into our program in order to recoup any lost minutes due to the pandemic. We planned to use our NWEA MAP scores to help identify students who may have an unidentified disability.



# Goals and Actions

## Goal 1

Goal #	Description
1	Through a comprehensive school-wide focus on math in alignment with the 2019-20 Special Education Plan, BPEA students will improve their distance from standard on SBAC in Math by more than 25 points each year for all students, SPED, English Learners, Socioeconomically disadvantaged, and Hispanic student groups.

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #2 Implementation of Academic Standards, #4 Student Achievement. BPEA developed this goal in order to prioritize math achievement for all students and all student groups. Winter 2021 NWEA MAP Math projected SBAC Proficiency scores show projected decreases from Fall of 2020 of 1-3% for all groups. 2019 CA Dashboard showed Red level for all students and student groups. We created a Special Education Plan focused on mathematics in 2019 in order to prioritize and articulate our plans to improve in mathematics within the Special Education Program. The leadership team, in consultation with stakeholders, decided to create an LCAP focus goal around mathematics aligned with this plan in order to create a comprehensive school-wide focus on math.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math: DFS & % Met	TBD once results become available Data Year: 2021 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available
NWEA MAP Math: % meeting annual growth target	% Meeting annual growth target  2020-21: Fall to Spring  K-8: 17%				% Meeting annual growth target  Fall to Spring  K-8: >50%

	HS: 44% Data Year: 2020-21 Data Source: Local Data; NWEA MAP				HS: >60% Data Year: 2023-24 Data Source: Local Data; NWEA MAP
FCSS Coaches on % Implementation of Math Strategies	TBD once results become available Data Year: 2021 Data Source: Local Data; FCSS Coaches Implementation Report				90% Implementation of Math Strategies Data Year: 2023-24 Data Source: Local Data; FCSS Coaches Implementation Report

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Math Instruction	Increased time on Math Instruction Daily for two-pronged approach <ul style="list-style-type: none"> <li>Daily class time focused on grade-level content</li> <li>Daily class time focused on personalized content to fill gaps or extend learning, according to student levels</li> <li>Additional math teachers.</li> </ul>	\$136,413	N
2	Math Resources & Curriculum	Implement high-quality, standards-aligned Math resources and curriculum K-12 <ul style="list-style-type: none"> <li>Board-approved standards-based core curricular resources</li> <li>Illustrative Mathematics (IM) &amp; Cengage</li> <li>Adaptive RTI curriculum</li> </ul>	Represented in 3.3	N
3	Assessments-Math	High-quality assessments to inform instruction and interventions K-12 <ul style="list-style-type: none"> <li>NWEA MAP Math, CAASPP Interims</li> <li>FCSS coaching for admin and teachers in data analysis</li> </ul>	Represented in 3.4	Y

		<ul style="list-style-type: none"> <li>● Implement school-wide cycle of interim assessments and data analysis (IM unit tests, scheduled interims, NWEA 3x)</li> <li>● Implement K-12 cultural shift to intrinsic goal setting for students based on mindset and motivation</li> <li>● Math assessment systems, paraprofessional support, administrative support and external p.d. to direct the use of assessments to inform instruction and intervention.</li> </ul>		
4	Response to Intervention-Math	<p>Response to Intervention (RTI) program provides individualized support for K-12 students.</p> <ul style="list-style-type: none"> <li>● Data cycle of inquiry based on assessment data</li> <li>● Personalized Learning daily based on student levels</li> <li>● Small, teacher-led multi-grade intervention groups within school day and after school, formed based on data</li> <li>● Instructional aide for intervention</li> </ul>	\$28,424	N
5	School-wide Numeracy	<p>School-wide Numeracy Focus</p> <ul style="list-style-type: none"> <li>● Math Improvement Committee comprised of K-8 and 9-12 Math and Special Education teachers, student, parent, and administrator representatives.</li> <li>● Post Number Sense and Multiplication and division usage examples throughout school</li> <li>● Increased use of math manipulatives throughout grade levels</li> <li>● Focus on standards/skills to support number sense and multiplication and division</li> <li>● Increase reading strategies instruction for mathematical language to increase comprehension and math vocabulary</li> <li>● Curricular resources in support of numeracy</li> </ul>	Represented in 3.3	N
6	Math P.D. & Coaching	<p>Mathematics Professional Development and Instructional Coaching: Teacher PD and capacity building to maximize curriculum tools for strongest impact on student success and train teacher on data cycle of inquiry and instructional practice shifts based on student</p> <ul style="list-style-type: none"> <li>● FCSS Coaches engage in curricular mapping (begun Spring 2021) with K-8 teachers and 9-12 math teachers</li> <li>● Creating positive mindsets for math <ul style="list-style-type: none"> <li>○ <i>Week of Inspirational Math</i> resource <ul style="list-style-type: none"> <li>■ youcubed.org lessons to create positive math mindsets</li> </ul> </li> </ul> </li> </ul>	Represented in 3.8	Y

		<ul style="list-style-type: none"> <li>● Grade-level based cycles of instruction <ul style="list-style-type: none"> <li>○ coach modeling of instructional strategies</li> <li>○ follow-up observation of instructional “look fors”</li> <li>○ coaching sessions to reflect on take-aways</li> <li>○ feedback sessions with monthly informal feedback and twice annual formal feedback.</li> </ul> </li> </ul>		
7	Parent Engagement for Math	Parent Engagement for School-wide Numeracy Focus <ul style="list-style-type: none"> <li>● Quarterly Parent Workshops--How can I support my child in math?</li> <li>● Math focus in parent-teacher conferences--Collaborative Goal Setting</li> <li>● Provide virtual Parent Hub for math support at home</li> </ul>	Represented in 4.1	N
8	Summer Math Intensive	Summer Math Intensive July 4-week program K-8 <ul style="list-style-type: none"> <li>● enrichment</li> <li>● science as a vehicle for math learning</li> <li>● science notebooking</li> <li>● problem-based applied mathematics by grade-level specific standards</li> </ul> July 4-week program 9-12 <ul style="list-style-type: none"> <li>● enrichment &amp; credit recovery</li> <li>● community-based partnerships as a vehicle</li> <li>● algebra I and algebra II problem-based, applied mathematics</li> </ul>	Represented in 3.9	N

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 2

Goal #	Description
2	English Learners at BPEA will be well-supported through Integrated and Designated ELD to make rapid progress toward English Language Proficiency, resulting in High to Very High English Learner Progress Indicator (ELPI) and greater than 10% reclassification annually.

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #2 Implementation of Academic Standards, #4 Student Achievement. BPEA developed this goal in order to prioritize English Language Development for our English Learners. 2019 CA Dashboard showed 53.7% of English learners making progress toward English language proficiency, Medium Progress. The reclassification rate for 19-20 was 3.5%. The leadership team, in consultation with stakeholders, decided to create an LCAP focus goal around English Language Development in order to prioritize the efforts to ensure that our English learners make steady progress and achieve the outcomes set for 2023-24 in greater than 65% improving on the ELPAC and greater than 10% reclassifying as Fluent English Proficient.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL students improving on the ELPAC	English Learner Progress 53.7% Data Year: 2018 & 2019				English Learner Progress >65% Data Year: 2022 & 2023

	Data Source: CA Dashboard; English Learner Progress Indicator				Data Source: CA Dashboard; English Learner Progress Indicator
EL Reclassification rate	3.5% Data Year: 2019-20 Data Source: DataQuest				>10% Data Year: 2022-2023 Data Source: DataQuest
FCSS Coaches on Implementation of EL Strategies	70% teachers observed implementing EL strategies Data Year: 2019-20 Data Source: Local Data; FCSS Coaches Implementation Report				90% implementation of EL strategies Data Year: 2023-24 Data Source: Local Data; FCSS Coaches Implementation Report
Adults - ESL assessment - % of students moving up a level from the pre-test to the post-test of ESL assessment - Increase in % of students in Stand Out levels 3 or above	- 79.2% improved a level from pre- to post-test - % of students in Stand Out levels 3 or above increased from 41.6% to 79.2% (for students pre- AND post-tested) Data Year: 2018-19 Data Source: Local Data				- 85% of students improve a level from 1st to 3rd administration of ESL assessment - >40 percentage point increase of students scoring in Stand Out levels 3 or above Data Year: 2022-23 Data Source: Local Data
Phonics Assessment Grades K-5	Percentage of students K-5 on grade level: May 2021 50% overall Data Year: 2020-21 Data Source: Local Data				Growth by 2022: 60% on grade level K-5 Growth by 2024: 75% on grade level K-5 Data Year: 2023-24 Data Source: Local Data

