

LCFF Budget Overview for Parents

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

CDS Code: 10 10108 0119628

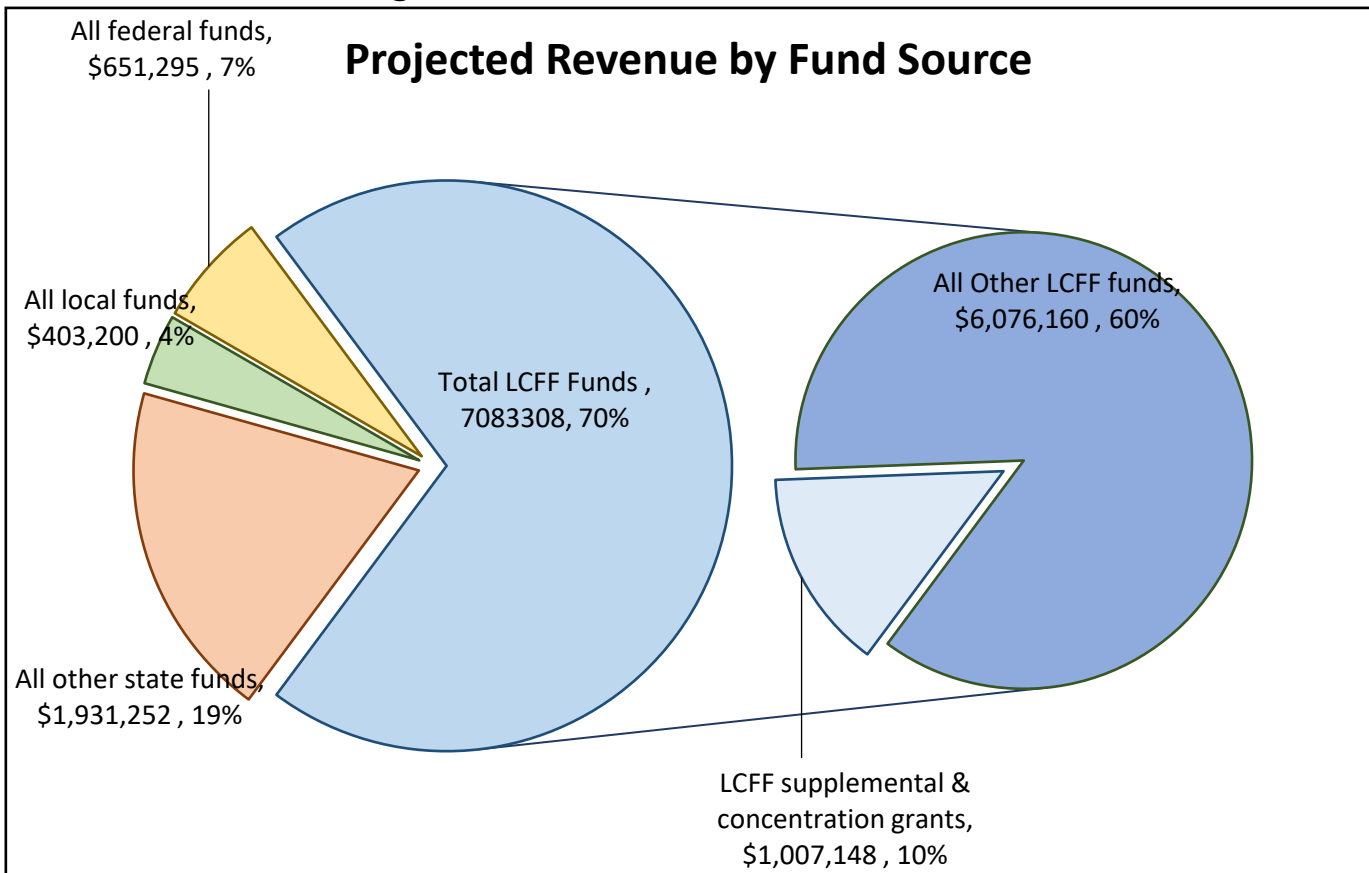
School Year: 2022 – 23

LEA contact information: Keith Musilli Johnson; Kmusillijohnson@bpeacademy.org; (916) 267-8176

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 2022 – 23 School Year

Projected Revenue by Fund Source

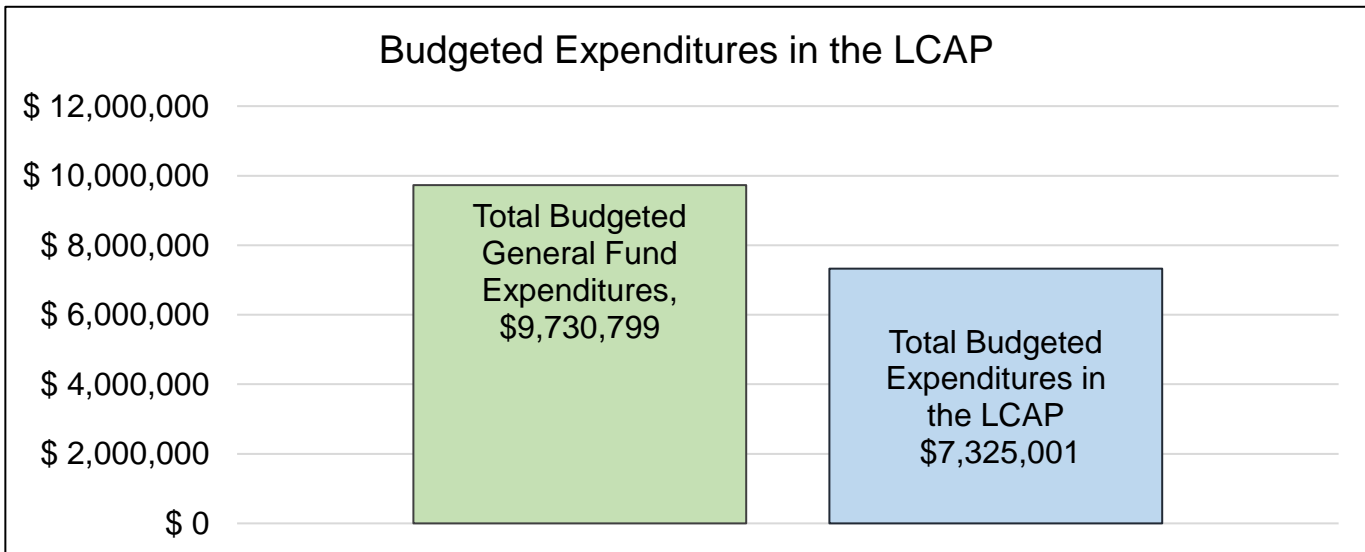


This chart shows the total general purpose revenue Big Picture Educational Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Picture Educational Academy is \$10,069,054.89, of which \$7,083,308.00 is Local Control Funding Formula (LCFF), \$1,931,252.22 is other state funds, \$403,200.12 is local funds, and \$651,294.55 is federal funds. Of the \$7,083,308.00 in LCFF Funds, \$1,007,148.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Picture Educational Academy plans to spend \$9,730,799.47 for the 2022 – 23 school year. Of that amount, \$7,325,001.00 is tied to actions/services in the LCAP and \$2,405,798.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

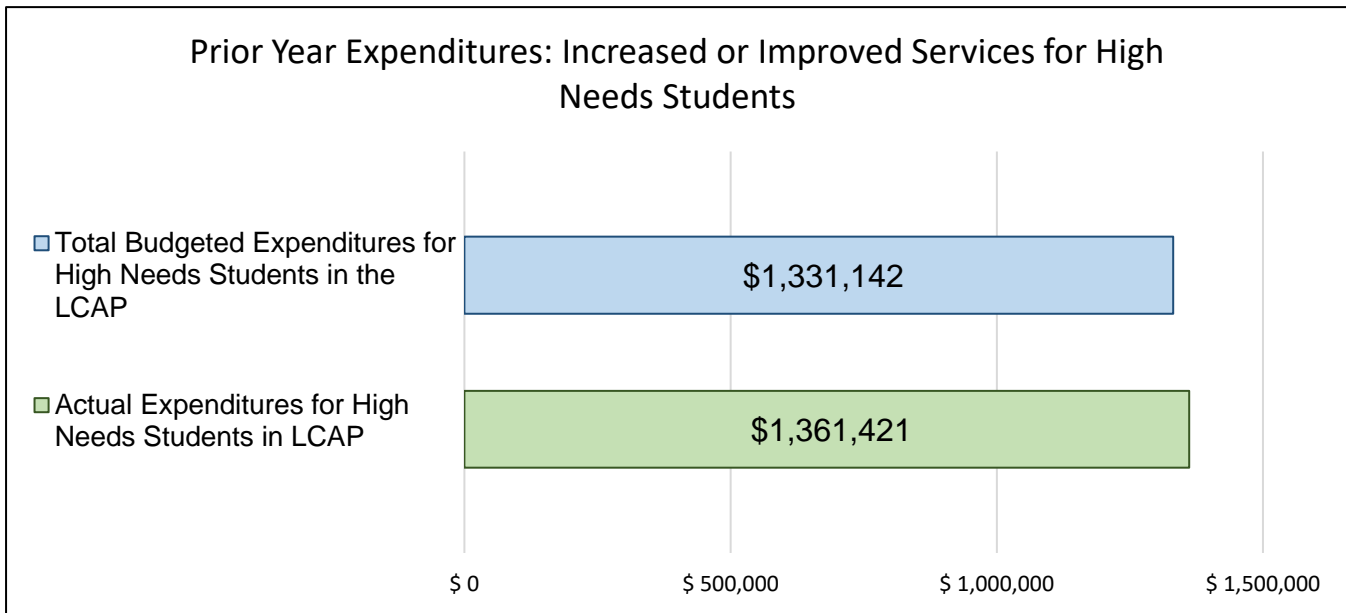
communications, some instructional materials & supplies, office supplies, non-instructional student materials & supplies, insurance, operations/housekeeping, security, all utilities, equipment leases, business services, legal fees

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Big Picture Educational Academy is projecting it will receive \$1,007,148.00 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 \$1,029,950.00 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 2021 – 22



This chart compares what Big Picture Educational Academy budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, Big Picture Educational Academy's LCAP budgeted \$1,331,142.00 for planned actions to increase or improve services for high needs students. Big Picture Educational Academy actually spent \$1,361,421.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Big Picture Educational Academy	Keith Musilli Johnson, President & CEO	kmusillijohnson@bpeacademy.org ; (916) 267-8176

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

BPEA has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. BPEA will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022. Previous engagement opportunities include:

Local Control and Accountability Plan 2021-22 (Stakeholder Engagement section, p. 54-56)

<https://4.files.edl.io/fa83/01/11/22/204556-ded25df8-96d9-40a5-826f-b3807f3b65a6.pdf>

The 2021-22 LCAP was presented at a public hearing on May 27, 2021 and then approved by the governing board on June 24, 2021.

Additional engagement opportunities for these funds include:

Weekly staff meetings, quarterly town hall meetings, and February 10, 2022 Board meeting.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Big Picture Educational Academy is a single site LEA with an enrollment of unduplicated student groups greater than 55%. Big Picture Educational Academy is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by a) using a portion of the funds to support the hiring of a new high school principal and it is b) using the remainder of the funds to retain staff that provide direct service to students by providing stipends to staff providing direct services to students, including para professionals, classroom teachers, the COVID Safety Team, and some administrators, as incentives for staff retention.

High School Principal Addition

The direct increased/improved services that the additional position will provide to the students include the high school principal directly serving students by being present during and in-between classes, and by meeting with students both formally and informally to mentor students and assess their progress and needs in order to inform plans of support and intervention as needed. The addition of the principal increases the support available to meet the needs of our low income students, foster youth, and English learners.

Staff Retention Stipends

BPEA does not receive enough additional concentration grant funding to hire additional staff beyond the above, but instead we will use the remainder to retain staff that provide direct service to students at our school that has greater than 55% unduplicated students by providing stipends to staff that provide direct services to students. The direct increased/improved services that this will provide to students include:

Para professionals directly serve students by providing one-on-one and small group instructional support to students. Ensuring we are fully staffed with para professionals allows us to provide personalized support to address learning loss while moving forward with grade level skills and content.

Classroom teachers directly serve students through classroom instruction and student support. Ensuring high teacher retention allows us to fully implement our model that incorporates high expectations with high support and low teacher to student ratios.

The COVID Safety Team directly serves students by educating students on health and safety protocols, by performing health screenings, and by arranging for testing, quarantines, and other student needs related to COVID. Increasing the support provided to keep our students and staff healthy supports our students, especially our most vulnerable students, to remain engaged in learning.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

BPEA has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further

enhanced during the pandemic as BPEA sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID-19 Pandemic.

