



Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

To: Fresno County Board of Education

From: Fresno County Superintendent of Schools Charter School Petition Review Committee¹

Subject: Committee Report Regarding the Big Picture Educational Academy Renewal Charter Petition

Date: April 2, 2025

The Fresno County Superintendent of School's (FCSS) Charter School Petition Review Committee (Charter Committee) has reviewed the Big Picture Educational Academy (BPEA) Renewal Charter Petition (Renewal Petition). This Committee Report provides a detailed discussion of the Charter Committee's review, concerns, and findings related to the Renewal Petition.

I. BACKGROUND:

Lead petitioner Diana Gonzalez, M.Ed., Superintendent, is seeking charter renewal for BPEA from the Fresno County Board of Education (FCBE). The Renewal Petition, submitted on February 5, 2025, covers a proposed renewal charter term from July 1, 2025, through June 30, 2030. Each FCBE member has received a copy of the Renewal Petition and its appendices. A public hearing was held on March 20, 2025, and a site visit took place on March 17, 2025 as part of the petition review process.

Originally chartered by FCBE in 2009, BPEA began serving students under FCBE authorization during the 2009-2010 school year. The charter was renewed in 2012 and again 2017 for five-year terms. The second renewal term was extended through June 30, 2025, under the provisions of [EC 47607.4](#).

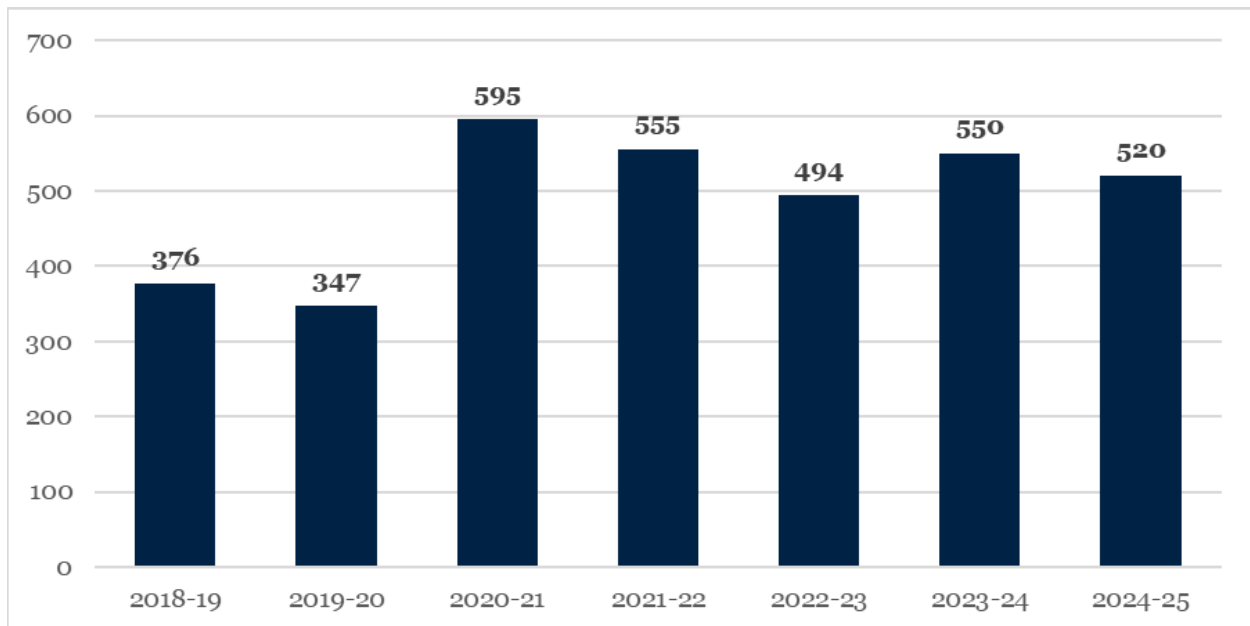
BPEA provides a comprehensive K-12 educational program, including an adult high school diploma program with an English as a Second Language (ESL) offering. The elementary program, located at 2811 Mariposa Street in downtown Fresno, serves approximately 175 TK-8 students in a seat-based model. The high school campus, located at 1207 S. Trinity Avenue in West Fresno, serves approximately 95 students in

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grades 9-12, in a hybrid non-classroom-based model. High-school students are on campus four full days per week and at internship sites on Wednesdays. The adult high school and ESL programs operate at the Trinity Avenue location, serving approximately 260 adult learners in a non-classroom-based format after 5:00 p.m., following the departure of traditional high school students.