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive ELD Program	<p>High quality, research-based comprehensive English Language Development program.</p> <p>K-12</p> <ul style="list-style-type: none"> <li>● Integrated and Designated ELD delineated within the school schedule</li> <li>● Additional credentialed staff added to provide intervention and support</li> <li>● Additional bi-lingual paraprofessionals to support ELL students</li> <li>● Implement high-quality, standards-aligned resources and curriculum across all content areas which contain embedded ELD strategies and resources.</li> <li>● A systematic phonemic awareness and phonics program and daily work with vocabulary using realia, photos, Frey model and conversations using academic language.</li> <li>● Supplemental curriculum such as: BrainPop EL, Nearpod ELD, RazzKids ELD</li> <li>● Word rich environments around school sites with multiple visual representations of instructional and pragmatic language</li> <li>● ELD Staff and curricular resources.</li> </ul> <p>Adult</p> <ul style="list-style-type: none"> <li>● ELD for adult-aged HS program supports English language acquisition in support of transition to HS diploma program.</li> <li>● English Language Acquisition classes</li> <li>● Bilingual support in Adult-Aged HS classes</li> <li>● ELD Staff and curricular resources.</li> </ul>	\$169,458	Y
2	Newcomer Supports	<p>Newcomers &amp; Beginning English Learner Support</p> <ul style="list-style-type: none"> <li>● ELD Newcomer curriculum for classroom teachers</li> <li>● Classroom and campus tour preview with family to identify supports needed to address limited English proficiency</li> <li>● Student Services staff trained to provide supports for unaccompanied refugee minors</li> </ul>	Represented in 2.1	Y

3	P.D. for English Language Development	Professional Development for ELD <ul style="list-style-type: none"> <li>● ELD PD provided K-12 once/semester</li> <li>● Ongoing spotlight on ELD strategies at weekly teacher’s meetings</li> <li>● FCSS coaching to develop best practices and implement systems</li> </ul>	Represented in 3.8	Y
4	Family Engagement for Families of English Learners	Family Engagement for Families of English Learners <ul style="list-style-type: none"> <li>● Newcomer 1:1 family meeting to identify needed supports</li> <li>● School correspondence provided in native languages of all students</li> <li>● ELAC meetings quarterly (as part of SSC)</li> </ul>	Represented in 2.1	N

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.



A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

### Goal 3

Goal #	Description
3	<b>BPEA students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic learning experiences.</b>

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services, #2 Implementation of Academic Standards, #4 Student Achievement, #7 Course Access, #8 Other Student Outcomes. BPEA developed this goal in order to encompass and articulate the vision, actions, targets, and associated expenditures in support of student learning of both foundational academic skills and real-world skills both for the K-12 and the high-school aged adult program. The Big Picture vision incorporates authentic learning experiences in conjunction with highly effective instruction. 2019 CA Dashboard showed ELA at Orange level overall, and Red level for English learners and Socioeconomically Disadvantaged students. Math for 2019 was at Red level for all students and groups, and we have thus created a focus goal around Math in particular. We duplicated math outcomes targets in this Goal because they are an integral part of college and career readiness. Winter 2021 NWEA MAP Math scores show projected decreases from Fall of 2020 of 1-3% for all groups. NWEA projected ELA SBAC proficiency rates for winter 2021 show a 5 point overall decrease for all students, with a decrease of 9-10 points for Socioeconomically disadvantaged and Hispanic or Latino, and projected 4-6% increases for Students with Disabilities and English Learners. The leadership team, in consultation with stakeholders, decided to create an LCAP goal to encompass all the programmatic and budgetary components mobilized toward the achievement of our academic outcomes. BPEA students need a strong foundation in academic and real world skills in order to be successful in college and career. We believe that the components of this goal will generate the momentum needed to meet the targets.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA DFS and % Met or Exceed Standard: All students and numerically significant subgroups	TBD once results become available Data Year: 2021 Data Source: Suspended due to Executive Order N-30-20				TBD once results become available
% Ready or Conditionally Ready for College (EAP):	All: ELA 25% Math 6.3%				All: ELA 35% Math 30%

All students and numerically significant subgroups	<p>Hispanic: ELA 18.2% Math 0.0%</p> <p>Econ. Disadvantaged ELA N/A Math N/A</p> <p>Data Year: 2018-19 Data Source: CAASPP Test Results</p>				<p>Hispanic: ELA 35% Math 30%</p> <p>Econ. Disadvantaged ELA TBD Math TBD</p> <p>Data Year: 2023 Data Source: CAASPP Test Results</p>
NWEA MAP Reading and Language Usage: % meeting annual growth target	<p>2020-21: Fall to Spring</p> <p>Reading K-8: 23% HS: 49%</p> <p>Language Usage K-8: 26% HS: 46%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data; NWEA MAP</p>				<p>Fall to Spring</p> <p>Reading K-8: &gt;50% HS: &gt;50%</p> <p>Language Usage K-8: &gt;60% HS: &gt;60%</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data; NWEA MAP</p>
CA Science Test (CAST): % Met	<p>3.9% Data Year: 2018-19 Data Source: CAASPP Test Results</p> <p>Adults: TBD based on 2021 data</p>				<p>20% Data Year: 2022-23 Data Source: CAASPP Test Results</p> <p>Adults: TBD once results become available</p>
% Completing A-G requirements	<p>15% Data Year: 2019-20</p> <p>Data Source: DataQuest-&gt;Four-Year Adjusted Graduation Rate Local Data</p>				<p>&gt;35% Data Year: 2022-23</p> <p>Data Source: DataQuest-&gt;Four-Year Adjusted Graduation Rate Local Data</p>

CTE Pathway Completion Rate	CTE Pathways program started in 2021-22. 0% Data Year: 2020 Data Source: Dashboard CCI Additional Reports				TBD once baseline is established. Data Source: Dashboard CCI Additional Reports
A-G Completion and CTE Pathway Completion	CTE Pathways program started in 2021-22. 0% Data Year: 2020 Data Source: Dashboard CCI Additional Reports				TBD once baseline is established. Data Source: Dashboard CCI Additional Reports
AP Pass Rate	TBD; No AP Classes Offered Yet Data Year: 2021-22 Data Source: College Board AP Central				Goal to be set after baseline data established Data Year: 2022-23 Data Source: College Board AP Central
% CCSS, NGSS, ELD, and all state content standards are implemented.	100% Data Year: 2020-21 Data Source: Local Indicator (Priority 2); Local Data				100% Data Year: 2023-24 Data Source: Local Indicator (Priority 2); Local Data
Broad course of study	K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100% 9-12 Enrolled in A-G aligned course of study: 100% Data Year: 2020-21 Data Source: Local Data/Local Indicator (Priority 7)				K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100% 9-12 Enrolled in A-G aligned course of study: 100% Data Year: 2023-24 Data Source: Local Data/Local Indicator (Priority 7)
Appropriately assigned and	52% of teachers fully credentialed				100% teachers appropriately assigned

fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2019-20 Data Source: Local Indicator (Priority 1)				0 Misassignments 0 Vacancies Data Year: 2023 Data Source: Local Indicator (Priority 1)
% of students with access to standards-aligned instructional materials for use at school and at home	100% Data Year: 2020-21 Data Source: Local Indicator (Priority 2)				100% Data Year: 2023 Data Source: Local Indicator (Priority 2)
Dual enrollment	15% of enrolled students Data Year: 2020-21 Data Source: Local Data				15% of enrolled students Data Year: 2023-24 Data Source: Local Data
% Teachers observed implementing Guided Reading	70% teachers observed implementing Guided Reading Data Year: 2019-20 Data Source; Local Data; FCSS Coaches Implementation Report				90% implementation of Guided Reading Data Year: 2023-24 Data Source; Local Data; FCSS Coaches Implementation Report
Adults-Acellus final exam grades: % met/exceeded in math and language arts/reading	Math - 87.5% Language Arts/Reading - 55.3% Data Year: 2018-19 Data Source: Local Data				Math - 90% Language Arts/Reading - 60% Data Year: 2022-23 Data Source: Local Data