Learning Continuity and Attendance Plan: <https://4.files.edl.io/c89d/07/15/21/175403-58bb623e-4418-43e2-a99c-0f2655899178.pdf> (p. 2-3)

Expanded Learning Opportunities Grant Plan:
<https://4.files.edl.io/0756/06/04/21/171706-14b6a308-ba53-4873-92ce-98922f621106.pdf> (p. 1-2)

Local Control and Accountability Plan:
<https://4.files.edl.io/fa83/01/11/22/204556-ded25df8-96d9-40a5-826f-b3807f3b65a6.pdf> (Stakeholder Engagement section, p. 54-56)

ESSER III Expenditure Plan: <https://4.files.edl.io/681a/02/24/22/234316-dc75563b-e186-4026-82a4-a1e25b3e90a4.pdf> (p.2-3)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Big Picture Educational Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan:

Health and Safety of Students, Educators, and Other Staff

Successes:

A large part of our success in this effort has been the formation of a COVID Safety Team. This group of staff members has been well-trained and works closely with the health department to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. The team lets teachers know which students are in school and which will be out at any given time. The school practices universal masking indoors and masking outdoors anytime social distancing cannot be observed. New masks are provided daily. Covid-19 testing is offered daily as needed and in response to trends for students and staff. Staff members conduct a health screening and temperature check every time someone enters campus. Sanitizing stations have been installed on campus, including at the school entrance. The students and families have been strong partners in the implementation of our health and safety protocols with compliance with masking and distancing requirements and requests for students to stay home if sick.

Challenges:

The greatest challenge has been the recent surge in cases experienced in our community as elsewhere, and the accompanying difficulties and disruption caused by illness and quarantines.

Continuity of Services

Successes:

We've been able to pivot our previously established online learning platform and system to ensure continuity of learning when a student is out. Additionally for K-8, we have successfully implemented a 10-day paper packet system to support continued learning for our students.

Challenges:

The frequency of student and staff absences due to illness and quarantine protocols has been very challenging in our efforts to maintain continuity of services.

Implementation of the ESSER III Expenditure Plan

BPEA is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24 as outlined in the ESSER III Plan: (<https://4.files.edl.io/f25a/10/18/21/200005-3f17a2ac-0a65-43ee-9bf8-5aacb500690d.pdf>). The school does not plan to spend the funds until the 2022-23 school year, and as such does not have any expenditure or implementation progress to report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Safe Return to In-Person Instruction and Continuity of Services Plan

BPEA used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan with a specific focus on ensuring the academic and social emotional recovery of our students from the effects of the COVID-19 pandemic. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP. The LCAP addresses learning loss by prioritizing mathematics instruction (Goal 1, Actions 1-8), English Language Development and other supports for English Learners (Goal 2, Actions 1-4), a robust academic program (Goal 3, Actions 1-11). The LCAP addresses Social Emotional Learning and Mental Health (Goal 4, Action 3), and School Health & Safety (Goal 5, Action 3), to name some of the key actions designed to address learning loss, social emotional well being, and health and safety of students.

Local Control and Accountability Plan:

<https://4.files.edl.io/fa83/01/11/22/204556-ded25df8-96d9-40a5-826f-b3807f3b65a6.pdf>

ESSER III Expenditure Plan:

BPEA is implementing the Elementary and Secondary School Emergency Relief expenditure plan in 2022-23 and 2023-24 as outlined in the ESSER III Plan: (<https://4.files.edl.io/f25a/10/18/21/200005-3f17a2ac-0a65-43ee-9bf8-5aacb500690d.pdf>). The school plans to spend the funds beginning in the 2022-23 school year and will do so in alignment with the 2022-23 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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 ; (916) 267-8176

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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. As part of its program, BPEA supports many adult-aged high school students to complete high school. BPEA believes in following the principles of the “new three R’s,” Rigor, Relevance, and Relationships. BPEA believes that successful schools combine rigor, high expectations and a meaningful course of study; relevance – making instruction relevant to students’ experiences, cultures, and long-term goals; and relationships, powerful, sustained involvement with caring staff and older students who mentor, advise, and support students throughout their school careers. BPEA is identified as an alternative school under the Dashboard Alternative School Status (DASS) program.

In 2021-22, BPEA served 555 students with diverse needs and backgrounds: approximately 52.8% of students are Socioeconomically Disadvantaged; 6.8% of students are English Learners; and 7.6% students are Re-designated Fluent English Proficient. In addition, about 9.4% of students qualify for special education services. The LCFF Unduplicated percentage is approximately 59%. Approximately 75% of BPEA’s students identify as being Hispanic or Latino, 12% as African American, and 6% as white.

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 implemented as the COVID-19 pandemic continued to impact our school, community, and the greater world. Although no official 2020 or 2021 Dashboard was produced, the state produced reports of data on many of the Dashboard indicators. The 2021 Suspension rate was 0% overall and for all student groups, down from 0.5% in the 2019 Dashboard. We plan to maintain this success by implementing a program including social emotional learning and mental health supports as described in Goal 4. The % Ready or Conditionally Ready for College (EAP) improved from 2019 to 2021 overall (25% in 2019 to 35% in 2021) and for Hispanic students from 18.2% in 2019 to 37% in 2021. We plan to continue improving in this area by implementing the actions in Goal 3, including high quality curriculum and instruction, assessments to measure progress, a robust intervention program, comprehensive student services, and professional development to support the implementation of these actions. The % of graduates completing A-G requirements improved from 15% in 2020 to 22.6% overall in 2021, with 25% for the African American, Hispanic, and Socioeconomically Disadvantaged student groups. BPEA improved its one-year graduation rate from 68.4% in 2019 to 78.5% in 2021. The 4-year cohort dropout rate for 2021 was also lower than the state rate overall (13.5% for BPEA versus 16.1% statewide) and for all student groups (Socioeconomically Disadvantaged at BPEA 11.6% versus statewide 15.6%; African American students at BPEA 18.2% versus statewide 24%; Hispanic or Latino students at BPEA

11.1% versus 16.4% statewide). We plan to continue improving in a-g completion, graduation rate, and reducing dropout rates by implementing College and Career Counseling, including individual meetings with every junior and senior to review credits toward graduation and monitor a-g completion. We saw improved GPA growth for seniors in the Adult program, with a GPA increase of .70 pts (from 2.30 to 3.05) compared to an increase of .64 (2.09 to 2.73) in 2019. We plan to maintain this success by implementing the Acellus a-g online curriculum and ESL series curriculum for Adult English Language Acquisition programs. The Adult program re-enrollment rate, of students continuing from one year to the next (excluding students who graduate in prior year) improved from 60% in 2019-20 to 76.7% in 2021-22. We plan to continue improving in this area through our teachers and counselor building relationships with students to assist students with social and emotional support.

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, and the 2021 Dashboard does not feature performance categories but did provide some state data indicators to inform this reflection. Based on the 2021 CAASPP ELA Distance from Standard (-99.3 Overall, -142.3 for English Learners, -92.9 for Hispanic or Latino, -102.5 for Socioeconomically Disadvantaged, and -152.3 for Students with Disabilities) and % Met or Exceeded Standard (11.1% overall, 5.6% for English Learners, 12.2% for Hispanic or Latino, 9.1% for Economically Disadvantaged, and 0% for Students with Disabilities), English Language Arts is an identified need (ELA was in Orange overall in 2019 Dashboard). In order to improve in this area, we will implement standards-based instruction in ELA and utilize assessments to monitor progress and differentiate instruction and intervention, and we will continue to engage in instructional coaching and professional development in curriculum mapping and guided reading (Goal 3). Based on the 2021 CAASPP Math Distance from Standard (-151.4 Overall, -169.8 for English Learners, -152.6 for Hispanic or Latino, -153.2 for Socioeconomically Disadvantaged, and -193.1 for Students with Disabilities) and % Met or Exceeded Standard (2% overall, 0% for English Learners, 1% for Hispanic or Latino, 2% for Economically Disadvantaged, and 0% for Students with Disabilities), Mathematics is an identified need (Math was in Red overall in 2019 Dashboard). In order to improve in this area, we will implement increased Math instruction, math intervention and utilize assessments to monitor progress and differentiate instruction and intervention. We will also engage in instructional coaching and professional development for math (Goal 1). We have identified a need in addressing chronic absenteeism (2021 DataQuest report, including high school students, shows 29.1% overall) and have developed a program of attendance initiatives (Goal 4) to support improvement in this area. We have identified a need in English Learner Reclassification (0% for 2021) and ELPAC performance (43.3% scoring a 3 or 4 in 2021). 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.

The 2021 Distance from Standard calculations were provided by EdTec, a third-party service provider, using CDE's business rules for calculating the DFS.

LCAP Highlights

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

The 2022-23 LCAP provides our three-year plan for continued improvement and development. In 2022-23 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 3), 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 5), 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Parents and Community Members:

Town Hall meetings (July, September, December, February, April), Survey (May), Parent-Teacher conferences.

Teachers, administrators, principals, and other staff:

Survey (June), Check-ins, informal talks, Monthly 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 (October 2021 and March 2022)

Adult-aged HS Students: 1:1 meetings with students include regular requests for feedback.

SSC/ELAC

School Site council (which fulfills the role of LCAP Parent Advisory Committee) and ELAC meetings took place in September, November, February and May. Our School Site Council (SSC) and English Learner Advisory Committee (ELAC) 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.

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.

Other groups

BPEA evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, and children who are incarcerated are neither present nor served by BPEA. Likewise, BPEA teachers and personnel are not represented by a local bargaining unit.

Board

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 5/26/22. Local Indicators were presented at the same Board meeting as LCAP approval. LCAP and Budget were approved by the Board on 6/30/22.

A summary of the feedback provided by specific educational partners.

Parents and Community Members

K-8 Parents have concerns about SEL factors, students who have BIG reactions and the increase in physical outbursts. They also want to see more opportunities to be on-site.

9-12 Parents are concerned that students aren't engaged following the pandemic. Attendance is an issue they are concerned about.

Adult- Community members have repeatedly shared the feedback that BPEA is a great program that offers a lot for the community. Various neighborhood residents, church staff, and local business owners have stated that having BPEA in the community has reshaped the neighborhood for the better. We have constantly heard that the community is better for the school being there—that the community is safer, and crime rates have reduced, that they appreciate the events we put on that they can come to, that we offer such a wide range of educational opportunities with K-12 and adult programming.

Teachers, administrators, principals, and other staff

K-8 Staff want to see more training around ELA content and curriculum.

9-12: Staff would like more support and structure with disengaged students.

Adult Program: We have heard that the large amount of changes in administration, office staff, and addition of new teachers has been difficult and created a need for creative redevelopment of the program. Legislation caused a lot of compliance changes to happen around attendance, procedures, and much more, staff expressed the need for clarity and training. Staff expressed that the adjustment to new leadership and a different style of leadership required some focus on relationship building and coaching, re-training and acclimating to new systems. Staff members expressed how the changes as a result of COVID, with the last school year being fully remote, made it harder to transition back to a fully on campus program. We heard from staff that the evaluation system was not well aligned to the actual work of the program. Teachers requested more formal observations in classrooms throughout the year.

Students

K-12 students reported an increase in rigor at school and their ability to handle it. However, we see a decrease in their levels of hope, self-efficacy, basic needs being met and sense of belonging.

Additional 9-12: Students want more "regular activities" again—such as dances, study trips, etc.

Adult students expressed that they were accustomed to a more flexible approach and with new regulations they struggled to adapt to the increased structure necessitated by changes in legislation which impacted attendance, academic progress. Students shared that they felt it had suddenly become a more rigorous and challenging environment than they previously experienced. They had more strict requirements around tracking of participation and progress and therefore less flexibility in completing their work.

SSC/ELAC

The SSC was very difficult to get scheduled and have people attend this year. Parent input has focused on the location of our new site, safety and the continuation of our academic plan.