BPEA utilizes the nationally known Big Picture instructional model (www.bigpicture.org). This model focuses on an educational program tailored to student interests. Students are encouraged to explore their interests through deeper learning. The Big Picture model is a student-centered approach to learning. The Big Picture network consists of over 140 schools nationally, and another 100 worldwide. The Big Picture national motto is: "One student at a time." Student internships are an important component of their *Learning Through Interest* (LTI) approach. Each high school student is encouraged to identify a business in the community to participate in an internship based on their interest.

I.a CHARTER SCHOOL ENROLLMENT (CDE DataQuest) Multi-Year Enrollment Summary



Prior to 2021, Big Picture Adult High School students were not represented on their CALPADS enrollment report. The representation of adult students in CALPADS is reflected by the increased enrollment numbers during the 2020-21 school year as reported by the California Department of Education.



BPEA Program Enrollment

Grade Span	2023-24	2024-25
K-8 Elementary	183	172
9-12 Site-Based HS	94	96
9-12 Adult	273	252
Total	550	520

Source: Petition p.71

Multi-Year Summary by Ethnicity

Academic Year	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
African American	14.0%	14.2%	12.4%	10.4%	5.2%	6.9%	6.5%
American Indian or Alaska Native	0.2%	0.2%	0.7%	0.5%	0.0%	0.5%	0.3%
Asian	1.3%	1.4%	1.3%	1.5%	1.4%	1.3%	0.9%
Filipino	0.0%	0.0%	0.4%	0.3%	0.6%	0.5%	0.0%
Hispanic or Latino	72.0%	75.9%	75.9%	75.5%	76.9%	76.1%	78.6%
Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%
White	8.5%	5.5%	6.8%	8.2%	11.2%	10.4%	10.2%
Two or More Races	2.7%	2.0%	2.2%	3.0%	4.0%	3.5%	2.5%
Not Reported	1.3%	0.8%	0.4%	0.3%	0.6%	0.8%	0.9%
Total	550	494	555	595	347	376	322

Source: CDE DataQuest



Multi-Year Summary by Student Group

Subgroup	2023-24	2022-23	2021-22	2020-21	2019-20
English Learners	6.7%	8.1%	6.8%	9.2%	13.0%
Foster Youth	0.5%	1.8%	0.7%	1.5%	1.7%
Homeless Youth	12.2%	5.7%	2.2%	1.5%	2.3%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	12.4%	13.2%	9.4%	9.9%	11.5%
Socioeconomically Disadvantaged	64.4%	62.3%	52.8%	63.5%	82.1%
All Students	550	494	555	595	347

Source: CDE DataQuest

Fresno County Enrollment Comparisons (23-24)

Subgroup	BPEA	Fresno USD	Clovis USD	Central USD
English Learners	6.7%	20.1%	4.8%	13.9%
Foster Youth	0.5%	1.0%	0.5%	1.2%
Homeless Youth	12.2%	0.8%	0.1%	0.7%
Migrant Education	0.0%	1.5%	0.1%	0.7%
Students with Disabilities	12.4%	13.7%	10.0%	10.9%
Socioeconomically Disadvantaged	64.4%	88.2%	46.4%	81%
All Students	550	68,246	43,291	15,956

Source: CDE DataQuest



Multi-Year Enrollment Projection

Grade Span	2025-26	2026-27	2027-28	2028-29	2029-30
K-8	175	182	182	190	200
9-12	93	92	86	89	95
9-12 Adult	263	268	272	271	265
Total	531	542	540	550	560

Source: p. 72 of renewal petition.

Adult-Serving Charter Schools

In addition to K-12 students, BPEA serves adult students under a provision established in EC 47612, which requires an ongoing MOU with Fresno Workforce to educate adults seeking to attain a high-school diploma. The Education Code provides an exemption to the requirement that 19+ year-old students must be continuously enrolled to enroll in an independent study high school.

47612.