<p>Adults - GPA growth for seniors</p> <ul style="list-style-type: none"> <li>- GPA at BPEA entry compared to GPA in BPEA courses</li> <li>- % of students averaging A, B or C at graduation versus school entry</li> </ul> <p>Data Source: Local Data</p>	<ul style="list-style-type: none"> <li>- GPA increased from 2.09 to 2.73 (0.64 increase)</li> <li>- Students averaging C or above increased from 57.1% to 89.9%</li> </ul> <p>Data Year: 2018-19 Data Source: Local Data</p>				<ul style="list-style-type: none"> <li>- GPA increase of .75 pts</li> <li>- 93% of seniors average C or above</li> </ul> <p>Data Year: 2022-23 Data Source: Local Data</p>
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## Actions

Action #	Title	Description	Total Funds	Contributing
1	Response to Intervention--aides	<p>Response to Intervention (RTI) program provides individualized support for K-12 students.</p> <ul style="list-style-type: none"> <li>• Data cycle of inquiry based on assessment data</li> <li>• Small, multi-grade intervention groups formed based on data for short tutorial classes.</li> <li>• Aides for small group support</li> </ul>	\$266,683	N
2	Response to Intervention--coordination and curriculum	<p>Response to Intervention (RTI) program provides individualized support for K-12 students.</p> <ul style="list-style-type: none"> <li>• Data cycle of inquiry based on assessment data</li> <li>• Small, multi-grade intervention groups formed based on data for short tutorial classes.</li> <li>• RTI curriculum &amp; Administrator support to coordinate data cycle</li> </ul>	\$61,472	Y
3	Curriculum and Instructional Materials	<p>Implement high-quality, standards-aligned resources and curriculum</p> <ul style="list-style-type: none"> <li>• K-12</li> </ul>	\$381,386	N

		<ul style="list-style-type: none"> <li>i. Board-approved standards-based core curricular resources</li> <li>ii. Cengage, GoMath, Amplify Science, Studies Weekly (Core examples)</li> <li>iii. Classworks, RTI curriculum (Supplementary examples)</li> <li>iv. Curricular resources with embedded ELD strategies.</li> <li>v. Supplemental curriculum such as: BrainPop EL, Nearpod ELD, RazzKids ELD</li> </ul> <ul style="list-style-type: none"> <li>● Adult <ul style="list-style-type: none"> <li>i. Acellus online curriculum for use in K-12 and Adult-aged HS (all Acellus regular HS courses are UC (a-g) approved)</li> <li>ii. Standout, a six-level, standards-based ESL series curriculum for Adult English Language Acquisition programs</li> </ul> </li> </ul>		
4	High-Quality Assessments	<p>High-quality assessments to inform instruction and interventions</p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>i. NWEA MAP, Fountas &amp; Pinnell, CAASPP Interims</li> <li>ii. K-8 Easy CBM</li> <li>iii. Using approved assessments aligned with CDE Verifiable Data</li> <li>iv. FCSS coaching for admin and teachers in data analysis</li> <li>v. Implement school-wide cycle of interim assessments and data analysis (interims monthly, F&amp;P 2x, NWEA 3x)</li> <li>vi. Implement K-12 cultural shift to intrinsic goal setting for students based on mindset and motivation</li> </ul> </li> <li>● Adult High School <ul style="list-style-type: none"> <li>i. Standout curriculum-embedded assessments</li> <li>ii. ELPAC preparation and testing</li> </ul> </li> </ul>	\$316,368	Y
5	Well-qualified Teachers	<p>Recruit and retain high-quality and appropriately credentialed teachers and staff (K-12 and Adult):</p> <ul style="list-style-type: none"> <li>● Create a cohesive academic program where seasoned teachers support new ones as they develop in the Big Picture philosophy and learn best teaching practices.</li> <li>● Collaborate with FCSS credentialing office</li> <li>● Attend hiring fairs at local universities, online, and county-wide</li> </ul>	\$2,518,685	N

6	Comprehensive Student Services (K-12 and Adult)	<ul style="list-style-type: none"> <li>● Appropriate staffing to support student needs</li> <li>● Paraprofessionals to support our students with a Student Services program that is integrated throughout the school experience.</li> <li>● Our staff view each student individually and they work to equitably support their specific needs using whatever means is necessary- IE, 504, SST, personal check-ins, push-in services, etc.</li> <li>● IEP/504 plan support as needed for K-12 and adult-aged HS (Initiative to improve the practices for 504 eligible adult-aged HS program)</li> <li>● Identify, certify and support Homeless and Foster Care students in compliance with Board Policy and the McKinney-Vento Act.</li> </ul>	\$766,693	N
7	Coaching & P.D.	<p>Teacher Development—Coaching and Professional Development</p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>■ Professional Development to address: distance learning, data-informed instruction, Social Emotional Learning, anti-racist teaching practices, Professional Learning Communities, supports for Homeless, Foster, and Child Find</li> <li>■ Instructional coaching <ul style="list-style-type: none"> <li>● administrator observations, feedback and PLC facilitation</li> <li>● teacher peer leader</li> </ul> </li> </ul> </li> <li>● Adult <ul style="list-style-type: none"> <li>■ Adult-aged program professional development <ul style="list-style-type: none"> <li>● Administrator and Lead teachers provide p.d. on: <ol style="list-style-type: none"> <li>a. Acellus program and School Pathways</li> <li>b. onboarding training for new teachers</li> <li>c. Implementation of instructional model</li> <li>d. student support and communication</li> <li>e. monitoring progress</li> <li>f. Documentation and protocols</li> <li>g. independent study procedural requirements</li> <li>h. mentoring and supporting students</li> </ol> </li> <li>● Lead teachers keep records, manage ESL testing, support teachers with Acellus, provide</li> </ul> </li> </ul> </li> </ul>	\$132,304	N

		general training as needed, and collect and prepare student data.		
8	Coaching & P.D.-- Targeted Support	<p>Coaching and Professional Development--Targeted Support</p> <ul style="list-style-type: none"> <li>■ Focus on best practices to bring academic growth for EL, low income, and foster youth</li> <li>■ FCSS Coaches engage in curricular mapping (begun Spring 2021) with K-8 teachers and 9-12 math teachers</li> <li>■ Grade-level based cycles of instruction <ul style="list-style-type: none"> <li>● coach modeling of instructional strategies</li> <li>● follow-up observation of instructional “look fors”</li> <li>● coaching sessions to reflect on take-aways</li> <li>● feedback sessions with monthly informal feedback and twice annual formal feedback.</li> </ul> </li> <li>■ FCSS Instructional Coaching in Systems, ELA/ELD, STEAM, VAPA and IT</li> </ul>	\$239,163	Y
9	Internships	<p>Learning Through Internships (K-12)</p> <ul style="list-style-type: none"> <li>● K-8 All students identify career areas of interest. Community partners come in to meet with students in class. Watch videos of career interests, and teachers design projects aligned with interests.</li> <li>● 6-8 students will visit sites in community to learn about careers of interest</li> <li>● 9-12 students will have internships in identified career fields with a mentor and culminate with a student-generated project to be presented in their end-of-semester exhibition</li> </ul>	\$158,617	N
10	Extended Learning Opportunities	<ul style="list-style-type: none"> <li>● K-12 <ol style="list-style-type: none"> <li>i. after-school staff to offer tutorial and remediation support</li> <li>ii. summer program</li> <li>iii. one session K-8 enrichment and academic (to address learning loss)</li> <li>iv. two sessions 9-12 summer of 2021 for credit recovery</li> <li>v. Connection program links 8th graders and 9th graders <ol style="list-style-type: none"> <li>1) 8th/9th teachers meet to discuss progress and needs and plan programming to bring the students together for peer development and HS readiness/acclimation</li> </ol> </li> <li>vi. Dual enrollment for 9-12 with Fresno City College</li> </ol> </li> </ul>	\$379,288	N