SELPA or Special Education Administrator

Input from the SELPA supported implementing the plan as written.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Parents and Community Members

To address the feedback of K-8 parents, we have increased our SEL training and support. We have also purchased additional curriculum to support this area. (Goal 4, Action 3-Social Emotional Learning & Mental Health)

To address the feedback of 9-12 parents, an engagement plan was created. All students/families were contacted by the principal and counselor to create a plan. (Goal 4, Action 1- Parent Engagement)

Teachers, administrators, principals, and other staff

K-8: Staff will receive additional PD in the areas of writing and ELA to begin the school year, and it will be a priority with our county coaches next year. (Goal 3, Action 7- Coaching and Professional Development)

9-12: A new principal was hired with the intent to create more structure and on-the-ground support. (Goal 4, Action 1-Parent Engagement and Goal 4, Action 4-Student Activities)

Adult program: As a result of the input received about the amount of changes being overwhelming, we created specific written documents to help explain and outline our various procedures within CTC. We reviewed drafts with staff, teachers, and the leadership team to get feedback from all groups. We then adopted it internally as a living document that is accessible centrally to all staff and constantly open to feedback. Moving forward, the training at the beginning of the school year will be more comprehensive than in the past, with new sessions from various experts, such as SPED, School Pathways, Data, and Registrar, so our teachers and staff will be well prepared and have the opportunity to learn firsthand. We also plan to revamp the evaluation system for staff and teachers to make it more comprehensive and collaborative. (Goal 3, Action 7 Coaching and Professional Development)

Based on SELPA input, we plan to continue implementing the Comprehensive Student Services Action and other aspects of the LCAP that provide support and progress monitoring for our students with disabilities. (Goal 3, Action 6 Comprehensive Student Services)

Students

K-12: We will focus on our students' sense of belonging at school and ensure that our programs and partners are aware of the students' self identified areas of struggle. (Goal 4, Action 3 Social Emotional Learning & Mental Health)

9-12: Students were able to have several events at the end of the school year and successfully went to Grad Nite. (Goal 4, Action 4-Student Activities)

Adult Program: To address the input of our students, adjustments were made to the enrollment process to help students better understand the systems and supports. We further developed and documented our tiered re-engagement protocol. This gave students a more explicit description of the requirements to remain in good standing in the program as well as the supports available to them. We promoted a staff member to a new dedicated position to coordinate the tiered re-engagement protocol, thus increasing the supports for students to help them meet the expectations. Students expressed appreciation for the extra support and attention we are providing them when they struggle. We plan to analyze and re-evaluate this summer what is working and what could be improved in the protocol so that the 22-23 protocol will be even more solidified. We also plan to revamp our student handbook and to review our recruitment, orientation and enrollment procedures, to eliminate redundancies and make expectations clearer for students coming in. (Goal 4, Action 5-Attendance Initiatives)

SSC/ELAC

We will continue with our safety protocols and in implementing our academic plan as designed. We will continue to try to engage our parents in the SSC/ELC process by offering meetings in multiple modalities and timeframes. (Goal 5, Action 3- School Health & Safety; Academic Goals 1-3, and Goal 4, Action 1-Parent Engagement)

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. 2021 SBAC Math % Met or Exceeded was 2% Overall. 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	SBAC Math DFS All: -138.7 EL: -185.4 HI: -136.4 SED: -144.5 SPED: -218.2 SBAC Math Met All: 7%	SBAC Math estimated DFS All: -151.4 EL: -169.8 HI: -152.6 SED: -153.2 SPED: -193.1 SBAC Math Met	[Insert outcome here]	[Insert outcome here]	Math DFS All: -86 EL: -121 HI: -86 SED: -88 SPED: -118 Math Met All: 47%

	<p>EL: 0% HI: 7% SED: 6% SPED: 0%</p> <p>Data Year: 2019* Data Source: CAASPP Data</p>	<p>All: 2% EL: 0% HI: 1% SED: 2% SPED: 0%</p> <p>Data Year: Spring 2021* Data Source: CAASPP student score data files from TOMS *CAASPP was not administered in 2020 due to COVID</p>			<p>EL: 40% HI: 47% SED: 46% SPED: 40%</p> <p>Data Year: 2023 Data Source: CAASPP Data</p>
<p>NWEA MAP Math: % meeting annual growth target</p>	<p>% Meeting annual growth target in Math: 2020-21: Fall to Spring K-8: 17% HS: 44%</p> <p>Data Year: 2020-21 Data Source: NWEA MAP score extract</p>	<p>Meeting Fall to Spring growth target in Math: K-8: 40% HS: 41%</p> <p>Data Year: 2021-22 Fall to Spring growth Data Source: NWEA MAP score extract</p>	[Insert outcome here]	[Insert outcome here]	<p>% Meeting annual growth target Fall to Spring K-8: >50% HS: >60%</p> <p>Data Year: 2023-24 Data Source: NWEA MAP score extract</p>

<p>FCSS Coaches on % Implementation of Math Strategies</p>	<p>K-8: 100% Data Year: 2022 9-12: 100% Data Year: 2021 Data Source; Local Data; FCSS Coaches Implementation Report</p>	<p>100% of teachers implemented Math Curriculum Strategies & completed pacing plan of IM Curriculum Data Year: 2021-22 Data Source: FCSS Coaches Implementation Report</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p>90% Implementation of Math Strategies Data Year: 2023-24 Data Source: Local Data; FCSS Coaches Implementation Report</p>
<p>Middle School Dropout rate</p>	<p>1.64% Data Year: 2019-20 Data Source: CALPADS Snapshots 1.14 & 1.4</p>	<p>1.75% Data Year: 2020-21 Data Source: CALPADS Snapshots 1.14 & 1.4</p>	<p>[Insert outcome here]</p>	<p>[Insert outcome here]</p>	<p><1% Data Year: 2023-24 Data Source: CALPADS Snapshots 1.14 & 1.4</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Math Instruction	<p>Increased time on Math Instruction Daily for two-pronged approach</p> <ul style="list-style-type: none"> • Daily class time focused on grade-level content • Daily class time focused on personalized content to fill gaps or extend learning, according to student levels • Additional math teachers. 	\$ 160,430	N

2	Math Resources & Curriculum	<p>Implement high-quality, standards-aligned Math resources and curriculum</p> <p>K-12</p> <ul style="list-style-type: none"> • Board-approved standards-based core curricular resources • Illustrative Mathematics (IM) & Cengage • Adaptive RTI curriculum 	Represented in 3.3	N
3	Assessments-Math	<p>High-quality assessments to inform instruction and interventions</p> <p>K-12</p> <ul style="list-style-type: none"> • NWEA MAP Math, CAASPP Interims • FCSS coaching for admin and teachers in data analysis • Implement school-wide cycle of interim assessments and data analysis (IM unit tests, scheduled interims, NWEA 3x) • Implement K-12 cultural shift to intrinsic goal setting for students based on mindset and motivation • Math assessment systems, paraprofessional support, administrative support and external p.d. to direct the use of assessments to inform instruction and intervention. <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>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 Math. In 2021 SBAC, English Learners had 0% Met/Exceeded in math, compared to 2% in Math for all students. In 2021 SBAC, Socioeconomically Disadvantaged students performed similarly to all students at 2% Met/Exceeded in Math, but about two points higher Distance from Standard (-153.2 vs -151.4 for All Students). 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</p>	Represented in 3.4	Y

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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with Math will benefit, it is an LEA-wide action.

How action is connected to anticipated outcome:

		<p>By implementing the identified actions, we believe we will ensure steady growth in our academic outcomes, such as SBAC Math.</p> <p>Anticipated actual measurable outcome for low income, English learner, and foster youth student groups:</p> <p>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 (for English learners) and a slight improvement each year (~2pt) in our reclassification rate (for English learners). We plan to use interim assessment data to gauge progress throughout the year.</p>		
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"> • Data cycle of inquiry based on assessment data • Personalized Learning daily based on student levels • Small, teacher-led multi-grade intervention groups within school day and after school, formed based on data • Instructional aide for intervention 	\$ 44,022	N
5	School-wide Numeracy	<p>School-wide Numeracy Focus</p> <ul style="list-style-type: none"> • Math Improvement Committee comprised of K-8 and 9-12 Math and Special Education teachers, student, parent, and administrator representatives. • Post Number Sense and Multiplication and division usage examples throughout school • Increased use of math manipulatives throughout grade levels 	Represented in 3.3	N

		<ul style="list-style-type: none"> ● Focus on standards/skills to support number sense and multiplication and division ● Increase reading strategies instruction for mathematical language to increase comprehension and math vocabulary ● Curricular resources in support of numeracy 		
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"> ● FCSS Coaches engage in curricular mapping (begun Spring 2021) with K-8 teachers and 9-12 math teachers ● Creating positive mindsets for math <ul style="list-style-type: none"> ○ <i>Week of Inspirational Math</i> resource <ul style="list-style-type: none"> ■ youcubed.org lessons to create positive math mindsets ● Grade-level based cycles of instruction <ul style="list-style-type: none"> ○ coach modeling of instructional strategies ○ follow-up observation of instructional “look fors” ○ coaching sessions to reflect on take-aways ○ feedback sessions with monthly informal feedback and twice annual formal feedback. <p>Increased or Improved Services Explanation: 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 Math. In 2021 SBAC, English Learners had 0% Met/Exceeded in math, compared to 2% in Math for all students. In 2021 SBAC, Socioeconomically Disadvantaged</p>	Represented in 3.8	Y

students performed similarly to all students at 2% Met/Exceeded in Math, but about two points higher Distance from Standard (-153.2 vs -151.4 for All Students). 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 Low income students, English learners, and foster youth 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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with Math will benefit, it is an LEA-wide action.

		<p>How action is connected to anticipated outcome:</p> <p>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.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>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.</p>		
7	Parent Engagement for Math	<p>Parent Engagement for School-wide Numeracy Focus</p> <ul style="list-style-type: none"> • Quarterly Parent Workshops--How can I support my child in math? • Math focus in parent-teacher conferences--Collaborative Goal Setting • Provide virtual Parent Hub for math support at home 	Represented in 4.1	N
8	Summer Math Intensive	<p>Summer Math Intensive</p> <p>July 4-week program K-8</p> <ul style="list-style-type: none"> • enrichment • science as a vehicle for math learning • science notebooking • problem-based applied mathematics by grade-level specific standards 	Represented in 3.10	N

		<p>July 4-week program 9-12</p> <ul style="list-style-type: none"> • enrichment & credit recovery • community-based partnerships as a vehicle • algebra I and algebra II problem-based, applied mathematics 		
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Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for, in Action 1, at K-8 level, we did not hire additional math teachers. We maintained previous levels but with reduced enrollment, resulting in lower staff to student ratios for math instruction. We did hire an additional part-time math teacher for the Adult program. In Action 2, we purchased the adaptive RTI curriculum as planned, and we added a supplemental math program for our students with special needs (Let’s Go Learn, for reading and math, with assessments at beginning and end of each semester). In Action 3, one change is that our Adult program participants are also taking the CAASPP ELA and Math tests. In Action 4, RTI-Math, we hired a credentialed teacher to lead RTI.

Successes with the action implementation process include, for Action1, the Adult math instructor addition took some instructional stress off other teachers and allowed them to spend more one-on-one time with students. It increased math success for our Adult students, which helped with our graduation rate, since a lot of our Adult program students need math as their last class before graduation. This addition has also allowed us to analyze the math curriculum and build supplemental resources to support students in math.

In K-8 Action 6, Math P.D. and Coaching, we see that our teachers are better understanding the connection from MAP to CAASPP. We have also received input from teachers about a developing perspective among teachers to “yet,” or an increased growth mindset, which has positively influenced students’ mindsets. As a result of our professional development and coaching, we are also seeing other content areas employing the math strategies from the coaching. Our PE teacher, for instance, worked to help students with math strategies through PE content connections. In Action 4, a success is that we hired a credentialed teacher to lead RTI. This hire has supported our ability to connect our NWEA MAP scores and the RTI program to create targeted interventions for every student K-12.

Some challenges with implementation this year were primarily related to COVID’s detrimental effects on attendance and enrollment. We had lower enrollment, and it wasn’t possible to add math instructional staff for K-8. COVID attendance variability impacted our students by causing gaps and inconsistency in learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for the Increased Math Instruction action were more than budgeted due to staff enrolling in health benefits.

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

The Increased Math Instruction, Assessments-Math, Response to Intervention-Math, School-wide Numeracy, Parent Engagement for Math and Summer Math Intensive have been somewhat successful as evidenced by our MAP math data (Meeting Fall to Spring growth target in Math: K-8: 40%, HS: 41%). 2021 SBAC Math % Met or Exceeded Standard was 2% overall, 0% for English Learners, 1% for Hispanic or Latino, 2% for Economically Disadvantaged, and 0% for Students with Disabilities. The 2021 CAASPP Math Distance from Standard was -151.4 Overall, -169.8 for English Learners, -152.6 for Hispanic or Latino, -153.2 for Socioeconomically Disadvantaged, and -193.1 for Students with Disabilities. The SBAC results represent a decline overall from 2019 scores. We know that the pandemic-related school closures and other negative impacts have led to widespread learning loss. Given that these actions were developed as part of a multi-year math initiative with newly adopted curriculum, instructional approaches, intervention, engagement, and coaching and p.d. strategies, we believe that continued implementation of these actions will bring growth in the coming year.

The Math Resources and Curriculum and Math P.D. and Coaching has been successful as evidenced by the FCSS Implementation report which showed 100% of teachers implemented Math Curriculum Strategies & completed pacing plan of IM Curriculum. Given that the plan was developed as a multi-year initiative with newly adopted curriculum, instructional approaches, intervention, engagement, and coaching and p.d. strategies, we believe that continued implementation of these actions will bring growth in the coming year.

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.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

The baseline data for the Math CAASPP metric was revised from the 2021-22 LCAP because the previous LCAP did not include the 2019 results. Instead, it included a placeholder for the 2021 scores that were not yet available, so the LCAP has been updated to include the 2019 performance as a comparison to the official 2021 scores shown in Year One. There is no data provided for 2020 because the CAASPP was suspended that year due to COVID.

Middle school dropout rate was added as a metric, with the 2019-20 rate as the baseline. Since the CDE doesn't provide an official rate, we calculated this using the CALPADS snapshots 1.14 (dropout count) divided by 1.4 (enrollment count).