(a) A charter school shall be deemed to be under the exclusive control of the officers of the public schools for purposes of Section 8 of Article IX of the California Constitution, with regard to the appropriation of public moneys to be apportioned to any charter school, including, but not necessarily limited to, appropriations made for purposes of this chapter.

(b) The average daily attendance in a charter school may not, in any event, be generated by a pupil who is not a California resident. To remain eligible for generating charter school apportionments, a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma. The state board shall, on or before January 1, 2000, adopt regulations defining “satisfactory progress.”

47612.1.

(a) Except for the requirement that a pupil be a California resident, subdivision (b) of Section 47612 shall not apply to a charter school program that provides instruction exclusively in partnership with any of the following:

- (1) The federal Workforce Innovation and Opportunity Act (29 U.S.C. Sec. 3101 et seq.).*
- (2) Federally affiliated Youth Build programs.*
- (3) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider.*
- (4) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Section 14406 or 14507.5 of the Public Resources Code.*

(b) This section shall become operative on July 1, 2015.

(Amended by Stats. 2016, Ch. 186, Sec. 48. (AB 2659) Effective January 1, 2017.)



BPEA’s Dashboard Alternative School Status (DASS)

On October 14, 2021, BPEA leadership informed FCSS staff that BPEA was newly designated as a Dashboard Alternative School Status (DASS) school. On Tuesday, May 31, 2022, BPEA and FCSS staff, on behalf of FCBE, met and discussed alternative metrics applicable to BPEA, in addition to the dashboard metrics to consider in determining whether to grant a charter renewal for BPEA pursuant to Education Code section 47607(c)(7). After a few drafts and feedback, BPEA and FCSS confirmed the alternative metrics on June 20, 2022. The email communication confirming the alternative metrics is attached to this report as Attachment 1. The agreed-upon alternative metrics are set forth in Section IV (pp. 38-42) of this report and pp. 18-40 of the BPEA petition.

Schools qualify for DASS status based on their school type or through an application process with the CDE. Per CDE, although the DASS modified methods are not used for federal accountability purposes, state accountability permits the continued use of DASS. Therefore, DASS schools are identified on the Dashboard with the DASS Status information under the School Details on the Dashboard. BPEA is qualified for DASS based on an enrollment of more than 70% of students from groups who are at risk of educational failure, including adult students who are recovered high school dropouts, who represent about 50% of BPEA’s census enrollment each year.

II. CHARTER RENEWAL CRITERIA:

The Charter Committee reviewed the BPEA Renewal Petition against the applicable standards established in Education Code (EC) sections 47605, and 47607, which establish the applicable criteria for granting or denying charter renewals.

47607(a)(1) *A charter may be granted pursuant to Sections 47605, 47605.5, 47605.6, and 47606 for a period not to exceed five years.*

(2) A chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2. Notwithstanding subdivisions (b) and (c) and Section 47607.2, a chartering authority may deny renewal pursuant to subdivision [47607.2](e) [Fiscal, Governance, Not serving all students who wish to attend].

(3) A charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in Section 47605.



(4) The findings of paragraphs (7) and (8) of subdivision (c) of Section 47605 shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision. For a material revision, analysis under paragraphs (7) and (8) of subdivision (c) of Section 47605 shall be limited to consideration only of the impact of the proposed material revision.

(5) The chartering authority may inspect or observe any part of the charter school at any time.

(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

...

(3) For purposes of this section and Section 47607.2, “measurements of academic performance” means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.

(4) For purposes of this section and Section 47607.2, “subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.

(5) To qualify for renewal under clause (i) of subparagraph (A) or (B) of paragraph (2), subparagraph (A) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) or (B) of paragraph (2), subparagraph (B) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.

(6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school



related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.

*(7) Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. **In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.** The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. **The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.***

...

***47607(d)(2)** When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision (c) of Section 47605 [suspensions or expulsions] or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6 [suspensions or expulsions].*

(3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a



corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

- (1) The corrective action proposed by the charter school has been unsuccessful.*
- (2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.*

Education Code section 47605 establishes the criteria for reviewing a charter petition. **According to EC section 47605(b)-(c):**

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The governing board of the school district shall publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:



(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).

(5) The petition does not contain reasonably comprehensive descriptions of all of the [elements established in 47605.6(b)(5)(A-P)]

...