		<ul style="list-style-type: none"> <li>● Adult Program <ul style="list-style-type: none"> <li>i. Option for students to continue working on Acellus courses throughout summer to address any needs for additional time and support.</li> <li>ii. program extends with teacher assistance through June to support student progress</li> </ul> </li> </ul>		
11	College and Career Counseling	<ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>i. Counselor meets indiv. with every junior and senior <ul style="list-style-type: none"> <li>1) review credits</li> <li>2) plan for A-G completion</li> </ul> </li> <li>ii. Life-Centered Education <ul style="list-style-type: none"> <li>1) Job Training Curriculum</li> <li>2) Life Skills</li> <li>3) College Preparation</li> </ul> </li> <li>iii. Family and Student Workshops</li> <li>iv. FCC Disabled Student Services transition program</li> </ul> </li> <li>● Adult: <ul style="list-style-type: none"> <li>i. Academic counseling for students that need help</li> <li>ii. Individual College and Career Counseling for each student including short-term and long-term career goals</li> <li>iii. Counselor works with partners, employers, and other agencies to assist students in finding employment</li> <li>iv. FAFSA, college and employment applications support</li> <li>v. Tracking students post-secondary endeavors</li> <li>vi. College and Career Day special events</li> <li>vii. Continued counseling and help for graduates related to college and employment</li> </ul> </li> </ul>	\$136,516	N

### Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

## Goal 4

Goal #	Description
4	<b>Students and Families are engaged and empowered to partner with BPEA to achieve academic success.</b>

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #5 Student Engagement, #6, School Climate, #3 Parent Engagement. We aim to create a positive school culture where families and students are engaged ensures that students attend school regularly, engage in positive behavior, and remain enrolled to graduate and matriculate into a college or career program of their choosing. The 2019 CA Dashboard shows chronic absenteeism at red level overall. Suspension rate on the 2019 Dashboard was a Blue level overall. Graduation rate for 19-20 was 68.4% overall. In this goal, we have created a set of actions and associated expenditures aligned to the desired outcomes for 2023. They are designed to create conditions for our students and families to engage and be empowered to achieve academic success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance rate	All Grades: 92.6% K-8: 91.4% HS: 90.2% CTC: 99.0%				95%  Data Year: 2023-24 Data Source: P-2

	<p>Data Year: 2019-20 (as of 2/28/20)</p> <p>Data Source: Local Data</p>				
<p><b>Chronic absence rate:</b></p> <p>All students and numerically significant subgroups</p>	<p>All 28.6%</p> <p>EL 17%</p> <p>SED 31.9%</p> <p>SWD 31.1%</p> <p>Hispanic 28.8%</p> <p>White 16.7%</p> <p>Data Year: 2019</p> <p>Data Source: CA Dashboard; Chronic Absenteeism Indicator</p>				<p>All &lt;20%</p> <p>EL &lt;15%</p> <p>SED &lt;20%</p> <p>SWD &lt;20%</p> <p>Hispanic &lt;20%</p> <p>White &lt;15%</p> <p>Data Year: 2023</p> <p>Data Source: CA Dashboard; Chronic Absenteeism Indicator</p>
<p><b>Suspension rate:</b></p> <p>All students and numerically significant subgroups</p>	<p>Dashboard measure</p> <p>2018</p> <p>All 3.6%</p> <p>EL 2.7%</p> <p>SED 3.0%</p> <p>SWD 15.6%</p> <p>Hispanic 3.9%</p> <p>White 0.0%</p> <p>2019</p> <p>All 0.5%</p> <p>EL 0.0%</p> <p>SED 0.6%</p> <p>SWD 1.7%</p> <p>Hispanic 0.6%</p> <p>White 0.0%</p> <p>Data Year: 2019</p> <p>Data Source: CA Dashboard; Suspension Rate Indicator</p>				<p>All &lt;1%</p> <p>EL &lt;1%</p> <p>SED &lt;1%</p> <p>SWD &lt;1%</p> <p>Hispanic &lt;1%</p> <p>White &lt;1%</p> <p>Data Year: 2023</p> <p>Data Source: CA Dashboard; Suspension Rate Indicator</p>
<p><b>Expulsion rate:</b></p> <p>All students and numerically significant subgroups</p>	<p>Dashboard Measure</p> <p>2018</p> <p>All 0.0%</p> <p>EL 0.0%</p> <p>SED 0.0%</p> <p>SWD 0.0%</p>				<p>0% for all students and numerically significant subgroups</p>

	<p>Hispanic 0.0% White 0.0%</p> <p>2019 All 0.0% EL 0.0% SED 0.0% SWD 0.0% Hispanic 0.0% White 0.0%</p> <p>Data Year: 2018 &amp; 2019 Data Source: DataQuest; Expulsion and Suspension; Expulsion Rate</p>				<p>Data Year: 2022-23 Data Source: DataQuest; Expulsion and Suspension; Expulsion Rate</p>
% of parents providing input on decision-making through participation in annual survey	<p>91%</p> <p>Data Year: 2019-20 Data Source: Local Data; Parent Survey</p>				<p>90%</p> <p>Data Year: 2023-24 Data Source: Local Data; Parent Survey</p>
Student, Family, Teacher survey: % who feel safe and connected at school	<p>Student survey: % Feel Safe: 81% % Connected: 85%</p> <p>Parent Survey: 91% % Connected % Believe school is safe</p> <p>Teacher Survey: Baseline to be established 21-22. % Connected % Safety: Data Year: 2019-20</p>				<p>90%+</p> <p>Data Year: 2023-24 Data Source; Local Data; Climate Survey</p>

	Data Source; Local Data; Climate Survey				
% of K-12 parents participating in student exhibitions annually	<50% Data Year: 2019-20 Data Source: Local Data				55% Data Year: 2023-24 Data Source: Local Data
HS: 4-Year cohort dropout rate	All students: 10.5% SED: 11.8% Hispanic/Latino: 15.4% Data Year: 2019-20 Data Source: DataQuest; Four-Year Adjusted Cohort Outcome				<10% Data Year: 2022-23 Data Source: DataQuest; Four-Year Adjusted Cohort Outcome
HS: 4-Year cohort graduation rate: All students and numerically significant subgroups	All Students: 68.4% SED: 70.6% Hispanic/Latino: 61.5% Data Year: 2019-20 Data Source: DataQuest->Four-Year Adjusted Graduation Rate				>75% schoolwide, and for all student groups  Data Year: 2022-23 Data Source: DataQuest->Four-Year Adjusted Graduation Rate
Adult program: graduation rate	Survey results: Of 61 graduates -- Enrolled in college: 31.4% Employed: 51.0% Promoted in workplace: 5.9% Vocational: 9.8% Unknown: 2.0%  Data Year: 2019-20 Data Source: Local Data				95% enrolled in college, employed or in vocational program  Data Year: 2022-23 Data Source: Local Data
Adult program: Graduate outcomes (survey)	Survey results: Of 61 graduates -- Enrolled in college: 31.4% Employed: 51.0%				90%+ Enrolled in college and/or Employed and/or Vocational