Specific unduplicated groups were added to the description of the desired outcome in actions 1.3 and 1.6 in order to make the action more clear.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update 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. The 2021 English Learner Reclassification rate was 0%. 2021 DataQuest reporting showed 43.3 % of students scoring 3 or 4 on ELPAC. 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 in English Proficiency	English Learner Progress 53.7% Data Year: 2018 & 2019 Data Source: CA Dashboard; English Learner Progress Indicator	38% (Estimated ELPI % based on change from 2020 to 2021; n=39) Data Year: 2020-21 Data Source: ELPAC student score data extract from TOMS*			English Learner Progress >65% Data Year: 2022 & 2023 Data Source: CA Dashboard; English Learner Progress Indicator

		*ELPI was not provided on the 2021 Dashboard, so the 2021 results are an estimate based on the student data extracts provided			
EL Reclassification rate	3.5% Data Year: 2019-20 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	0% Data Year: 2020-21 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates			>10% Data Year: 2022-2023 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates
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	100% teachers observed implementing EL strategies Data Year: 2021-22 Data Source: 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	79.2% improved a level from pre- to post-test % of students in Stand Out levels 3 or	23% of students improved a level from 1st to 2nd administration of ESL assessment			85% of students improve a level from 1st to 3rd administration of ESL assessment

<p>to the post-test of ESL assessment</p> <p>- Increase in % of students in Stand Out levels 3 or above</p>	<p>above increased from 41.6% to 79.2% (for students pre-AND post-tested)</p> <p>Data Year: 2018-19</p> <p>Data Source: Local Data</p>	<p>There was a 5.1 percentage point increase of students scoring in Stand Out levels 3 or above (from 43.3% to 48.4%)</p> <p>Data Year: 2020-21</p> <p>Data Source: CTC ESL Student Test Data</p>			<p>>40 percentage point increase of students scoring in Stand Out levels 3 or above</p> <p>Data Year: 2022-23</p> <p>Data Source: Local Data</p>
<p>Phonics Assessment Grades K-5</p>	<p>Percentage of students K-5 on grade level:May 2021 50% overall</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data</p>	<p>Mastery of grade level</p> <p>K- 0%</p> <p>1- 7%</p> <p>2- 20%</p> <p>3-32%</p> <p>4-50%</p> <p>5-82%</p> <p>Data Year: 2021-22</p> <p>Data Source: Phonics Assessment</p>			<p>Growth by 2022: 60% on grade level K-5</p> <p>Growth by 2024: 75% on grade level K-5</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>

Actions

Action #	Title	Description	Total Funds	Contributing
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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"> • Integrated and Designated ELD delineated within the school schedule • Additional credentialed staff added to provide intervention and support • Additional bi-lingual paraprofessionals to support ELL students • Implement high-quality, standards-aligned resources and curriculum across all content areas which contain embedded ELD strategies and resources. • Asystematic phonemic awareness and phonics program and daily work with vocabulary using realia, photos, Frey model and conversations using academic language. • Supplemental curriculum such as: BrainPop EL, Nearpod ELD, RazzKids ELD • Word rich environments around school sites with multiple visual representations of instructional and pragmatic language • ELD Staff and curricular resources. <p>Adult</p> <ul style="list-style-type: none"> • ELD for adult-aged HS program supports English language acquisition in support of transition to HS diploma program. • English Language Acquisition classes • Bilingual support in Adult-Aged HS classes • ELD Staff and curricular resources. 	\$ 189,673	Y
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- ESL online assessment for all incoming English learners.

Increased or Improved Services Explanation:

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. In 2021 SBAC, English Learners had 0% Met/Exceeded in math and 6% in ELA, compared to 2% in Math for all students and 11% in ELA for all students. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. We have an ELPI estimate of 38% for 2021. Our 2019-20 English Learner Reclassification rate was 3.5%, and it was 0% in 20-21. 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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

		<p>These additional resources are designed to meet the needs most associated with our students who are English learners.</p> <p>How action is connected to anticipated outcome:</p> <p>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.</p> <p>Anticipated actual measurable outcome for English learners:</p> <p>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.</p>		
2	Newcomer Supports	<p>Newcomers & Beginning English Learner Support</p> <ul style="list-style-type: none"> • ELD Newcomer curriculum for classroom teachers • Classroom and campus tour preview with family to identify supports needed to address limited English proficiency • Student Services staff trained to provide supports for unaccompanied refugee minors <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>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. In 2021 SBAC, English Learners had 0% Met/Exceeded in math and 6% in ELA, compared to 2% in Math for all students and 11% in ELA</p>	Represented in 2.1	Y

for all students. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. We have an ELPI estimate of 38% for 2021. Our 2019-20 English Learner Reclassification rate was 3.5%, and it was 0% in 20-21. 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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our students who are English learners.

		<p>How action is connected to anticipated outcome:</p> <p>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.</p> <p>Anticipated actual measurable outcome for English learners:</p> <p>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.</p>		
3	P.D. for English Language Development	<p>Professional Development for ELD</p> <ul style="list-style-type: none"> ● ELD PD provided K-12 once/semester ● Ongoing spotlight on ELD strategies at weekly teacher's meetings ● FCSS coaching to develop best practices and implement systems <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>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. In 2021 SBAC, English Learners had 0% Met/Exceeded in math and 6% in ELA, compared to 2% in Math for all students and 11% in ELA for all students. We had medium performance in 2019 on the English Learner Progress Indicator, with 53.7 % of students making progress towards English language proficiency. We have an ELPI estimate of 38% for 2021. Our 2019-20 English Learner Reclassification rate was 3.5%, and it was 0% in 20-21. We know from analyzing assessment</p>	Represented in 3.8	Y

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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our students who are English learners.

How action is connected to anticipated outcome:

		<p>Coaching and professional development adds to the quality of instruction by developing our teachers’ abilities to meet the needs of our English learners.</p> <p>Anticipated actual measurable outcome for English learners:</p> <p>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.</p>		
4	Family Engagement for Families of English Learners	<p>Family Engagement for Families of English Learners</p> <ul style="list-style-type: none"> • Newcomer 1:1 family meeting to identify needed supports • School correspondence provided in native languages of all students • ELAC meetings quarterly (as part of SSC) 	Represented in 4.1	N

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for, in Action 1, in the Adult program, we added a third ESL teacher. We piloted a small cohort of students who instead of 2 days/week ESL had 4 days/week ESL instruction. In action 2, we did not implement the Newcomer Supports action, and in action 4, we did not hold the Newcomer 1:1 meetings as planned.

Successes with the action implementation process include, in Action 1, the change to an online ESL assessment system was positive in that it provided practice in online testing for students and provided improved data outputs for staff to understand student progress and needs. Also in Action 1, our students in the 4x per week cohort shared that they love the new teacher and format and have requested to continue the 4 day/week ESL option because it is helping them much more. In K-12, Action 1, we have seen success in combining Visual and Performing Arts (VAPA) coaches and EL coaches to work together to incorporate vocabulary and word-rich environments into classrooms using VAPA standards.

Some challenges with implementation this year were, for Action 4 limitations on families visiting campus due to COVID, which impacted our Newcomer Supports action (Action 2) and the Family Engagement for Families of English Learners action (Action 4).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for the Comprehensive ELD action were more than budgeted due to hiring additional administration and teaching staff to support the adult ELD program.

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

The Comprehensive ELD, Newcomer Supports, and Family Engagement for Families of English Learners have been somewhat successful as evidenced by the Phonics Assessment Grades K-5 (K- 0% 1- 7% 2- 20% 3-32% 4-50% 5-82%), the Adult ESL assessment (23% of students improved a level from 1st to 2nd administration of ESL assessment; 5 percentage point increase of students scoring in Stand Out levels 3 or above), and the 2021 English Learner Reclassification rate (0%), and 2021 DataQuest reporting which showed 43.3 % of students scoring 3 or 4 on ELPAC.

The P.D. for English Language Development has been successful as evidenced by the FCSS Coaches Implementation report (Year 1 Outcome) which showed 100% of teachers observed implementing ELD strategies.

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.

We added a detail to Action 1 to describe the online ESL assessment for incoming English learners in the Adult program.

The data source in year one of the EL students improving in English proficiency was altered in Year One because the ELPI was not provided on the 2021 Dashboard. As a result, we used the ELPAC student score data file for 2021 to calculate the percentage of students who improved. The name of the measure was also updated from the percentage of EL students improving on the ELPAC to the percentage of EL students improving in English proficiency.

Specific unduplicated groups were added to the description of the desired outcome in actions 2.1, 2.2 and 2.3 in order to make the action more clear.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 3

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

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. The 2021 CAASPP Math Distance from Standard (-151.4 Overall, -169.8 for English Learners, -152.6 for Hispanic or Latino, -153.2 for Socioeconomically Disadvantaged, and -193.1 for Students with Disabilities) and % Met or Exceeded Standard (2% overall, 0% for English Learners, 1% for Hispanic or Latino, 2% for Economically Disadvantaged, and 0% for Students with Disabilities), and we have thus created a focus goal around Math in particular. We included the Math EAP metric in this Goal because it is an integral part of college and career readiness. Based on the 2021 CAASPP ELA Distance from Standard (-99.3 Overall, -142.3 for English Learners, -92.9 for Hispanic or Latino, -102.5 for Socioeconomically Disadvantaged, and -152.3 for Students with Disabilities) and % Met or Exceeded Standard (11.1% overall, 5.6% for English Learners, 12.2% for Hispanic or Latino, 9.1% for Economically Disadvantaged, and 0% for Students with Disabilities), English Language Arts is an identified need. 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	<p>SBAC ELA DFS</p> <p>All: -95.5</p> <p>EL: -160.9</p> <p>HI: -95.3</p> <p>SED: -105.4</p> <p>SPED: -178.1</p> <p>SBAC ELA MET</p> <p>All: 13%</p> <p>EL: 0%</p> <p>HI: 13%</p> <p>SED: 13%</p> <p>SPED: 0%</p> <p>Data Year: 2019</p> <p>Data Source: CAASPP Student score data extract from TOMS</p>	<p>SBAC ELA DFS</p> <p>All: -99.3</p> <p>EL: -142.3</p> <p>HI: -92.9</p> <p>SED: -102.5</p> <p>SPED: -152.3</p> <p>SBAC ELA Met</p> <p>All: 11%</p> <p>EL: 6%</p> <p>HI: 12%</p> <p>SED: 9%</p> <p>SPED: 0%</p> <p>Data Year: Spring 2021*</p> <p>Data Source: CAASPP student score data extract from TOMS</p> <p>*CAASPP was not administered in 2020 due to COVID</p>			<p>SBAC ELA DFS:</p> <p>All: -55</p> <p>EL: -89</p> <p>HI: -55</p> <p>SED: -65</p> <p>SPED: -78.1</p> <p>SBAC ELA Met</p> <p>All: 43%</p> <p>EL: 40%</p> <p>HI: 43%</p> <p>SED: 43%</p> <p>SPED: 40%</p> <p>(formerly tbd)</p> <p>Data Year: 2023</p> <p>Data Source: CAASPP Student score data extract from TOMS</p>

<p>% Ready or Conditionally Ready for College (EAP):</p> <p>All students and numerically significant subgroups</p>	<p>All 11th graders</p> <p>ELA: 25%</p> <p>Math: 6.3%</p> <p>Hispanic</p> <p>ELA: 18.2%</p> <p>Math: 0.0%</p> <p>Economically Disadvantaged</p> <p>ELA: n/a</p> <p>Math: n/a</p> <p>Data Year: 2018-19</p> <p>Data Source: CAASPP Test Results</p>	<p>All:</p> <p>ELA - 35%</p> <p>Math - 0%</p> <p>Hispanic:</p> <p>ELA - 37%</p> <p>Math - 0%</p> <p>Econ Dis:</p> <p>ELA - 21%</p> <p>Math - 0%</p> <p>Data Year: Spring 2021</p> <p>Data Source: CAASPP student score data extract from TOMS</p>			<p>All 11th graders</p> <p>ELA: 35%</p> <p>Math: 30%</p> <p>Hispanic</p> <p>ELA: 35%</p> <p>Math: 30%</p> <p>Economically Disadvantaged</p> <p>ELA: 25% (formerly tbd)</p> <p>Math: 20% (formerly tbd)</p> <p>Data Year: 2023</p> <p>Data Source: CAASPP Test Results</p>
<p>NWEA MAP Reading and Language Usage: % meeting annual growth target</p>	<p>2020-21:</p> <p>Fall to Spring</p> <p>Reading</p> <p>K-8: 23%</p> <p>HS 49%</p> <p>Language Usage</p> <p>K-8: 26%</p>	<p>Meeting Fall to Spring growth target</p> <p>Reading:</p> <p>K-8: 40%</p> <p>HS: 47%</p> <p>Language Usage:</p> <p>K-8: 41%</p> <p>HS (9-11): 33%</p>			<p>Fall to Spring</p> <p>Reading & Language Usage</p> <p>K-8: >50%</p> <p>HS: >60%</p> <p>Data Year: 2023-24</p> <p>Data Source: NWEA MAP score extract</p>

