

Big Picture Educational Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

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

School Vision

Big Picture Educational Academy is an exemplary learning community that supports innovation through rigor, relevance, and relationships and is committed to continuous improvement

School Mission

To prepare one student at a time for college/career pathways and the 21st century workforce through active and personalized, interests-based learning, academic rigor, professional experiences, and community involvement with advisor-mentor-parent support in a small, nurturing environment

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	33
Grade 1	19
Grade 2	33
Grade 3	36
Grade 4	38
Grade 5	38
Grade 6	38
Grade 7	22
Grade 8	28
Grade 9	20
Grade 10	27
Grade 11	33
Grade 12	21
Ungraded Secondary	249
Total Enrollment	355

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	1.1
Asian	0.6
Filipino	0
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	0
White	14.4
Two or More Races	2.5
Socioeconomically Disadvantaged	64.8
English Learners	15.5
Students with Disabilities	2.8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	24.82		
Without Full Credential	0	3.9		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Heinemann "Tool Kit" Kindergarten through 6th Grade The Interactive Reader	Yes	N/A
Mathematics	Go Math - Kindergarten through 6th Grade, Algebra, Geometry and Algebra 2 Glencoe	Yes	N/A
Science	Macmillan/McGraw Hill - California Science 1st through 6th Grade, Life Science Heimler Daniel, Physical Science Glencoe		N/A
History-Social Science	Houghton Mifflin California Edition Kindergarten through 6th Grade, 4th through 6th supplemented with Studies Weekly History Alive! World and U.S. History, The American Vision Glencoe	Yes	N/A
Foreign Language	Spanish Asi se dice! 1 and 2 Glencoe	Yes	N/A
Health	Health Houghton Mifflin	Yes	N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	We provide a wide range of lab equipment for every student.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016/17 school year.				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016/17 school year.				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		We recognize that improvements need to be made on both campuses. We are working with Fresno Parks and Recreation and the Catholic Dioceses communities. We have MOUs with both entities. The blacktop at the middle and high school campus is in dire need of resurfacing.

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	18	18	19	18	48	48
Mathematics (grades 3-8 and 11)	2	6	12	12	36	37

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	188	95.43	18.28
Male	92	90	97.83	17.98
Female	105	98	93.33	18.56
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Hispanic or Latino	128	123	96.09	15.57
White	30	28	93.33	21.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	131	124	94.66	10.66
English Learners	48	46	95.83	11.11
Students with Disabilities	25	25	100	0
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	181	91.88	6.08
Male	92	89	96.74	5.62
Female	105	92	87.62	6.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	128	117	91.41	5.13
White	30	27	90	3.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	131	120	91.6	2.5
English Learners	48	45	93.75	2.22
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	25	24	6	20	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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

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

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	98
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	14.29

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5	34.2	10.5
7	17.6	17.6	52.9
9	30.8	7.7	38.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

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

We host Community Art Hop on our campus, organized in conjunction with the Fresno Art Council every 3rd Thursday of the month. This is a community event where The Big Picture family gets to mingle with the each other and the community while appreciating local art.

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	26.7	46.4	34.8	74.5	71	72.1	11.5	10.7	9.7
Graduation Rate	46.67	53.57	60.87	6.47	8.49	7.72	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	93.33	40.72	87.11
Black or African American	66.67	33.33	79.19
American Indian or Alaska Native	0	50	80.17
Asian	100	21.43	94.42
Filipino	0	0	93.76
Hispanic or Latino	100	40.33	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	47.37	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	88.89	41.5	85.45
English Learners	100	14.29	55.44
Students with Disabilities	100	26.76	63.9
Foster Youth	0	35.71	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.6	0.0	11.1	11.3	10.0	8.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	12	1		11	15	1		14.25	4	0	
Mathematics	11	9	1	1	11	12	1		10	5	0	
Science	13	7	2		12	9	2		11	4		
Social Science	11	10	1	1	11	10	2		12	5	0	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	90
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.10	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	2	N/A
Other	1	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5100.00	\$852	\$4,248	\$49,851
District	N/A	N/A	N/A	
Percent Difference: School Site and District	N/A	N/A	N/A	
State	N/A	N/A	\$6,574	
Percent Difference: School Site and State	N/A	N/A	-43.0	

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

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	41,000	
Mid-Range Teacher Salary	55,101	
Highest Teacher Salary	68,767	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	N/A	
Average Principal Salary (High)	\$43,000	
Superintendent Salary	N/A	
Percent of Budget for Teacher Salaries	35%	
Percent of Budget for Administrative Salaries	7%	

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

Advanced Placement (AP) Courses (School Year 2016-17)

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

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The focus of BPEA's staff development is to bolster the educational skills and provide access to support resources for all educators. The elementary, middle and high school staff meet once a week for two hours to cover a myriad of educational subjects. The elementary staff meet as grade levels for Professional Learning Community time, as well, to assess student learning and build on best practices. The elementary staff is devoting time to increasing student capacity in writing and reading. They are also working on improving assessment through the creation of assessment rubrics. Teaching staff have either attended a Buck Institute Training or are trained "In-House" by qualified mentor teachers in Project Based Learning. All teaching staff have attended training regarding Common Core, A Time To Teach and NWEA (kindergarten-2nd grade in MPG while 3-12 in MAP) to include Testing and understanding Assessment Results. The Middle and High School Staff have been trained in the use of Acellus Education Program, Ingenuity, and data analysis. All teachers continue to participate in conferences regarding best practices in teaching strategies. Staff members are encouraged to and supported by administration, in taking additional workshops based on their subject area, interest and/or grade level .

Staff are given seven inservice days and seven additional days set aside for specific training. School leaders and selected staff attend BPL's Big Bang Conference in the summer and a Leadership Conference in winter.