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

III. CHARTER PETITION REVIEW COMMITTEE ANALYSIS

Information regarding BPEA's past performance has been collected through statutory data submission and regular interaction between BPEA and FCSS throughout the current charter term. Throughout the current charter term, FCSS team members participated in annual site visits (EC section 47604.32(b)) and ongoing oversight at BPEA.

Conversations with BPEA Parents

During the charter renewal site visit, the committee met with four BPEA high school parents and two BPEA elementary school parents. Parents discussed their reasons for enrolling their students at BPEA. Parents stated that the small size, student safety, family-like environment, and access to staff were reasons they chose BPEA. One elementary parent felt that her granddaughter, who suffers from social anxiety, is doing better socially and academically at BPEA Elementary than she was at her previous school. A high-school parent felt her granddaughter loved her photography internship because it allowed her to pursue her passion. Other high-school parents spoke of the positive experiences their students have had with internships. Parents stated that BPEA communicates with them often about their student's academic progress. One elementary parent hopes BPEA can find a way to increase green space for elementary school students.

Conversations with BPEA students

During the charter renewal site visit, the committee met with eight BPEA high school students and five BPEA elementary students. Students at both campuses felt safe,



supported, encouraged, and motivated by BPEA staff members and internship mentors. They complimented the small size of BPEA campuses and contrasted it with the overwhelming size of their previous school. BPEA middle school students didn't like that there was no playground on campus. Middle school students felt like they were seen and heard by staff, which made them feel safe.

Public Hearing

FCSS Charter Committee members attended the FCBE Public Hearing for the BPEA renewal petition on Thursday, March 20, 2025. Twenty-one participants spoke on behalf of BPEA. Speakers included BPEA staff, students from all three programs, and parents. Themes from students included: BPEA's safe and nurturing environment, dedicated and attentive staff, small size, sports, and strong relationships with staff. One adult student stated that the BPEA Adult program allowed her to pursue her high-school diploma at an advanced age to be an example for her grandchildren. An eighth-grade student shared that BPEA allows him to be seen and heard by all staff. BPEA leadership spoke of their newly formed leadership team being the strongest they've ever had at BPEA. They spoke of a promising future for BPEA, but they need time to implement the necessary changes. Leaders mentioned the importance of BPEA in the Fresno community. BPEA teachers spoke of their commitment to the students of BPEA, citing specific student success stories post-high school. Multiple BPEA high-school teachers spoke of their longevity because they believe in the mission of BPEA. A community member, who partners with BPEA to serve pregnant and parenting students, spoke of the wraparound services for students at BPEA to meet their needs.

This section continues with a summary of the Charter Committee's analysis related to the criteria outlined in Section II of this report. For each criterion, the page numbers where supporting information can be found in the Renewal Petition are provided. Charter Committee comments are provided where needed for clarity.

EC 47605(c)(1) [Does the charter school present a sound educational program for the pupils to be enrolled in the charter school?] (Y/N/NA)

No

Petition Descriptions

The BPEA petition presents a detailed overview of BPEA's educational program, outlining its target student population, defining the characteristics of an "educated person" in the 21st century, and explaining instructional strategies in each of its three programs (TK-8, 9-12, and Adult high school). The petition describes the BPEA application of the national <i>Big Picture</i> instructional model and emphasizes its commitment to preparing students for college and careers. Additionally, it includes specific support provisions for students with exceptional needs, including Students with Disabilities, English Learners, high-performing students, and those needing additional academic assistance.
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During the charter renewal site visit on March 17, 2025, BPEA leadership stated that the Big Picture national instructional model does not align with California accountability. The leadership team discussed the need to significantly modify their



instructional approach from the approach described in the renewal petition. The renewal petition references several program additions to be implemented in the upcoming renewal period, but based on previous site visit feedback, annual leadership meetings, and other oversight activities, BPEA leadership has not demonstrated the ability to improve the academic program for its target population. The FCSS Charter committee leadership has met with BPEA leadership annually during site visits about the need for specific improvements, specifically as they relate to the charter's implementation of the Big Picture instructional model.

Additionally, the FCSS Charter committee leadership met with BPEA leadership each Spring to discuss California Dashboard progress. The California Department of Education approved BPEA's application for Dashboard Alternative School Status in 2021. Following this approval, FCSS worked with BPEA to establish additional measures whereby BPEA would annually report on student outcomes. BPEA did not report student progress annually as requested. Outcomes from these additional measures are outlined in Section IV of this report which show that BPEA failed to meet 23 out of 26 agreed upon alternative measures.