	<p>HS: 46%</p> <p>Data Year: 2020-21</p> <p>Data Source: NWEA MAP score extract</p>	<p>Data Year: 2021-22 Fall to Spring growth</p> <p>Data Source: NWEA MAP score extract</p>			
CA Science Test (CAST): % Met	<p>3.9%</p> <p>Data Year: 2018-19</p> <p>Data Source: CAASPP Test Results</p> <p>Adults: TBD based on 2022 data</p>	<p>CAST not administered in Spring 2021</p>			<p>20%</p> <p>Data Year: 2022-23</p> <p>Data Source: CAASPP Test Results</p> <p>Adults: TBD once results become available</p>
% completing A-G requirements	<p>15%</p> <p>Data Year: 2019-20</p> <p>Data Source: DataQuest->Four-Year Adjusted Graduation Rate; Local Data</p>	<p>All: 22.6%</p> <p>Af Am: 25.0%</p> <p>Hisp: 25.0%</p> <p>SED: 25%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest 4-Year Adjusted Cohort Graduation Rate Outcomes</p>			<p>>35%</p> <p>Data Year: 2022-23</p> <p>Data Source: DataQuest->Four-Year Adjusted Graduation Rate; Local Data</p>
CTE Pathway Completion Rate	<p>CTE Pathways program started in 2021-22.</p>	<p>0%</p> <p>(BPEA offers CTE courses but no</p>			<p>TBD once baseline is established.</p>

	0% Data Year: 2020 Data Source: Dashboard CCI Additional Reports	official CTE pathway) Data Year: 2020-21 Data Source: Dashboard			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	0% (BPEA offers CTE courses but no official CTE pathway) Data Year: 2020-21 Data Source: Dashboard			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	No students tested in 2021. Test results for 2022 not yet available			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: 2021-22 Data Source: Local Indicator (Priority 2)			100% Data Year: 2023-24 Data Source: Local Indicator (Priority 2); Local Data

<p>Broad course of study</p>	<p>K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100%</p> <p>9-12 Enrolled in A-G aligned course of study: 100%</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Data/ Local Indicator (Priority 7)</p>	<p>K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100%</p> <p>9-12 Enrolled in A-G aligned course of study: 100%</p> <p>Data Year: 2021-22</p> <p>Data Source: Local Data/ Local Indicator (Priority 7)</p>			<p>K-8 Enrolled in English, Science, Social Science, Math, P.E., and VAPA (+health for upper elem): 100%</p> <p>9-12 Enrolled in A-G aligned course of study: 100%</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data/Local Indicator (Priority 7)</p>
<p>Appropriately assigned and fully credentialed teachers</p>	<p>52% of teachers fully credentialed</p> <p>0% Misassignments</p> <p>0% Vacancies</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicator (Priority 1)</p>	<p>100% of teachers fully credentialed</p> <p>0% Misassignments</p> <p>8.3% Vacancies: 2 vacancies out of 24 teachers (NOT including CTC part time teachers)</p> <p>5.6% Vacancies: 2 vacancies out of 35.5 teachers (including CTC</p>			<p>100% teachers appropriately assigned</p> <p>0 Misassignments</p> <p>0 Vacancies</p> <p>Data Year: 2023</p> <p>Data Source: Local Indicator (Priority 1)</p>

		part time teachers) Data Year: 2021-22 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: 2021-22 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	8% Data Year: 2021-22 Data Source: SIS Course Enrollment			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	100% of K-5 teachers observed implementing Guided Reading Data Year: 2021-22			90% implementation of Guided Reading Data Year: 2023-24 Data Source; Local Data; FCSS

	Data Source; Local Data; FCSS Coaches Implementation Report	Data Source: FCSS Coaches Implementation Report			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 - 82% English - 46% Data Year: 2020-21 Data Source: Acellus Local Data			Math - 90% Language Arts/Reading - 60% Data Year: 2022-23 Data Source: Local Data
Adults - GPA growth for seniors - GPA at BPEA entry compared to GPA in BPEA courses - % of students averaging A, B or C at graduation versus school entry Data Source: Local Data	GPA increased from 2.09 to 2.73 (0.64 increase) Students averaging C or above increased from 57.1% to 89.9% Data Year: 2018-19 Data Source: Local Data	GPA increase of .70 pts (from 2.30 to 3.05) 95% average C or above Data Year: 2020-21 Data Source: Local Data			GPA increase of .75 pts 93% of seniors average C or above Data Year: 2022-23 Data Source: Local Data

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"> • Data cycle of inquiry based on assessment data • Small, multi-grade intervention groups formed based on data for short tutorial classes. • Aides for small group support 	\$ 190,017	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"> • Data cycle of inquiry based on assessment data • Small, multi-grade intervention groups formed based on data for short tutorial classes. • RTI curriculum & Administrator support to coordinate data cycle <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>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. In 2021 SBAC, English Learners had 0% Met/Exceeded in math and 6% in ELA, compared to 2% in Math for all students and 11% in ELA for all students. In 2021 SBAC, Socioeconomically Disadvantaged students performed similarly to all students at 2% Met/Exceeded in Math, but about two points higher Distance from Standard (-153.2 vs -151.4 for All Students) and 9% Met/Exceeded compared to 11% for All students. We know from analyzing assessment data that our low income, foster youth, and English Learner students need instruction</p>	\$ 69,635	Y

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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with ELA and/or Math will benefit, it is an LEA-wide action.

		<p>How action is connected to anticipated outcome:</p> <p>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.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>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.</p>		
3	Curriculum and Instructional Materials	<p>Implement high-quality, standards-aligned resources and curriculum</p> <ul style="list-style-type: none"> ● K-12 <ul style="list-style-type: none"> i. Board-approved standards-based core curricular resources ii. Cengage, GoMath, Amplify Science, Studies Weekly (Core examples) iii. Classworks, RTI curriculum (Supplementary examples) iv. Curricular resources with embedded ELD strategies. v. Supplemental curriculum such as: BrainPop EL, Nearpod ELD, RazzKids ELD ● Adult 	\$ 279,983	N

		<ul style="list-style-type: none"> i. Acellus online curriculum for use in K-12 and Adult-aged HS (all Acellus regular HS courses are UC (a-g) approved) ii. Standout, a six-level, standards-based ESL series curriculum for Adult English Language Acquisition programs 		
4	High-Quality Assessments	<p>High-quality assessments to inform instruction and interventions</p> <ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> i. NWEA MAP, Fountas & Pinnell, CAASPP Interims ii. K-8 Easy CBM iii. Using approved assessments aligned with CDE Verifiable Data iv. FCSS coaching for admin and teachers in data analysis v. Implement school-wide cycle of interim assessments and data analysis (interims monthly, F&P 2x, NWEA 3x) vi. Implement K-12 cultural shift to intrinsic goal setting for students based on mindset and motivation • Adult High School <ul style="list-style-type: none"> i. Standout curriculum-embedded assessments ii. ELPAC preparation and testing <p>Increased or Improved Services Explanation: 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. In 2021 SBAC, English Learners had 0% Met/Exceeded in math and 6% in ELA,</p>	\$ 169,326	Y

compared to 2% in Math for all students and 11% in ELA for all students. In 2021 SBAC, Socioeconomically Disadvantaged students performed similarly to all students at 2% Met/Exceeded in Math, but about two points higher Distance from Standard (-153.2 vs -151.4 for All Students) and 9% Met/Exceeded compared to 11% for All students. 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

		<p>quality of instruction by allowing us to tailor it to the specific needs of our low income students, foster youth, and English learners.</p> <p>How the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:</p> <p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with Math and/or ELA will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome:</p> <p>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.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth:</p> <p>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.</p>		
5	Well-qualified Teachers	Recruit and retain high-quality and appropriately credentialed teachers and staff (K-12 and Adult):	\$ 2,298,560	N

		<ul style="list-style-type: none"> • Create a cohesive academic program where seasoned teachers support new ones as they develop in the Big Picture philosophy and learn best teaching practices. • Collaborate with FCSS credentialing office • Attend hiring fairs at local universities, online, and county-wide 		
6	Comprehensive Student Services (K-12 and Adult)	<ul style="list-style-type: none"> • Appropriate staffing to support student needs • Paraprofessionals to support our students with a Student Services program that is integrated throughout the school experience. • 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. • 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) • Identify, certify and support Homeless and Foster Care students in compliance with Board Policy and the McKinney-Vento Act. 	\$ 748,187	N
7	Coaching & P.D.	<p>Teacher Development—Coaching and Professional Development</p> <ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> ■ 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 ■ Instructional coaching <ul style="list-style-type: none"> • administrator observations, feedback and PLC facilitation 	\$ 334,617	N

		<ul style="list-style-type: none"> • teacher peer leader • Adult <ul style="list-style-type: none"> ■ Adult-aged program professional development <ul style="list-style-type: none"> • Administrator and Lead teachers provide p.d. on: <ol style="list-style-type: none"> a. Acellus program and School Pathways b. onboarding training for new teachers c. Implementation of instructional model d. student support and communication e. monitoring progress f. Documentation and protocols g. independent study procedural requirements h. mentoring and supporting students i. standardized testing • Lead teachers keep records, manage ESL testing, support teachers with Acellus, provide 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"> ■ Focus on best practices to bring academic growth for EL, low income, and foster youth ■ FCSS Coaches engage in curricular mapping (begun Spring 2021) with K-8 teachers and 9-12 math teachers ■ Grade-level based cycles of instruction <ul style="list-style-type: none"> • coach modeling of instructional strategies 	\$ 195,951	Y

- follow-up observation of instructional “look fors”
 - coaching sessions to reflect on take-aways
 - feedback sessions with monthly informal feedback and twice annual formal feedback.
- FCSS Instructional Coaching in Systems, ELA/ELD, STEAM, VAPA and IT

Increased or Improved Services Explanation:

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. In 2021 SBAC, English Learners had 0% Met/Exceeded in math and 6% in ELA, compared to 2% in Math for all students and 11% in ELA for all students. In 2021 SBAC, Socioeconomically Disadvantaged students performed similarly to all students at 2% Met/Exceeded in Math, but about two points higher Distance from Standard (-153.2 vs -151.4 for All Students) and 9% Met/Exceeded compared to 11% for All students. 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 Low income students, English learners, and foster youth 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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with ELA and Math will benefit, it is an LEA-wide action.

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 low income students, English learners, and foster youth:

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.		
9	Internships	<p>Learning Through Internships (K-12)</p> <ul style="list-style-type: none"> • 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. • 6-8 students will visit sites in community to learn about careers of interest • 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 	\$ 86,277	N
10	Extended Learning Opportunities	<ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> i. after-school staff to offer tutorial and remediation support ii. summer program iii. one session K-8 enrichment and academic (to address learning loss) iv. two sessions 9-12 summer of 2021 for credit recovery 	\$ 476,540	N

		<ul style="list-style-type: none"> v. Connection program links 8th graders and 9th graders <ul style="list-style-type: none"> 1) 8th/9th teachers meet to discuss progress and needs and plan programming to bring the students together for peer development and HS readiness/acclturation vi. Dual enrollment for 9-12 with Fresno City College • Adult Program <ul style="list-style-type: none"> i. Option for students to continue working on Acellus courses throughout summer to address any needs for additional time and support. ii. program extends with teacher assistance through June to support student progress 		
11	College and Career Counseling	<ul style="list-style-type: none"> • K-12 <ul style="list-style-type: none"> i. Counselor meets indiv. with every junior and senior <ul style="list-style-type: none"> 1) review credits 2) plan for A-G completion ii. Life-Centered Education <ul style="list-style-type: none"> 1) Job Training Curriculum 2) Life Skills 3) College Preparation iii. Family and Student Workshops iv. FCC Disabled Student Services transition program • Adult: <ul style="list-style-type: none"> i. Academic counseling for students that need help 	\$ 53,734	N

		<ul style="list-style-type: none"> ii. Individual College and Career Counseling for each student including short-term and long-term career goals iii. Counselor works with partners, employers, and other agencies to assist students in finding employment iv. FAFSA, college and employment applications support v. Tracking students post-secondary endeavors vi. College and Career Day special events vii. Continued counseling and help for graduates related to college and employment 		
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Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned, except for, in Action 9, Internships, 6-8 students did not visit sites as planned, due to COVID. In Action 11, College and Career Counseling, we did not implement Life-centered education or the Job Training curriculum because we had a new teacher and therefore focused on orienting to the position. In Action 7, Coaching and P.D., we added optional Universal Design for Learning (UDL) training through a grant we received. A team of admin, teachers, and student services staff participated.

Successes with the action implementation process include, in Action 2, grades 9-12 we analyzed our D/F grades list to determine intervention needs of our students. In Action 3, a success was that in our first year back on campus since the pandemic we had a fully articulated K-12 curriculum. In Action 4, Assessments, a success is that we have had high participation rates in all assessments, and this has helped us to get high quality data and quickly implement interventions. In 9-12 we have found that having students test with their advisory class has had a positive effect on student investment. In Action 6, Comprehensive Student Services, a success is that students receiving special ed services are showing good growth and in many cases, achieving at a higher rate than their general education peers.