	Promoted in workplace: 5.9% Vocational: 9.8% Unknown: 2.0%  Data Year: 2019-20 Data Source: Local Data; Graduate Outcomes Survey				Data Year: 2022-23 Data Source: Local Data; Graduate Outcomes Survey
Adult program: re-enrollment rate of students continuing from one year to the next (excluding students who graduate in prior year)	60%  Data Year: 2020-21 Data Source: Local Data				70% re-enrollment rate  Data Year: 2023-24 Data Source: Local Data

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	Comprehensive Parent Engagement Program (K-12) <ul style="list-style-type: none"> <li>● School Announcement videos published online weekly, FB and Remind notifications,</li> <li>● monthly TownHall updates and</li> <li>● Participation in the School Site Council are some examples.</li> <li>● Parent classes to support parent engagement in academic areas at home</li> <li>● Parent engagement in student-centered events:               <ol style="list-style-type: none"> <li>i. Family dances</li> <li>ii. community service opportunities</li> <li>iii. participation in Personalized Learning Plan meetings and Exhibitions</li> <li>iv. engaging parents in reviewing student learning data and goal-setting</li> </ol> </li> </ul>	\$164,906	N
2	Parent Engagement--Targeted Support	<ul style="list-style-type: none"> <li>● ParentSquare communication system with translation to support two-way communication with families</li> </ul>	\$2,875	Y

3	Social Emotional Learning and Mental Health Support (K-12)	<p>BPEA will provide Social Emotional Learning and Mental Health Support (K-12)</p> <ul style="list-style-type: none"> <li>● Advisory SEL opportunities</li> <li>● Individual check-ins with students</li> <li>● Additional teachers to ensure a low teacher to student ratio and increase the quality of Social Emotional Learning</li> <li>● Schoolwide “pick-me-ups” and “kick-me-outs” to foster joy, connection, and positive school culture</li> <li>● Bigs and Littles connects 5th-8th graders with 9-12th graders</li> <li>● Mondays and Fridays’ “pick-me-ups” --tasks with pre-work on Mondays and then collaboration on SEL focused task together</li> <li>● Arts integration to facilitate student wellness and mental health strategies <ul style="list-style-type: none"> <li>i. Professional development provided by FCSS Visual and Performing Arts (VAPA) coaches to provide arts-integrated SEL instruction</li> <li>ii. Classes</li> </ul> </li> <li>● All for Youth <ul style="list-style-type: none"> <li>i. Twice weekly site visits at both sites K-12 by mental health professionals to provide counseling for students</li> <li>ii. Referrals to community agency providing options and resources for mental health</li> </ul> </li> <li>● Highlight Survey <ul style="list-style-type: none"> <li>i. Survey provided 3 times over one year cycle to students in grades 3-12. Data used to ensure students receive targeted support and services related to SEL and to monitor impact of SEL factors on Academic progress.</li> </ul> </li> <li>● School counselor support <ul style="list-style-type: none"> <li>i. Full-time school counselor (PPS) at each site K-8 and 9-12 providing: <ol style="list-style-type: none"> <li>1) Ongoing small group counseling</li> <li>2) Limited individual counseling</li> <li>3) PD for staff</li> </ol> </li> </ul> </li> <li>● Adult Program teachers and staff build relationships with students to assist students with social and emotional support</li> </ul>	\$538,931	Y
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		<ul style="list-style-type: none"> <li>● Adult Program counselor provides personalized support for students who are seeking employment and/or college enrollment</li> </ul>		
4	Student Activities (K-12)	<ul style="list-style-type: none"> <li>● Clubs</li> <li>● Committees</li> <li>● Community Service</li> </ul>	\$157,367	N
5	Attendance Initiatives (K-12)	<ul style="list-style-type: none"> <li>● Attendance monitoring and Home visits</li> <li>● Tiered re-engagement plan</li> <li>● Family Support Team</li> <li>● Incentives and programming</li> </ul>	\$323,406	N

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.



# Goal 5

Goal #	Description
5	<b>BPEA is a valued partner in the community offering quality K-12 and adult learning opportunities.</b>

An explanation of why the LEA has developed this goal.

State Priorities Addressed: #1 Basic Services. We developed this goal to articulate the vision, actions, associated expenditures, and desired outcomes for how BPEA will contribute to its community. Strong relationships with our larger community fosters civic engagement and provides more robust learning opportunities for our students. Well-maintained facilities are one component of our presence within the community. Community service, internships, events, and partnerships are also critical aspects of our vision and mission.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities maintained in good repair	K-8: Met (76 of 79 checklist items in "Good Repair" and 3 items "Deficient") HS: Met (94 of 97 checklist items in "Good Repair" and 3 items "Deficient") Data Year: 2019 Data Source: Local Indicator (Priority 1)				Met Data Year: 2023 Data Source: Local Indicator (Priority 1)
% of 9-12 students completing required annual community service hours	Grades 9-12: 100% completed required community service hours Data Year: 2018-19 Data Source: Local Data				100% Data Year: 2022-23 Data Source: Local Data
# of community mentors in 9-12 internship program	41 active mentors Data Year: 2019-20				>45 mentors Data Year: 2023-24 Data Source: Local Data

	Data Source: Local Data				
# of Community partnerships	4 community partnerships Data Year: 2018-19 Data Source: Local Data				Maintain at 4 Data Year: 2018-19 Data Source: Local Data
Participation in # of countywide academic events	Countywide Academic Events: 2 Data Year: 2018-19 Data Source: Local Data				2 Events Data Year: 2018-19 Data Source: Local Data

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Partnerships	<p>We will create Community Partnerships to enhance student learning.</p> <ul style="list-style-type: none"> <li>● K-12 <ul style="list-style-type: none"> <li>i. Local organic farm partnership</li> <li>ii. Local artists collaboration: Each class creating a mural on campus</li> <li>iii. Community partnerships developed through Learning Through Internships</li> <li>iv. Dual Enrollment with Fresno City College</li> </ul> </li> <li>● Adult <ul style="list-style-type: none"> <li>i. Partnership with Fresno Regional Workforce Development Board, ResCare Workforce Services, and Reading and Beyond.</li> <li>ii. Local colleges and universities, businesses, vocational schools, military, and other local groups participate in college and career events during the school year</li> </ul> </li> </ul>	\$2,875	Y
2	Student Recruitment (K-12 & Adult)	<ul style="list-style-type: none"> <li>● Design and implement student recruitment plan</li> <li>● Develop online and social media communications</li> </ul>	\$72,900	N

		<ul style="list-style-type: none"> <li>Participate with PBS and Local Non-profit education and early childcare organizations to develop collaborative recruitment events.</li> </ul>		
3	School Health and Safety (K-12 & Adult)	<ul style="list-style-type: none"> <li>Annual Safety Plan updates</li> <li>Annual training</li> <li>Health protocols per public health guidance</li> </ul>	\$217,823	N
4	Maintain School Facilities (K-12 & Adult)	<ul style="list-style-type: none"> <li>Inspections</li> <li>Repairs and improvements</li> </ul>	\$632,454	N

## Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This section will be completed as part of the 2022-23 LCAP development process.

An explanation of how effective the specific actions were in making progress toward the goal.

This section will be completed as part of the 2022-23 LCAP development process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This section will be completed as part of the 2022-23 LCAP development process.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
18.58%	\$1,223,584

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, Big Picture Educational Academy has calculated that it will receive \$1,223,584 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The contributing action titles are:

- 1.3 Assessments-Math
- 1.6 Math P.D. & Coaching
- 2.1 Comprehensive ELD Program
- 2.2 Newcomer Supports
- 2.3 P.D. for English Language Development
- 3.2 Response to Intervention--Coordination and Curriculum
- 3.4 High-Quality Assessments
- 3.8 Coaching and P.D.--Targeted Supports
- 4.2 Parent Engagement--Targeted Supports
- 4.3 Social Emotional Learning and Mental Health Support
- 5.1 Community Partnerships

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions' design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help BPEA be effective in meeting the LEA LCAP

goals and the identified needs of the unduplicated student groups.