EC 47605(c)(2) [Are the petitioners likely to successfully implement the program set forth in the petition?] (Y/N/NA)

No

Leadership

BPEA leadership has experienced turnover throughout the current charter term. While the governing board remained stable, the high school and elementary campuses have had three principals each over the current charter term. BPEA hired a new Superintendent during the 2024-25 school year. The new Superintendent is the former adult program principal. Throughout the current charter term, BPEA leadership has not been able to produce consistently improved educational outcomes for its students.

Educational Program

The educational program of the charter petition describes a college & career preparatory charter for students in grades TK-12, including an adult high-school diploma and English as a Second Language (ESL) program. The BPEA educational program described in the petition values Rigor, Relevance, and Relationships. The Big Picture petition describes updates to the instructional program on Pages 57-63 including the Community Schools Planning Grant, implementing a new cohesive, standards-aligned curriculum with associated assessments, staff professional development, and a restructured student services division.

The BPEA petition calls out Five Learning Goals (p. 75): *Communication Skills, Empirical Reasoning, Personal Qualities, Social Reasoning Skills, and Quantitative Reasoning Skills*. Observations of classroom instruction and student work samples, along with an analysis of student outcomes, show that BPEA has been successful at



meeting *two* of these *five* learning goals. BPEA students exemplify productive classroom and on-campus behavior. BPEA campuses provide behavior support, instructional assistants, and other support staff to achieve a beneficial student-to-adult ratio on each campus. BPEA has maintained a schoolwide suspension rate of less than 5% annually. Classroom observations, student work analysis, and student outcome data show that BPEA students struggle in the areas of written communication, empirical reasoning, and quantitative reasoning. The California Dashboard College & Career Readiness indicator for BPEA shows a decline in student college & career readiness for three consecutive cohorts, with only two out of 61 (2024) graduates prepared for college & careers by state metrics. One student was prepared based on their *California Assessment of Student Performance and Progress* (CAASPP) performance, and one student was prepared based on the completion of a college-credit course. Although BPEA offers UC/CSU A-G approved courses, no graduates completed UC/CSU A-G requirements in 2023 or 2024. Page 98 of the BPEA petition describes graduation requirements that allow students to meet UC/CSU A-G requirements, however, no BPEA graduates completed UC/CSU A-G requirements in the past two graduation classes.

The BPEA petition (p. 15) proposes to “increase the rigor of A-G compliance and offerings, enhance [CTE] pathways, internships, and apprenticeships; and offer dual enrollment at Fresno City College and other colleges” in the upcoming petition period. FCSS leadership has admonished BPEA leadership for seven years to enhance its implementation of the Big Picture instructional model to align with California CTE pathway requirements to benefit students. BPEA High School’s instructional design requires students to spend one day or more per week on an internship site, based on the student’s interest (LTI). High-school students are not on campus on Wednesdays, as this is their designated internship day. The FCSS charter committee has continually expressed concern that high school students are missing 20% of the core instructional week by spending Wednesdays off campus. One student interviewed during the renewal site visit stated that she attends her internship on Wednesday, Saturday, and Sunday, for a total of 9-10 hours per week. Students do not receive CTE or UC/CSU A-G academic credit for internship hours. The recommendation for the past seven years from the FCSS Charter committee has been for BPEA to enhance the application of the Big Picture model to increase student academic benefits. The internship model is described on page 75 of the petition. If students are required to attend an internship each week, they may amass 200 or more hours of internship experience without a CTE certification or UC/CSU A-G course credit.

In Appendix A (pp. 216-224) of the BPEA petition, BPEA teachers commended students for completing innovative and impactful *Learning Through Interests* (LTI) projects. Some of the projects included complex student CTE skills, while others demonstrated the application of leadership and entrepreneurial skills. Each of these LTI projects was an example of students’ interests being woven into their instructional program. The challenge BPEA has faced is taking student interests and designing a high-school experience that allows students to earn CTE certifications, CTE credits,



business certificates, or other certifications that students can add to their portfolios to increase employability or contribute to higher education.