Some challenges with implementation this year were, in Action 2, we had such a large number of students with academic gaps due to COVID that determining who would receive the targeted support was difficult. In Action 4, Assessments, the assessments are new and unfamiliar for our Adult-aged students, and we need to increase the engagement and investment around assessment. In Action 5, Well-qualified Teachers, we are struggling to find science teachers for our high school courses. In Action 6, Comprehensive Student Services, a challenge has been that we have a higher than usual amount of students referred for assessments, and therefore we have had more staff time devoted to assessments. We are looking at hiring additional support as our numbers go up. In action 10, Extended Learning Opportunities, for the Adult program, a challenge is that we can foresee that over summer we will have limited teacher availability in July and early Aug.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for the Response to Intervention-aides action were less than budgeted due to the fact that we had enough aides through our goal 3 action 6 and did not need the additional aides budgeted through 3.1. The Estimated Actual Expenditures for the Learning Through Internships action were less than budgeted due to the fact that we reclassified some staff from 12 month employees to 11 month employees. The Estimated Actual Expenditures for the Extended Learning Opportunities action were less than budgeted due to the fact that we had less participation in our afterschool program and therefore needed less staffing.

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

The RTI Aides (Action 1), RTI Coordination and Curriculum (Action 2), Curriculum and Instructional Materials (Action 3), Assessments (Action 4), Comprehensive Student Services (Action 6), Coaching & P.D (Action 7), Coaching & P.D.--Targeted Supports (Action 8), and Extended Learning Opportunities (Action 10) actions have been somewhat successful as evidenced by CAASPP ELA DFS (-99.3 All Students) and % Met or Exceed Standard (11% All Students), % Ready or Conditionally Ready for College (EAP) (ELA-35% and Math 0% All students), along with NWEA MAP Reading and Language Usage Fall to Spring (Meeting Fall to Spring growth target: Reading: K-8: 40%, HS: 47%; Language Usage: K-8: 41%, HS (9-11): 33%), as well as % Standards implementation: 100%, Broad Course of Study (Met), % of Students with access to standards-aligned instructional materials for use at school and home: 100%, and Guided Reading Implementation (100%) . The Internships (Action 9), and College Counseling (Action 10) actions have been somewhat successful as evidenced by our A-G completion rate (22.6%), CTE Pathway Completion (0%), A-G and CTE Completion (0%), Dual Enrollment (8%), Acellus final exam grades (Math 82%, English 46%); and Adult GPA growth (.70 pt increase, 95% of seniors average C or above). The Well-Qualified Teachers action (Action 5) has been successful as evidenced by our Appropriately assigned and fully credentialed teachers metric (100% fully credentialed; 0% Misassignments).

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.

The school added a detail to Action 7 to reflect p.d. for Adult program teachers on standardized testing so that they will be well prepared to support students in standardized testing.

The baseline data for the ELA CAASPP metric was revised from the 2021-22 LCAP because the previous LCAP did not include the 2019 results. Instead, it included a placeholder for the 2021 scores that were not yet available, so the LCAP has been updated to include the 2019 performance as a comparison to the official 2021 scores shown in Year One.

Specific unduplicated groups were added to the description of the desired outcome in actions 3.2, 3.4 and 3.8 in order to make the action more clear.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

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

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, and 2021 DataQuest reporting showed Chronic absence rate for all students at 29.1%. Suspension rate on the 2019 Dashboard was a Blue level overall and 0% overall for 2021. Graduation rate (1-year) for 2021 was 78.5%. 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%	2020-21 All Grades: 90.0% K-8: 90.6%			95% Data Year: 2023-24

	<p>CTC: 99.0%</p> <p>Data Year: 2019-20 (as of 2/28/20)*</p> <p>Data Source: Local Data</p>	<p>HS: 89.4%</p> <p>Data Source: Local Data</p> <p>2021-22</p> <p>All Grades: 85.0%</p> <p>K-8: 76.9%</p> <p>HS: 88.2%</p> <p>Data Source: P-2</p>			Data Source: P-2
<p>Chronic absence rate:</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: 29.1%</p> <p>EL: 41.9%</p> <p>SED: 37.6%</p> <p>SWD: 52.8%</p> <p>Hispanic: 28%</p> <p>White: 28.8%</p> <p>Data Year: 2020-21</p> <p>Data Source: DataQuest Chronic Absenteeism Rate*</p> <p>The 2021 Dashboard did not include the Chronic Absenteeism rate.</p>			<p>All: <20%</p> <p>EL: <15%</p> <p>SED: <20%</p> <p>SWD: <20%</p> <p>Hispanic: <20%</p> <p>White: <15%</p> <p>Data Year: 2023</p> <p>Data Source: CA Dashboard; Chronic Absenteeism Indicator</p>
<p>Suspension rate:</p> <p>All students and numerically significant subgroups</p>	<p>Dashboard measure</p> <p>Group: 2018 rate / 2019 rate</p> <p>All: 3.6% / 0.5%</p>	<p>All: 0%</p> <p>EL: 0%</p> <p>SED: 0%</p> <p>SWD: 0%</p>			<p>All: <1%</p> <p>EL: <1%</p> <p>SED: <1%</p> <p>SWD: <2%</p>

	<p>EL: 2.7% / 0.0%</p> <p>SED: 3.0% / 0.6%</p> <p>SWD: 15.6% / 1.7%</p> <p>Hispanic: 3.9% / 0.6%</p> <p>White: 0.0% / 0.0%</p> <p>Data Year: 2019</p> <p>Data Source: CA Dashboard; Suspension Rate Indicator</p>	<p>Hispanic: 0%</p> <p>White: 0%</p> <p>Data Year: 2020-21 (distance learning)</p> <p>Data Source: DataQuest Suspension Rate*</p> <p>The 2021 Dashboard did not include Suspension Rate</p>			<p>Hispanic: <1%</p> <p>White: <1%</p> <p>Data Year: 2023</p> <p>Data Source: CA Dashboard; Suspension Rate Indicator</p>
<p>Expulsion rate:</p> <p>All students and numerically significant subgroups</p>	<p>Dashboard Measure</p> <p>Group: 2018 rate / 2019 rate</p> <p>All: 0.0% / 0.0%</p> <p>EL: 0.0% / 0.0%</p> <p>SPED: 0.0% / 0.0%</p> <p>SWD: 0.0% / 0.0%</p> <p>Hispanic: 0.0% / 0.0%</p> <p>White: 0.0% / 0.0%</p> <p>Data Year: 2018 & 2019</p> <p>Data Source: DataQuest;Expulsion and Suspension;Expulsion Rate</p>	<p>All: 0%</p> <p>EL: 0%</p> <p>SED: 0%</p> <p>SWD: 0%</p> <p>Hispanic: 0%</p> <p>White: 0%</p> <p>Data Year: 2020-21 (distance learning)</p> <p>Data Source: DataQuest;Expulsion and Suspension;Expulsion Rate</p>			<p>0% for all students and numerically significant subgroups</p> <p>Data Year: 2022-23</p> <p>Data Source: DataQuest;Expulsion and Suspension;Expulsion Rate</p>
<p>% of parents providing input on decision-making</p>	<p>91%</p> <p>Data Year: 2019-20</p>	<p>40%</p> <p>Data Year:2021-22</p>			<p>90%</p> <p>Data Year: 2023-24</p>

through participation in annual survey	Data Source: Local Data; Parent Survey	Data Source: Parent Survey			Data Source: Local Data; Parent Survey
Student, Family, Teacher survey: % who feel safe and connected at school	<p>Student survey: % Feel Safe: 81% % Connected: 85% Data Year: 2019-20 Parent Survey: 91% % Connected % Believe school is safe Data Year: 2019-20</p> <p>Teacher Survey: % safety: 90% Data Year: 2021-22 % Connected (Baseline to be established 22-23).</p> <p>Data Source; Local Data; Climate Survey</p>	<p>Student survey % feel safe: 66% % connected: 76% (welcomed at school and their opinions matter)</p> <p>Parent Survey % feel safe: 88% % connected: 88% (school actively seeks parent input for big decisions)</p> <p>Teacher Survey % feel safe: 90% Data Year: 2021-22</p> <p>Data Source: Local Data; Climate Survey</p>			<p>90%+</p> <p>Data Year: 2023-24 Data Source; Local Data; Climate Survey</p>
% of K-12 parents participating in student exhibitions annually	<p><50% Data Year: 2019-20 Data Source: Local Data</p>	<p>% of parents participating in student exhibitions K-8: 100% 9-12: 70%</p>			<p>55% Data Year: 2023-24 Data Source: Local Data</p>

		Data Year: 2021-22 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	ALL: 13.5% Af Am: 18.2% Hisp: 11.1% SED: 11.6% Data Year: 2020-21 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	4-Year Grad Rate ALL: 59.6% Af Am: 36.4% Hisp: 66.7% SED: 65.1% Data Year: 2020-21 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
HS: 1-Year graduation rate: All students and	1-Year Grad Rate All: 78.5%	New measure added in 2021-22			1-Year Grad Rate Schoolwide and for all student

<p>numerically significant subgroups</p>	<p>Af Am: 68.4% Hisp: 80.2% SED: 83.3% Data Year: 2020-21 Data Source: Dashboard (DASS) Graduation Rate</p>				<p>groups: >85%</p> <p>Data Year: 2022-23 Data Source: Dashboard (DASS) Graduation Rate</p>
<p>Adult program: graduation rate</p>	<p>Survey results: Of 61 graduates -- Enrolled in college: 31.4% Employed: 51.0% Promoted in workplace: 5.9% Vocational: 9.8% Unknown: 2.0%</p> <p>Data Year: 2019-20 Data Source: Local Data</p> <p>Corrected Baseline:</p> <p>Adult graduation rate: 85% Data Year: 2019-20 Data Source: Local Data <i>(adjustment made due to reporting error)</i></p>	<p>75.9% one-year graduation rate (85 graduates of 112 enrolled seniors)</p> <p>Data Year: 2020-21 Data Source: Local Graduate Data</p>			<p>Original Desired Outcome: 95% enrolled in college, employed or in vocational program</p> <p>Data Year: 2022-23 Data Source: Local Data</p> <p>Corrected Desired Outcome:</p> <p>>85% one-year graduation rate</p> <p>Data Year: 2022-23 Data Source: Local Graduate Data <i>(adjustment made due to baseline correction)</i></p>

<p>Adult program: Graduate outcomes (survey)</p>	<p>Survey results: Of 61 graduates -- Enrolled in college: 31.4% Employed: 51.0% Promoted in workplace: 5.9% Vocational: 9.8% Unknown: 2.0%</p> <p>Data Year: 2019-20 Data Source: Local Data; Graduate Outcomes Survey</p>	<p>Enrolled in college: 16% Employed: 58% Vocational: 8% Total enrolled in college and/or employed and/or vocational: 83%</p> <p>Data Year: 2020-21 Data Source: Local Graduate Outcomes Survey Data (based on results of 86 graduates)</p>			<p>90%+ Enrolled in college and/or Employed and/or Vocational</p> <p>Data Year: 2022-23 Data Source: Local Data; Graduate Outcomes Survey</p>
<p>Adult program: re-enrollment rate of students continuing from one year to the next (excluding students who graduate in prior year)</p>	<p>60%</p> <p>Data Year: 2020-21 Data Source: Local Data</p>	<p>76.7% re-enrollment rate</p> <p>Data Year: 2021-22 Data Source: Local SIS Data</p>			<p>70% re-enrollment rate</p> <p>Data Year: 2023-24 Data Source: Local Data</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	Comprehensive Parent Engagement Program (K-12)	\$ 240,261	N

		<ul style="list-style-type: none"> ● School Announcement videos published online weekly, FB and Remind notifications, ● monthly TownHall updates and ● Participation in the School Site Council are some examples. ● Parent classes to support parent engagement in academic areas at home ● Parent engagement in student-centered events: <ul style="list-style-type: none"> i. Family dances ii. community service opportunities iii. participation in Personalized Learning Plan meetings and Exhibitions iv. engaging parents in reviewing student learning data and goal-setting 		
2	Parent Engagement--Targeted Support	<ul style="list-style-type: none"> ● ParentSquare communication system with translation to support two-way communication with families <p>Increased or Improved Services Explanation:</p> <p>Needs, Conditions, Circumstances:</p> <p>In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Blue level. Suspension rate was 0% for English Learners and Socioeconomically disadvantaged students, and for all students, in 2021. Our Socioeconomically disadvantaged students had a Chronic Absence rate in the Red level and our English Learners in the Yellow Level. Chronic Absence rate in 2021 was 41.9% for English Learners, 37.6% for Socioeconomically disadvantaged students, and 29.1% for All Students.</p> <p>How action is based on needs, conditions, circumstances:</p>	\$ 3,000	Y

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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.