## **2.1 Comprehensive ELD Program**

### Needs, Conditions, Circumstances:

In reviewing the 2019 ELA and Math performance of our English Learners, we find that this group was at Red level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our English Learners need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up.

### How action is based on needs, conditions, circumstances:

We have designed a comprehensive program of English Language Development, including Newcomer Supports, to ensure that our English Learners become proficient and are able to reclassify at high rates.

### What action is being provided:

This action provides dedicated staff to provide ELD instruction and support, as well as supplemental ELD instructional materials.

### How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth for our English learners in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.

### Anticipated actual measurable outcome for the unduplicated student group(s):

Current targets aim for at least 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

## **2.2 Newcomer Supports**

### Needs, Conditions, Circumstances:

In reviewing the 2019 ELA and Math performance of our English Learners, we find that this group was at Red level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English

language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our English Learners need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

We have designed a comprehensive program of English Language Development, including Newcomer Supports, to ensure that our English Learners become proficient and are able to reclassify at high rates.

What action is being provided:

This action provides dedicated staff to provide ELD instruction and support, including Newcomer Supports, as well as supplemental ELD instructional materials.

How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth for our English learners in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.

Anticipated actual measurable outcome for the unduplicated student group(s):

Current targets aim for at least 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

### **3.2 Response to Intervention--Coordination & Curriculum**

Needs, Conditions, Circumstances:

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Red level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. They need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction.

What action is being provided:

We have designed a high quality Response to Intervention (RTI) program, including a dedicated component for math, that provides individualized support for our K-12 students. The academic intervention program is built upon a foundation of high quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices. This action provides RTI curriculum and administrator support to lead and monitor the program.

How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.

Anticipated actual measurable outcome for the unduplicated student group(s):

Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

### **1.3 Assessments-Math**

Needs, Conditions, Circumstances:

In reviewing the 2019 Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Red level for Math. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. Teachers need high-quality instructional data. They need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. The academic intervention program is built upon a foundation of high quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices.

What action is being provided:

This action provides an assessment system, administrative support to lead the use of assessment data, coaching to develop staff in best practices, and paraprofessionals to support small group instruction as needed. By adding high-quality assessments to our program, along with staffing and coaching to support its implementation, we are able to get data on the unique needs of our students, increasing the quality of instruction by allowing us to tailor it to the specific needs of our low income students, foster youth, and English learners.

How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC Math.

Anticipated actual measurable outcome for the unduplicated student group(s):

Current targets aim for at least approximately 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

### **3.4 High-Quality Assessments**

Needs, Conditions, Circumstances:

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Red level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data and personalizing instruction. Teachers need high-quality instructional data. Students need additional opportunities to learn and catch up.

How action is based on needs, conditions, circumstances:

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. The academic intervention program is built upon a foundation of high quality assessment data and supported by FCSS coaching for administrators and teachers in data analysis best practices.

What action is being provided:

This action provides an assessment system, administrative support to lead the use of assessment data, coaching to develop staff in best practices, and paraprofessionals to support small group instruction as needed. By adding high-quality assessments to our program, along with staffing and coaching to support its implementation, we are able to get data on the unique needs of our students, increasing the quality of instruction by allowing us to tailor it to the specific needs of our low income students, foster youth, and English learners.



How action is connected to anticipated outcome:

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates.

Anticipated actual measurable outcome for the unduplicated student group(s):

Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

**1.6 Math P.D. and Coaching**

Needs, Conditions, Circumstances:

In reviewing the 2019 Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Red level for Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them.

How action is based on needs, conditions, circumstances:

Our Unduplicated students need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.

What action is being provided:

This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our low income students, foster youth, and English Learners.

How action is connected to anticipated outcome:

Coaching and professional development adds to the quality of instruction by developing our teachers' abilities to meet the needs of our low income students, foster youth, and English learners.

Anticipated actual measurable outcome for the unduplicated student group(s):

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC Math. Current targets aim for at least approximately 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

## **2.3 P.D. for English Language Development**

Needs, Conditions, Circumstances:

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Red level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them.

How action is based on needs, conditions, circumstances:

Our English Learners need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.

What action is being provided:

This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our English Learners.

How action is connected to anticipated outcome:

Coaching and professional development adds to the quality of instruction by developing our teachers' abilities to meet the needs of our English learners.

Anticipated actual measurable outcome for the unduplicated student group(s):

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 60 points growth to close the distance from standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

### **3.8 Coaching and P.D.--Targeted Supports**

#### Needs, Conditions, Circumstances:

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at Red level for ELA and Math. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. Our 2019-20 English Learner Reclassification rate was 3.5%. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction that fills gaps in prerequisite skills and advances grade level mastery. They need their teachers to have well developed skills in working with instructional data, implementing instructional best practices proven to benefit low income, foster youth, and English learner students, and personalizing instruction for them.

#### How action is based on needs, conditions, circumstances:

Our Unduplicated students need their teachers to have well developed skills in working with instructional data, teaching them, and personalizing instruction, and administrator support dedicated to developing teachers and coaching them for continual improvement in their skills.

#### What action is being provided:

This action provides expert professional development and coaching through Fresno County School Superintendent Office, as well as administrator support to coach and develop teachers in their ability to raise achievement for our low income students, foster youth, and English Learners.

#### How action is connected to anticipated outcome:

Coaching and professional development adds to the quality of instruction by developing our teachers' abilities to meet the needs of our low income students, foster youth, and English learners.

#### Anticipated actual measurable outcome for the unduplicated student group(s):

By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, Reclassification rates. Current targets aim for at least approximately 60 points growth to close the distance from

standard in ELA and 80 points growth to close the distance from standard in math within the next three years (see expected outcomes in Goal 1), 11 points' growth in the English Learner Progress Indicator and a slight improvement each year (~2pt) in our reclassification rate. We plan to use interim assessment data to gauge progress throughout the year.

#### **4.2 Parent Engagement--Targeted Supports**

##### Needs, Conditions, Circumstances:

In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Blue level. Our Socioeconomically disadvantaged students had a Chronic Absence rate in the Red level and our English Learners in the Yellow Level. In 20-21, based on the Highlight Survey, student belonging rated 3.7 on a five point scale.

##### How action is based on needs, conditions, circumstances:

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. A key component of this work is a comprehensive parent engagement program

##### What action is being provided:

This action provides a robust software system to facilitate parent messaging in various languages.

##### How action is connected to anticipated outcome:

We believe that providing enhanced parent communication software will lead to higher parent engagement and promote a positive climate.

##### Anticipated actual measurable outcome for the unduplicated student group(s):

By implementing strategic actions in support of engagement, culture and climate, we hope to maintain a <1% suspension rate overall and to ensure that 90%+ parents report on the annual parent survey a sense of safety and connectedness to the Big Picture Educational Academy community.

#### **4.3 Social Emotional Learning and Mental Health Support**

##### Needs, Conditions, Circumstances:

In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Blue level. Our Socioeconomically disadvantaged students had a Chronic Absence rate in the Red level and our English Learners in the Yellow Level. In 20-21, based on the Highlight Survey, student belonging rated 3.7 on a five point scale.

How action is based on needs, conditions, circumstances:

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically, and we have a need to address chronic absenteeism.

What action is being provided:

This action provides an additional school climate survey, curriculum for Social Emotional Learning, additional teachers to ensure a low teacher to student ratio and increase the quality of social emotional learning, school counselors to provide mental health support to students, and administrator support to lead the implementation of the program.

How action is connected to anticipated outcome:

We believe that Social Emotional Learning and mental health support will increase the engagement of our students and improve the school climate.

Anticipated actual measurable outcome for the unduplicated student group(s):

By implementing Social Emotional Learning and mental health supports, we hope to maintain a <1% suspension rate overall, <20% chronic absenteeism, and to ensure that 90%+ students report on the annual student survey a sense of safety and connectedness to the Big Picture Educational Academy community.

## **5.1 Community Partnerships**

Needs, Conditions, Circumstances:

In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Blue level. Our Socioeconomically disadvantaged students had a Chronic Absence rate in the Red level and our English Learners in the Yellow Level. In 20-21, based on the Highlight Survey, student belonging rated 3.7 on a five point scale.