BPEA implements Edgenuity for high-school courses in the traditional and adult high-school diploma programs for credit recovery and original credit courses. Based on site visit classroom observations and credential reviews, BPEA's high-school campus has had repeated Science teacher vacancies, resorting to Edgenuity to deliver science curriculum. Edgenuity coursework does not enable students to participate in hands-on labs, which are critical for college-preparatory high-school science instruction. Currently, BPEA utilizes a para-professional to administer science labs for students. Additionally, based on a review of Big Picture's [UC doorways course](#) list, Edgenuity/online education does not appear as the instructional methodology for BPEA science courses, disqualifying students from UC/CSU A-G course credit.

The petition states on page 62 that BPEA realized in 22-23 that adult program student achievement was far below standards. In 2023, BPEA Adult program students began participating in CAASPP testing. The FCSS charter committee had conversations with BPEA leadership dating back to 2018, questioning the lack of rigor and efficacy of the adult program instructional model. Additionally, BPEA failed to consistently submit local assessment data for adult program students before 2023. Without CAASPP results, quality local assessments would have enabled BPEA to better assess the academic performance of adult students before 2023.

A comprehensive description of the educational program can be found within the renewal petition on pages 53-151. During the charter renewal site visit, BPEA leadership expressed concern about the effectiveness of the BPEA instructional model described in the petition. One site leader discussed going to the national gathering of Big Picture schools and leaving frustrated because of the lack of emphasis on measurable student academic achievement and California accountability standards.

Academic Achievement

Attachment 2 of this Committee Report includes verifiable NWEA data provided to FCSS by BPEA, screenshots of BPEA California Dashboard outcomes, BPEA CAASPP outcomes, and comparable school CAASPP Math & ELA outcomes.

BPEA consistently underperformed on state-level assessments compared to other schools across all grade levels and subjects, particularly in grades 3-8. The percentage of students meeting or exceeding standards is lower than comparable downtown and west Fresno elementary schools. The petition states that in past years, ELA curriculum was "disjointed and thrown together (p. 58). This is consistent with past FCSS classroom observations, student work observations, and student outcomes. This is also consistent with a current BPEA teacher, who stated that during the current petition period, they developed their own curriculum. BPEA is currently in the early stages of implementing Houghton-Mifflin ELA curriculum. Student 2024 CAASPP Math outcomes in grades 3-8 show that only one student out of 18 in Grade 3 met standards. In grade 4, no students met standards in math. Two students out of 23 met



standards in grade 5 math. The petition states on page 60 that BPEA has not yet adopted or implemented comprehensive TK-8 ELA or Math intervention programs. The percentage of BPEA students who performed at “Meet/Exceed” standard declined in four out of seven grade levels tested, and schoolwide between the 2023 and 2024 summative CAASPP ELA exam. Charts and tables display BPEA’s academic outcomes in section IV of this report, and Attachment 2.

The FCSS Director of Charter Schools and FCSS Assistant Superintendent met with BPEA leadership on January 21, 2025, to discuss student academic progress at BPEA. The charter hired a new Chief Academic Officer, an experienced educator and former BPEA board president, who began his current role in January 2025. As of the date of that meeting, BPEA leadership could not articulate a primary cause of BPEA’s poor academic outcomes.

Fiscal Management

The projected budget submitted with the petition makes reasonable revenue and expenditure assumptions based on current data. The charter’s fiscal stability is presently secure as the school currently has approximately 35% reserves.

Retirement Issues

The FCSS Business Services division serves as the county administrator for district and charter CalSTRS reporting, including BPEA. FCSS Business Services staff have documented problems and intervened with BPEA CalPERS and CalSTRS retirement accounting since 2019. Issues included: late payments, inaccurate reporting, enrolling employees late, and mis-categorizing employee compensation for retirement purposes. After numerous email exchanges, FCSS Business Services team members met with BPEA leadership to support their retirement reporting systems on 4/25/23 and 5/30/23. Fresno County Superintendent of Schools Dr. Michele Cantwell-Copher sent a letter to express concern to BPEA May 5, 2023, requesting that BPEA address CalPERS and CalSTRS compliance and adherence to their own retirement policy. Additionally, FCSS Charter and Business Services Leadership met with BPEA leadership regarding retirement issues 9/12/23 and discussed issues annually in site visit leadership meetings. BPEA has paid approximately \$134,523 in fees, penalties, and retirement arrears for mismanaging CalPERS and CalSTRS reporting. Misreporting employee CalSTRS and CalPERS earnings can adversely affect BPEA employees upon retirement or changing employers.