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 low income students, English learners, and foster youth:

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.		
3	Social Emotional Learning and Mental Health Support	<p>BPEA will provide Social Emotional Learning and Mental Health Support (K-12)</p> <ul style="list-style-type: none"> ● Advisory SEL opportunities ● Individual check-ins with students ● Additional teachers to ensure a low teacher to student ratio and increase the quality of Social Emotional Learning ● Schoolwide “pick-me-ups” and “kick-me-outs” to foster joy, connection, and positive school culture ● Bigs and Littles connects 5th-8th graders with 9-12th graders ● Mondays and Fridays’ “pick-me-ups” --tasks with pre-work on Mondays and then collaboration on SEL focused task together ● Circles Curriculum for Social Boundaries--2nd grade and Special Education ● Arts integration to facilitate student wellness and mental health strategies <ul style="list-style-type: none"> i. Professional development provided by FCSS Visual and Performing Arts (VAPA) coaches to provide arts-integrated SEL instruction ii. Classes ● All for Youth <ul style="list-style-type: none"> i. Twice weekly site visits at both sites K-12 by mental health professionals to provide counseling for students ii. Referrals to community agency providing options and resources for mental health ● Highlight Survey 	\$ 463,695	Y

- 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.
- School counselor support
 - i. Full-time school counselor (PPS) at each site K-8 and 9-12 providing:
 - 1) Ongoing small group counseling
 - 2) Limited individual counseling
 - 3) PD for staff
- Adult Program teachers and staff build relationships with students to assist students with social and emotional support
- Adult Program counselor provides personalized support for students who are seeking employment and/or college enrollment

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Blue level. Suspension rate was 0% for English Learners and Socioeconomically disadvantaged students, and for all students, in 2021. Our Socioeconomically disadvantaged students had a Chronic Absence rate in the Red level and our English Learners in the Yellow Level. Chronic Absence rate in 2021 was 41.9% for English Learners, 37.6% for Socioeconomically disadvantaged students, and 29.1% for All Students.

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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.

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 low income students, English learners, and foster youth:

		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.		
4	Student Activities (K-12)	<ul style="list-style-type: none"> • Clubs • Committees • Community Service 	\$ 235,724	N
5	Attendance Initiatives	<ul style="list-style-type: none"> • Attendance monitoring and Home visits • Tiered re-engagement plan • Family Support Team • Incentives and programming 	\$ 335,590	N

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include, in SEL, Action 3, this year, we added a multi-sensory de escalation room to support our restorative practices, give students a chance to find their equilibrium before engaging in restorative process. Another success in this action was in implementing the Circles Curriculum for Social Boundaries–2nd grade and Special Education

In action 3, SEL, we did not have access to the prior year Highlight results for a period, which was a challenge. In action 5, Attendance Initiatives, COVID cases and quarantines had a negative impact on attendance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for the Parent Engagement action were less than budgeted because at the beginning of the school year we had a challenging time filling open positions and many staff were out due to COVID. The Estimated Actual Expenditures for the Student Activities action were less than budgeted due to the fact that we did not have many students on study trips and activities were very limited due to Covid Safety. The Estimated Actual Expenditures for the Attendance Initiatives action were less than budgeted due to the fact we had a challenging time filling open positions and many staff were out due to COVID.

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

The Parent Engagement (Action 1) and Parent Engagement–Targeted Supports (Action 2) actions have been successful as evidenced by % Parents providing input (40%) and % of Parents Participating in Student Exhibitions (K-8 100%; 9-12 70%). The Social Emotional Learning and Mental Health Support has been successful as evidenced by Student, Family, Teacher survey on Safety and Connectedness (Students feel connected: 76%; Parents feel connected: 88%; Students feel safe: 66%; Parents feel school is safe: 88% Staff safety: 90%; Suspension rate (0%), and Expulsion Rate (0%). The Student Activities and Attendance Initiatives have been somewhat successful as evidenced by Attendance (All Grades: 90%; K-8 90.6%; HS 89.4%) and Chronic Absenteeism (All: 29.1%; EL: 41.9%; SED: 37.6%; SWD: 52.8%; Hispanic: 28%; White: 28.8%). The Social Emotional Learning and Mental Health Supports and Attendance Initiatives have also been somewhat successful as evidenced by 4 Year Dropout rate, 4-year Graduation rate, 1 Year Graduation Rate, Adult Graduate Survey, and Adult re-enrollment rate (4 Year Dropout rate: 13.5% All; 4-year Graduation rate: All: 59.6%; 1 Year Graduation Rate: (Baseline: 78.5%), Adult Graduate Survey: Enrolled in college: 16%, Employed: 58%, Vocational: 8%, Total enrolled in college and/or employed and/or vocational: 83%;)

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.

The school did add the High School 1-year graduate rate metric, also called the DASS Graduation Rate Indicator, to align with its Dashboard Alternative Schools Status (DASS). The school also corrected the baseline data and desired outcome for the Adult program graduation rate to include the baseline data and desired outcome for the correct metric. The school removed the “K-12” note from the Actions 3 and 5 titles in order to be inclusive of K-12 and Adult programs. We added to the Social Emotional Learning (Action 3) a detail on Circles Curriculum for Social Boundaries–2nd grade and Special Education to reflect this addition to our program.

The source of the Attendance Rate metric varies between the Baseline 19-20/20-21 and Year One 21-22/Desired Outcome because P reporting and the attendance rate methodology was impacted in 2019-20 and 2020-21 due to COVID. In 2021-22, we felt P-2 reports allowed us to calculate the attendance rate with accuracy and will continue to use that method going forward. We used the percent apportionment, calculated using days apportioned (attended) divided by (Total Days - Days NE).

The source of the Chronic Absence Rate and Suspension Rate differ between the Baseline and Year One because the 2021 Dashboard did not contain either. When available, our goal is to use the Dashboard reported results.

Specific unduplicated groups were added to the description of the desired outcome in actions 4.2 and 4.3 in order to make the action more clear.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 5

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

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	<p>K-8: Met (76 of 79 checklist items in "Good Repair" and 3 items "Deficient")</p> <p>HS: Met (94 of 97 checklist items in "Good Repair" and 3 items "Deficient")</p> <p>Data Year: 2019</p> <p>Data Source: Local Indicator (Priority 1)</p>	<p>K-8: Met</p> <p>HS: Met</p> <p>Data Year: 2020-21</p> <p>Data Source: Local Indicator (Priority 1)</p> <p>K-8: Met</p> <p>HS: Met</p> <p>Data Year: 2019-20</p> <p>Data Source: Local Indicator (Priority 1)</p>			<p>Met</p> <p>Data Year: 2023</p> <p>Data Source: Local Indicator (Priority 1)</p>
% of 9-12 students completing required annual community service hours	<p>Grades 9-12: 100% completed required community service hours</p>	<p>Grades 9-12: 55% completed required community service hours</p>			<p>100%</p> <p>Data Year: 2022-23</p>

	Data Year: 2018-19 Data Source: Local Data	Data Year: 2021-22 Data Source: Local Data Grades 9-12: 40% Data Year: 2020-21 Data Source: Local Data			Data Source: Local Data
# of community mentors in 9-12 internship program	41 active mentors Data Year: 2019-20 Data Source: Local Data	9-12 58 mentorships Data Year: 2021-22 Data Source: Local Data 9-12 15 mentors Data Year: 2020-21 Data Source: Local Data			>45 mentors Data Year: 2023-24 Data Source: Local Data
# of Community partnerships	4 community partnerships Data Year: 2018-19 Data Source: Local Data	K-8: 2 Partnerships 9-12: 75 Partnerships Data Year: 2021-22 Data Source: Local Data 9-12: 70 Partnerships Data Year: 2020-21			Maintain at 4 Data Year: 2018-19 Data Source: Local Data

		Data Source: Local Data			
Participation in # of countywide academic events	Countywide Academic Events: 2 Data Year: 2018-19 Data Source: Local Data	Countywide Academic Events: 1 Data Year: 2021-22 Data Source: Local Data Waiting on Sandi Data Year: 2020-21 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"> • K-12 <ul style="list-style-type: none"> i. Local organic farm partnership ii. Local artists collaboration: Each class creating a mural on campus iii. Community partnerships developed through Learning Through Internships iv. Dual Enrollment with Fresno City College • Adult <ul style="list-style-type: none"> i. Partnership with Fresno Regional Workforce Development Board, ResCare Workforce Services, and Reading and Beyond. 	\$ 5,000	Y

- ii. Local colleges and universities, businesses, vocational schools, military, and other local groups participate in college and career events during the school year

Increased or Improved Services Explanation:

Needs, Conditions, Circumstances:

In 2019, our Socioeconomically disadvantaged students and English Learners had a suspension rate in the Blue level. Suspension rate was 0% for English Learners and Socioeconomically disadvantaged students, and for all students, in 2021. Our Socioeconomically disadvantaged students had a Chronic Absence rate in the Red level and our English Learners in the Yellow Level. Chronic Absence rate in 2021 was 41.9% for English Learners, 37.6% for Socioeconomically disadvantaged students, and 29.1% for All Students.

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 the action will bring the intended outcome for the identified student group(s) to a greater extent than all students:

		<p>These additional resources are designed to meet the needs most associated with our low income students and English learners. However, because we expect that all students struggling with chronic absenteeism or suspension will benefit, it is an LEA-wide action.</p> <p>How action is connected to anticipated outcome: We believe that authentic learning opportunities lead to higher engagement and a positive school climate.</p> <p>Anticipated actual measurable outcome for low income students, English learners, and foster youth: 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.</p>		
2	Student Recruitment (K-12 & Adult)	<ul style="list-style-type: none"> • Design and implement student recruitment plan • Develop online and social media communications • Participate with PBS and Local Non-profit education and early childcare organizations to develop collaborative recruitment events. 	\$ 47,145	N
3	School Health and Safety (K-12 & Adult)	<ul style="list-style-type: none"> • Annual Safety Plan updates • Annual training • Health protocols per public health guidance 	\$ 119,819	N
4	Maintain School Facilities (K-12 & Adult)	<ul style="list-style-type: none"> • Inspections • Repairs and improvements 	\$ 577,815	N

Goal Analysis for 2021-22

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.

Overall the actions designed to support achievement of the goal were implemented as planned. Successes with the action implementation process include:

In terms of health and safety, we were very successful with on-site covid testing and communicating with families about the necessity of testing on campus. We did a good job with getting the kids and siblings with covid out on Independent study with their contracts and work packets. In terms of facilities, securing a new site for the elementary was a big success. An additional staff bathroom unit was secured for the site although not yet installed. Additional classroom space was added with the reinstallation of walls in the cafeteria area. Planter boxes for social distancing on the outside seating areas continued to play a key role during the early return months when covid numbers were still up. Outdoor student seating/gathering areas helped make the campus a welcoming environment.

Some challenges with implementation this year were:

In terms of health and safety, staff didn't feel that at-home covid testing was as effective as the on-site. In terms of facilities, student seating in the lunch area during the higher covid months earlier in the year required some grades to eat in the classroom which required addressing meal trash removal from the classrooms. The lack of available school spaces for lease for the entire elementary site was a challenge. The need for an additional staff bathroom was identified but has been a slow process to put more in place. Storage has become more and more of a challenge, for properly storing all the seasonal supplies needed throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for the Community Partnerships action were more than budgeted because more events took place at both of our school sites that involved the community. The Estimated Actual Expenditures for the Student Recruitment action were less than budgeted because this position was posted all year long but we didn't receive a qualified applicant. We identified an internal candidate that we will move forward with for this position at the beginning of the next school year 22/23. The Estimated Actual Expenditures for the School Health and Safety action were less than budgeted because a campus support manager quit and we decided to eliminate the position.

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

The Community Partnerships (Action 1) and Student Recruitment (Action 2) actions were somewhat effective, as evidenced by Service Hours completed (55%), Participation in # of countywide academic events (1), # of Community Partnerships (K-8: 2 partnerships, 9-12: 75

partnerships), # of Community Mentors in Internship program (58), and the % of students completing community service hours (55%). The Health and Safety (Action 3) and Maintenance of Facilities (Action 4) actions were effective as evidenced by Facilities inspections (Met).

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.

Specific unduplicated groups were added to the description of the desired outcome in actions 5.1 in order to make the action more clear. Other than that edit, the school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

Metrics were reported for both 2020-21 and 2021-22 in Year One because 2021-22 is the most recent year of data available and 2019-20 was set as the Baseline year in the previous LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,007,148	\$59,788

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.58%	0.00%	\$0	16.58%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, BPEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s).