How action is based on needs, conditions, circumstances:

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Our community partnerships action aligns with our Big Picture vision in connecting students with opportunities for authentic learning within the larger community to promote engagement, positive climate and high achievement.

What action is being provided:

This action funds the organic farm and other community partnerships.

How action is connected to anticipated outcome:

We believe that authentic learning opportunities lead to higher engagement and a positive school climate.

Anticipated actual measurable outcome for the unduplicated student group(s):

By implementing strategic actions in support of engagement, culture and climate, we hope to maintain a <1% suspension rate overall, <20% chronic absenteeism, and to ensure that 90%+ students report on the annual student survey a sense of safety and connectedness to the Big Picture Educational Academy community.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$1,223,584 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 18.58%. Our LEA has demonstrated that it has met the 18.58% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

**Contributing Actions: Goals 1-3-- Academic Growth and Achievement**

- 1.3 Assessments-Math
- 1.6 Math P.D. & Coaching
- 2.1 Comprehensive ELD Program
- 2.2 Newcomer Supports
- 2.3 P.D. for English Language Development
- 3.2 Response to Intervention--Coordination and Curriculum
- 3.4 High-Quality Assessments
- 3.8 Coaching and P.D.--Targeted Supports

By adding high-quality assessments to our program, along with staffing and coaching to support its implementation, we are able to get data on the unique needs of our students, increasing the quality of instruction by allowing us to tailor it to the specific needs of our low income students, foster youth, and English learners. Coaching and professional development adds to the quality of instruction by developing our teachers' abilities to meet the needs of our low income students, foster youth, and English learners. Response to Intervention adds staffing and curriculum devoted to additional academic supports for our low income students, foster youth and English learners. A comprehensive English Language Development Program adds staffing and resources specifically devoted to ensuring that our English learners are supported to progress in their English Proficiency and to reclassify at high rates.

We will monitor progress for our Unduplicated students in NWEA MAP three times annually and grades data quarterly to ensure the actions are bringing the expected progress for these students. The school leadership team will review the annual academic outcomes such as SBAC, ELPAC, and a-g completion to ensure that our students make steady progress toward the measurable outcomes.

### **Contributing Actions: Goals 4 & 5--Engagement, Climate and Culture**

#### 4.2 Parent Engagement--Targeted Supports

#### 4.3 Social Emotional Learning and Mental Health Support

#### 5.1 Community Partnerships

Our parent engagement action adds a high-quality service to our program that facilitates two-way communication with families in a variety of formats and languages to ensure that the families of our low income students, foster youth, and English learners have ease of communication. Our Social Emotional Learning action combines a low teacher-to-student ratio with dedicated curriculum and scheduled time throughout the weekly schedule for our low income students, foster youth and English learners to engage in social emotional learning that fosters joy, connection, and positive school culture. We have added a unique survey, "Highlight," designed to provide insight into student needs to inform interventions and a cycle of data analysis for our low income students, foster youth, and English learners to ensure that students are receiving targeted support and services and to monitor the impact of SEL factors on academic progress. This action also adds mental health support for our low income students, foster youth, and English learners through twice weekly site visits at both sites by mental health professionals to provide counseling for students. Our community partnerships action aligns with our Big Picture vision in connecting students with opportunities for authentic learning within the larger community, supporting fees and materials for those activities.

We will monitor progress for our Unduplicated students annually in student engagement (attendance, chronic absenteeism, graduation, and dropout rates), climate (suspension and expulsion, SEL Rubric, climate survey). The school leadership team will review the data on these indicators to ensure that our students make steady progress toward the measurable outcomes.

# Instructions

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year



Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:**

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,348,044	\$ 691,693	\$ 377,288	\$ 385,107	7,802,132	\$ 6,617,785	\$ 1,140,991

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Increased Math Instruction		\$ 136,413				\$ 136,413
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	2	Math Resources & Curriculum						\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	3	Assessments-Math						\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	4	Response to Intervention-Math					\$ 28,424	\$ 28,424
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	5	School-wide Numeracy						\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	6	Math P.D. & Coaching						\$ -
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	7	Parent Engagment for Math						\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	7							\$ -
1	8	Summer Math Intensive						\$ -

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,348,044	\$ 691,693	\$ 377,288	\$ 385,107	7,802,132	\$ 6,617,785	\$ 1,140,991

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	8							\$ -
1	8							\$ -
1	8							\$ -
1	8							\$ -
1	8							\$ -
2	1	Comprehensive ELD Program		\$ 96,000				\$ 96,000
2	1			\$ 12,259				\$ 12,259
2	1			\$ 56,199				\$ 56,199
2	1			\$ 5,000				\$ 5,000
2	1							\$ -
2	2	Newcomer Supports						\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	3	P.D. for English Language Development						\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Family Engagement for Families of English I						\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	6							\$ -
2	7							\$ -
2	7							\$ -
2	7							\$ -



## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,348,044	\$ 691,693	\$ 377,288	\$ 385,107	7,802,132	\$ 6,617,785	\$ 1,140,991

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7							\$ -
2	7							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
2	8							\$ -
3	1	Response to Intervention--aides					\$ 125,000	\$ 125,000
3	1							\$ -
3	1							\$ -
3	1						\$ 141,683	\$ 141,683
3	2	Response to Intervention--Coordination and		\$ 13,783				\$ 13,783
3	2			\$ 47,689				\$ 47,689
3	2							\$ -
3	3	Curricular Resources		\$ 112,439				\$ 112,439
3	3			\$ 57,269				\$ 57,269
3	3			\$ 122,713				\$ 122,713
3	3			\$ 46,777				\$ 46,777
3	3			\$ 42,188				\$ 42,188
3	3							\$ -
3	3							\$ -
3	4	High-Quality Assessments		\$ 8,175				\$ 8,175
3	4			\$ 24,140				\$ 24,140
3	4			\$ 106,258				\$ 106,258
3	4			\$ 131,018				\$ 131,018
3	4			\$ 46,777				\$ 46,777
3	4							\$ -
3	4							\$ -
3	5	Well-qualified Teachers		\$ 2,000				\$ 2,000
3	5			\$ 1,855,135				\$ 1,855,135
3	5			\$ 46,777				\$ 46,777
3	5			\$ 15,000				\$ 15,000
3	5			\$ 37,500				\$ 37,500
3	5			\$ 23,750				\$ 23,750
3	5			\$ 46,777				\$ 46,777
3	5			\$ 491,746				\$ 491,746
3	5							\$ -
3	5							\$ -

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,348,044	\$ 691,693	\$ 377,288	\$ 385,107	7,802,132	\$ 6,617,785	\$ 1,140,991

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	Comprehensive Student Services			\$ 91,527			\$ 91,527
3	6				\$ 98,438			\$ 98,438
3	6				\$ 196,251		\$ 75,000	\$ 271,251
3	6				\$ 185,274			\$ 185,274
3	6				\$ 75,000			\$ 75,000
3	6				\$ 45,203			\$ 45,203
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	6							\$ -
3	7	Coaching and P.D.		\$ 23,750				\$ 23,750
3	7			\$ 46,777				\$ 46,777
3	7						\$ 15,000	\$ 15,000
3	7			\$ 46,777				\$ 46,777
3	7	Coaching & P.D.--Targeted Support						\$ -
3	8	Coaching & P.D.--Targeted Support		\$ 114,699				\$ 114,699
3	8			\$ 97,314				\$ 97,314
3	8			\$ 27,150				\$ 27,150
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	8							\$ -
3	9	Learning Through Internships		\$ 147,092				\$ 147,092
3	9			\$ 11,525				\$ 11,525
3	9							\$ -
3	9							\$ -
3	10							\$ -
3	10							\$ -
3	10	Extended Learning Opportunities				\$ 377,288		\$ 377,288
3	10							\$ -
3	10							\$ -
3	10			\$ 2,000				\$ 2,000
3	11	College Counseling		\$ 48,734				\$ 48,734
3	11			\$ 85,782				\$ 85,782
3	11			\$ 2,000				\$ 2,000
3	11							\$ -

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,348,044	\$ 691,693	\$ 377,288	\$ 385,107	7,802,132	\$ 6,617,785	\$ 1,140,991

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	11							\$ -
4	1	Parent Engagement		\$ 16,537				\$ 16,537
4	1			\$ 2,000				\$ 2,000
4	1			\$ 18,750				\$ 18,750
4	1			\$ 124,744				\$ 124,744
4	2	Parent Engagement--Targeted Support		\$ 2,875				\$ 2,875
4	2							\$ -
4	2							\$ -
4	3	SEL & Mental Health		\$ 327,377				\$ 327,377
4	3							\$ -
4	3			\$ 13,800				\$ 13,800
4	3			\$ 143,270				\$ 143,270
4	3			\$ 5,750				\$ 5,750
4	3			\$ 48,734				\$ 48,734
4	3							\$ -
4	3							\$ -
4	4	Student Activities		\$ 24,367				\$ 24,367
4	4			\$ 133,000				\$ 133,000
4	4							\$ -
4	4							\$ -
4	5	Attendance Initiatives		\$ 169,811				\$ 169,811
4	5			\$ 75,000				\$ 75,000
4	5			\$ 39,558				\$ 39,558
4	5			\$ 22,500				\$ 22,500
4	5			\$ 16,537				\$ 16,537
4	5							\$ -
4	5							\$ -
5	1	Community Partnerships		\$ 2,875				\$ 2,875
5	1							\$ -
5	1							\$ -
5	1							\$ -
5	2							\$ -
5	2	Student Recruitment		\$ 1,000				\$ 1,000
5	2			\$ 49,400				\$ 49,400
5	2			\$ 22,500				\$ 22,500
5	2							\$ -
5	2							\$ -
5	3	School Health and Safety		\$ 56,132				\$ 56,132

## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,348,044	\$ 691,693	\$ 377,288	\$ 385,107	7,802,132	\$ 6,617,785	\$ 1,140,991

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	3			\$ 13,050				\$ 13,050
5	3			\$ 79,266				\$ 79,266
5	3			\$ 28,125				\$ 28,125
5	3			\$ 18,750				\$ 18,750
5	3			\$ 22,500				\$ 22,500
5	3							\$ -
5	3							\$ -
5	4	Facilities		\$ 447,029				\$ 447,029
5	4			\$ 79,266				\$ 79,266
5	4			\$ 40,632				\$ 40,632
5	4			\$ 18,750				\$ 18,750
5	4			\$ 46,777				\$ 46,777

# Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 1,331,142	\$ 1,331,142
<b>LEA-wide Total:</b>	\$ 1,161,684	\$ 1,161,684
<b>Limited Total:</b>	\$ 169,458	\$ 169,458
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increased Math Instruction				\$ 136,413	\$ 136,413
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	2	Math Resources & Curriculum					\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	3	Assessments-Math	LEA-wide	EL, Low Income, Foster	K-12		\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	4	Response to Intervention-Math					\$ 28,424
1	4						\$ -
1	4						\$ -
1	4						\$ -
1	4						\$ -
1	5	School-wide Numeracy					\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	6	Math P.D. & Coaching	LEA-wide	EL, Low Income, Foster	K-12		\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	7	Parent Engagment for Math					\$ -



2	8							\$	-
2	8							\$	-
2	8							\$	-
3	1	Response to Intervention--aides						\$	125,000
3	1							\$	-
3	1							\$	-
3	1							\$	141,683
3	2	Response to Intervention--Coordination and	LEA-wide	EL, Low Income, Foster	K-12	\$	13,783	\$	13,783
3	2		LEA-wide	EL, Low Income, Foster	K-12	\$	47,689	\$	47,689
3	2							\$	-
3	3	Curricular Resources				\$	112,439	\$	112,439
3	3					\$	57,269	\$	57,269
3	3					\$	122,713	\$	122,713
3	3					\$	46,777	\$	46,777
3	3					\$	42,188	\$	42,188
3	3							\$	-
3	3							\$	-
3	4	High-Quality Assessments	LEA-wide	EL, Low Income, Foster	K-12	\$	8,175	\$	8,175
3	4		LEA-wide	EL, Low Income, Foster	K-12	\$	24,140	\$	24,140
3	4		LEA-wide	EL, Low Income, Foster	K-Adult	\$	106,258	\$	106,258
3	4		LEA-wide	EL, Low Income, Foster	K-12	\$	131,018	\$	131,018
3	4		LEA-wide	EL, Low Income, Foster	Adult	\$	46,777	\$	46,777
3	4							\$	-
3	4							\$	-
3	5	Well-qualified Teachers				\$	2,000	\$	2,000
3	5					\$	1,855,135	\$	1,855,135
3	5					\$	46,777	\$	46,777
3	5					\$	15,000	\$	15,000
3	5					\$	37,500	\$	37,500
3	5					\$	23,750	\$	23,750
3	5					\$	46,777	\$	46,777
3	5					\$	491,746	\$	491,746
3	5							\$	-
3	5							\$	-
3	6	Comprehensive Student Services						\$	91,527
3	6							\$	98,438
3	6							\$	271,251
3	6							\$	185,274
3	6							\$	75,000
3	6							\$	45,203
3	6							\$	-
3	6							\$	-
3	6							\$	-
3	6							\$	-
3	6							\$	-
3	7	Coaching and P.D.				\$	23,750	\$	23,750
3	7					\$	46,777	\$	46,777
3	7							\$	15,000

3	7					\$	46,777	\$	46,777
3	7							\$	-
3	8	Coaching & P.D.--Targeted Support	LEA-wide	EL, Low Income, Foster	K-12	\$	114,699	\$	114,699
3	8		LEA-wide	EL, Low Income, Foster	K-12	\$	97,314	\$	97,314
3	8		LEA-wide	EL, Low Income, Foster	K-12	\$	27,150	\$	27,150
3	8							\$	-
3	8							\$	-
3	8							\$	-
3	8							\$	-
3	8							\$	-
3	9	Learning Through Internships				\$	147,092	\$	147,092
3	9					\$	11,525	\$	11,525
3	9							\$	-
3	9							\$	-
3	8							\$	-
3	10							\$	-
3	10	Extended Learning Opportunities						\$	377,288
3	10							\$	-
3	10							\$	-
3	10					\$	2,000	\$	2,000
3	11	College Counseling				\$	48,734	\$	48,734
3	11					\$	85,782	\$	85,782
3	11					\$	2,000	\$	2,000
3	11							\$	-
3	11							\$	-
4	1	Parent Engagement				\$	16,537	\$	16,537
4	1					\$	2,000	\$	2,000
4	1					\$	18,750	\$	18,750
4	1					\$	124,744	\$	124,744
4	2	Parent Engagement--Targeted Support	LEA-wide	EL, Low Income, Foster	K-12	\$	2,875	\$	2,875
4	2							\$	-
4	2							\$	-
4	3	SEL & Mental Health	LEA-wide	EL, Low Income, Foster	K-12	\$	327,377	\$	327,377
4	3							\$	-
4	3		LEA-wide	EL, Low Income, Foster	K-12	\$	13,800	\$	13,800
4	3		LEA-wide	EL, Low Income, Foster	K-12	\$	143,270	\$	143,270
4	3		LEA-wide	EL, Low Income, Foster	K-12	\$	5,750	\$	5,750
4	3		LEA-wide	EL, Low Income, Foster	K-12	\$	48,734	\$	48,734
4	3							\$	-
4	3							\$	-
4	4	Student Activities				\$	24,367	\$	24,367
4	4					\$	133,000	\$	133,000
4	4							\$	-
4	4							\$	-
4	5	Attendance Initiatives				\$	169,811	\$	169,811
4	5					\$	75,000	\$	75,000