The required justification for how the school is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the

identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

- 1.3 Assessments-Math
- 1.6 Math P.D. & Coaching
- 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

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

BPEA has demonstrated it has exceeded the 16.58% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 16.95% proportionality percentage based on the contributing actions/services in this plan, which expended all supplemental and concentration funds calculated for the LEA as demonstrated in the action tables. We are exceeding the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action’s description meets/exceeds requirements for the “principally directed and effective threshold” as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

- 2.1 Comprehensive ELD Program

2.2 Newcomer Supports

2.3 P.D. for English Language Development

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Big Picture Educational Academy is a single site LEA with an enrollment of unduplicated student groups greater than 55%. Big Picture Educational Academy is using the additional concentration grant add-on funding received to increase the number of staff who provide direct services to students by adding a Coordinator of Social Emotional Learning. The direct increased/improved services that the additional position will provide to the students include the coordination of SEL curriculum and instruction, seeking feedback from students and teachers on SEL programming, and support for teachers in implementing SEL. The addition of the SEL Coordinator increases the support available to meet the needs of our low income students, foster youth, and English learners, in alignment with the following actions:

4.3 Social Emotional Learning and Mental Health Support

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,903,038	\$ 602,543	\$ 410,928	\$ 408,492	7,325,001	\$ 6,205,381	\$ 1,255,765

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Increased Math Instruction	All	\$ 160,430	\$ -	\$ -	\$ -	\$ 160,430
1	2	Math Resources & Curriculum	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	3	Assessments-Math	English Learners, Foster Youth, Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	4	Response to Intervention-Math	All	\$ 27,734	\$ -	\$ 16,288	\$ -	\$ 44,022
1	5	School-wide Numeracy	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	6	Math P.D. & Coaching	English Learners, Foster Youth, Low Income	\$ -	\$ -	\$ -	\$ -	\$ -
1	7	Parent Engagment for Math	All	\$ -	\$ -	\$ -	\$ -	\$ -
1	8	Summer Math Intensive	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Comprehensive ELD Program	English Learners	\$ 158,407	\$ -	\$ -	\$ 31,266	\$ 189,673
2	2	Newcomer Supports	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
2	3	P.D. for English Language Development	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Family Engagement for Families of English Learners	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Response to Intervention--aides	All	\$ 12,515	\$ -	\$ -	\$ 177,502	\$ 190,017
3	2	Response to Intervention--Coordination and Curriculum	English Learners, Foster Youth, Low Income	\$ 34,571	\$ -	\$ -	\$ 35,064	\$ 69,635
3	3	Curricular Resources	All	\$ 279,983	\$ -	\$ -	\$ -	\$ 279,983

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 6,075,935	\$ 1,007,148	16.58%	0.00%	16.58%	\$ 1,029,950	0.00%	16.95%	Total:	\$ 1,029,950
								LEA-wide Total:	\$ 871,543
								Limited Total:	\$ 158,407
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Assessments-Math	Yes	LEA-wide	All	K-CTC	\$ -	0.00%
1	6	Math P.D. & Coaching	Yes	LEA-wide	All	K-12	\$ -	0.00%
2	1	Comprehensive ELD Program	Yes	Limited	English Learners	K-CTC	\$ 158,407	0.00%
2	2	Newcomer Supports	Yes	Limited	English Learners	K-CTC	\$ -	0.00%
2	3	P.D. for English Language Development	Yes	Limited	English Learners	K-CTC	\$ -	0.00%
3	2	Response to Intervention--Coordination and	Yes	LEA-wide	All	K-12	\$ 34,571	0.00%
3	4	High-Quality Assessments	Yes	LEA-wide	All	K-CTC	\$ 169,326	0.00%
3	8	Coaching & P.D.--Targeted Support	Yes	LEA-wide	All	K-CTC	\$ 195,951	0.00%
4	2	Parent Engagement--Targeted Support	Yes	LEA-wide	All	K-12	\$ 3,000	0.00%
4	3	SEL & Mental Health	Yes	LEA-wide	All	K-CTC	\$ 463,695	0.00%
5	1	Community Partnerships	Yes	LEA-wide	All	K-CTC	\$ 5,000	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 7,802,132.00	\$ 6,931,553.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Increased Math Instruction	No	\$ 136,413	\$ 173,081
1	2	Math Resources & Curriculum	No	\$ -	\$ -
1	3	Assessments-Math	Yes	\$ -	\$ -
1	4	Response to Intervention-Math	No	\$ 28,424	\$ 27,552
1	5	School-wide Numeracy	No	\$ -	\$ -
1	6	Math P.D. & Coaching	Yes	\$ -	\$ -
1	7	Parent Engagment for Math	No	\$ -	\$ -
1	8	Summer Math Intensive	No	\$ -	\$ -
2	1	Comprehensive ELD Program	Yes	\$ 96,000	\$ 73,120
2	1	Comprehensive ELD Program	Yes	\$ 12,259	\$ 17,435
2	1	Comprehensive ELD Program	Yes	\$ 56,199	\$ 95,421
2	1	Comprehensive ELD Program	Yes	\$ 5,000	\$ -
2	2	Newcomer Supports	Yes	\$ -	\$ -
2	3	P.D. for English Language Development	Yes	\$ -	\$ -
2	4	Family Engagement for Families of English Learners	No	\$ -	\$ -
3	1	Response to Intervention--aides	No	\$ 125,000	\$ 140,526
3	1	Response to Intervention--aides	No	\$ 141,683	\$ -
3	2	Response to Intervention--Coordination and	Yes	\$ 13,783	\$ 17,741
3	2	Response to Intervention--Coordination and	Yes	\$ 47,689	\$ 45,713
3	3	Curricular Resources	No	\$ 112,439	\$ 74,628
3	3	Curricular Resources	No	\$ 57,269	\$ 157,137

3	3	Curricular Resources	No	\$	122,713	\$	94,154
3	3	Curricular Resources	No	\$	46,777	\$	39,875
3	3	Curricular Resources	No	\$	42,188	\$	42,188
3	4	High-Quality Assessments	Yes	\$	8,175	\$	4,874
3	4	High-Quality Assessments	Yes	\$	24,140	\$	28,120
3	4	High-Quality Assessments	Yes	\$	106,258	\$	85,818
3	4	High-Quality Assessments	Yes	\$	131,018	\$	132,578
3	4	High-Quality Assessments	Yes	\$	46,777	\$	69,200
3	5	Well-qualified Teachers	No	\$	2,000	\$	1,800
3	5	Well-qualified Teachers	No	\$	1,855,135	\$	1,673,981
3	5	Well-qualified Teachers	No	\$	46,777	\$	45,313
3	5	Well-qualified Teachers	No	\$	15,000	\$	21,250
3	5	Well-qualified Teachers	No	\$	37,500	\$	39,263
3	5	Well-qualified Teachers	No	\$	23,750	\$	25,009
3	5	Well-qualified Teachers	No	\$	46,777	\$	39,875
3	5	Well-qualified Teachers	No	\$	491,746	\$	491,940
3	6	Comprehensive Student Services	No	\$	91,527	\$	97,254
3	6	Comprehensive Student Services	No	\$	98,438	\$	98,438
3	6	Comprehensive Student Services	No	\$	271,251	\$	167,501
3	6	Comprehensive Student Services	No	\$	185,274	\$	268,956
3	6	Comprehensive Student Services	No	\$	75,000	\$	75,480
3	6	Comprehensive Student Services	No	\$	45,203	\$	62,208
3	7	Coaching and P.D.	No	\$	23,750	\$	25,009
3	7	Coaching and P.D.	No	\$	46,777	\$	45,313
3	7	Coaching and P.D.	No	\$	15,000	\$	15,000
3	7	Coaching and P.D.	No	\$	46,777	\$	39,875
3	8	Coaching & P.D.--Targeted Support	Yes	\$	114,699	\$	123,083
3	8	Coaching & P.D.--Targeted Support	Yes	\$	97,314	\$	112,000
3	8	Coaching & P.D.--Targeted Support	Yes	\$	27,150	\$	9,315
3	9	Learning Through Internships	No	\$	147,092	\$	130,347
3	9	Learning Through Internships	No	\$	11,525	\$	10,000
3	10	Extended Learning Opportunities	No	\$	377,288	\$	101,862
3	10	Extended Learning Opportunities	No	\$	2,000	\$	40,054
3	11	College Counseling	No	\$	48,734	\$	50,108
3	11	College Counseling	No	\$	85,782	\$	85,782
3	11	College Counseling	No	\$	2,000	\$	104

4	1	Parent Engagement	No	\$	16,537	\$	6,430
4	1	Parent Engagement	No	\$	2,000	\$	3,461
4	1	Parent Engagement	No	\$	18,750	\$	18,595
4	1	Parent Engagement	No	\$	124,744	\$	76,963
4	2	Parent Engagement--Targeted Support	Yes	\$	2,875	\$	2,200
4	3	SEL & Mental Health	Yes	\$	327,377	\$	295,408
4	3	SEL & Mental Health	Yes	\$	13,800	\$	6,000
4	3	SEL & Mental Health	Yes	\$	143,270	\$	133,299
4	3	SEL & Mental Health	Yes	\$	5,750	\$	-
4	3	SEL & Mental Health	Yes	\$	48,734	\$	104,907
4	4	Student Activities	No	\$	24,367	\$	21,443
4	4	Student Activities	No	\$	133,000	\$	27,783
4	5	Attendance Initiatives	No	\$	169,811	\$	97,509
4	5	Attendance Initiatives	No	\$	75,000	\$	78,525
4	5	Attendance Initiatives	No	\$	39,558	\$	48,385
4	5	Attendance Initiatives	No	\$	22,500	\$	22,684
4	5	Attendance Initiatives	No	\$	16,537	\$	6,430
5	1	Community Partnerships	Yes	\$	2,875	\$	5,189
5	2	Student Recruitment	No	\$	1,000	\$	1,000
5	2	Student Recruitment	No	\$	49,400	\$	-
5	2	Student Recruitment	No	\$	22,500	\$	22,684
5	3	School Health and Safety	No	\$	56,132	\$	45,313
5	3	School Health and Safety	No	\$	13,050	\$	26,345
5	3	School Health and Safety	No	\$	79,266	\$	25,025
5	3	School Health and Safety	No	\$	28,125	\$	25,009
5	3	School Health and Safety	No	\$	18,750	\$	19,631
5	3	School Health and Safety	No	\$	22,500	\$	22,684
5	4	Facilities	No	\$	447,029	\$	431,553
5	4	Facilities	No	\$	79,266	\$	25,025
5	4	Facilities	No	\$	40,632	\$	46,470
5	4	Facilities	No	\$	18,750	\$	25,009
5	4	Facilities	No	\$	46,777	\$	45,313
				\$	-	\$	-
				\$	-	\$	-
				\$	-	\$	-
				\$	-	\$	-

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,027,051	\$ 1,331,142	\$ 1,361,421	\$ (30,279)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	Assessments-Math	Yes	\$ -		0.00%	0.00%
1	6	Math P.D. & Coaching	Yes	\$ -		0.00%	0.00%
2	1	Comprehensive ELD Program	Yes	\$ 96,000	\$ 73,120.00	0.00%	0.00%
2	1	Comprehensive ELD Program	Yes	\$ 12,259	\$ 17,435.00	0.00%	0.00%
2	1	Comprehensive ELD Program	Yes	\$ 56,199	\$ 95,421.00	0.00%	0.00%
2	1	Comprehensive ELD Program	Yes	\$ 5,000		0.00%	0.00%
2	2	Newcomer Supports	Yes	\$ -		0.00%	0.00%
2	3	P.D. for English Language Development	Yes	\$ -		0.00%	0.00%
3	2	Response to Intervention--Coordination and Support	Yes	\$ 13,783	\$ 17,741.00	0.00%	0.00%
3	2	Response to Intervention--Coordination and Support	Yes	\$ 47,689	\$ 45,713.00	0.00%	0.00%
3	4	High-Quality Assessments	Yes	\$ 8,175	\$ 4,874.00	0.00%	0.00%
3	4	High-Quality Assessments	Yes	\$ 24,140	\$ 28,120.00	0.00%	0.00%
3	4	High-Quality Assessments	Yes	\$ 106,258	\$ 85,818.00	0.00%	0.00%
3	4	High-Quality Assessments	Yes	\$ 131,018	\$ 132,578.00	0.00%	0.00%
3	4	High-Quality Assessments	Yes	\$ 46,777	\$ 69,200.00	0.00%	0.00%
3	8	Coaching & P.D.--Targeted Support	Yes	\$ 114,699	\$ 123,083.00	0.00%	0.00%
3	8	Coaching & P.D.--Targeted Support	Yes	\$ 97,314	\$ 112,000.00	0.00%	0.00%
3	8	Coaching & P.D.--Targeted Support	Yes	\$ 27,150	\$ 9,315.00	0.00%	0.00%
4	3	Parent Engagement--Targeted Support	Yes	\$ 2,875	\$ 2,200.00	0.00%	0.00%
4	3	SEL & Mental Health	Yes	\$ 327,377	\$ 295,408.00	0.00%	0.00%
4	3	SEL & Mental Health	Yes	\$ 13,800	\$ 6,000.00	0.00%	0.00%
4	3	SEL & Mental Health	Yes	\$ 143,270	\$ 133,299.00	0.00%	0.00%
4	3	SEL & Mental Health	Yes	\$ 5,750		0.00%	0.00%
4	4	Student Activities	Yes	\$ 48,734	\$ 104,907.00	0.00%	0.00%
5	1	Community Partnerships	Yes	\$ 2,875	\$ 5,189.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,657,829	\$ 1,027,051	0.00%	22.05%	\$ 1,361,421	0.00%	29.23%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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:

- o 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* Section 52064[b][4-6]).
- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal

to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP

based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs

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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring

additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)

- o This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9)