Students with Disabilities

Big Picture Educational Academy (BPEA) demonstrates strong performance in its special education program, particularly in Least Restrictive Environment (LRE) placement, academic progress, and parent involvement. From 2019 to 2024, BPEA consistently exceeded state targets for LRE, with over 80% of students receiving services in regular classrooms, reaching 91.18% in 2023-24. Academic growth has been significant, with the percentage of students with disabilities meeting growth targets increasing from 28% to 59%, and math from 17% to 45.5% based on NWEA MAP assessments. Parent involvement remains a highlight, with positive response rates consistently exceeding state targets, reaching 98.65% in 2023-24. As a small school under the California Department of Education’s cyclical review, some state



performance data points are unavailable, but BPEA's compliance and success in key areas underscore its commitment to supporting students with disabilities.

BPEA participates in the California Department of Education's Small School Cyclical Review, with its next review scheduled for 2026. While certain State Performance Plan Indicators (SPPI) data points are unavailable due to BPEA's small school status, the 2025 Annual Determination Notice identified noncompliance in transition planning, annual IEP meetings, and reevaluation timelines for a small number of students. As of October 2024, BPEA's special education population exceeds the state average, with 17% at the elementary level and 24% at the high school level. However, most students with disabilities enrolled already had IEPs upon admission, with a lower percentage assessed and deemed eligible by BPEA itself.

Facilities

During the charter committee visit that took place on March 17, 2025, the FCSS Executive Director of Facilities & Operations walked BPEA sites and spoke with the Operations & Payroll Manager for BPEA. The facility review of BPEA noted significant maintenance issues across its two campuses. The high school campus, consisting of older buildings and portable classrooms, shows evidence of water intrusion, dry rot, and inadequate restroom maintenance. The cafeteria has poor lighting, inadequate HVAC function, damaged flooring, and deteriorating paint. At the elementary school, corridor walls need repair, temperature control is problematic, and the lack of an elevator limits accessibility for students with mobility issues. A recent student injury underscores the impact of these deficiencies. A parent interviewed during the charter renewal site visit reported that her 8th grade student has been placed in a third-grade classroom for over 6 weeks and is required to Zoom into her 8th grade classroom, which is upstairs. When moving into the elementary school facility, BPEA submitted an accessibility plan for students, and this plan was not followed. BPEA maintenance processes rely on a ticket system, resulting in infrequent inspections, and a single staff member who also shuttles students as a driver. This has caused delayed repairs. BPEA staff stated that they depend on annual charter authorizer and insurance provider inspections to make them aware of site maintenance issues. Overall, insufficient resources and maintenance systems have resulted in subpar learning environments for students.

Human Resources

A review of current and historical teacher credentialing data from BPEA reveals ongoing concerns regarding credential compliance. Specifically, instances have been identified where teachers hold credentials that do not meet the requirements for their assigned subject(s). This issue has been persistent, particularly in Science throughout the current charter term. When misassignments are identified and corrective action is recommended, BPEA has consistently failed to address these issues in a timely manner.

Additionally, BPEA has repeatedly failed to properly report new teacher hires to FCSS for credential verification, raising concerns about compliance with state requirements.



Responses to staff information requests are frequently delayed, often requiring multiple follow-ups.

The BPEA high school has experienced consistent turnover in Science teacher positions throughout the current charter term. At present, they are understaffed and lack a sufficient number of Special Education teachers to meet the needs of their student population. According to job postings on EdJoin.org, BPEA has immediate openings for two K-8 RSP teachers, a high school Science teacher, a high school Math teacher, an Internship Coordinator, and multiple support staff positions.

During the renewal site visit, it was reported that a paraprofessional aide was teaching science lab classes despite not holding the required credentials.

When reviewing data about staff and teachers feeling safe and connected, the 2024-25 LCAP stated 39% of BPEA staff members reported feeling safe and 40% reported feeling connected.

EC 47605(c)(3) The Petition contains the number of signatures required by subdivision (a). (Y/N/NA)

NA-This is not required for renewals. California Code of Regulations (CCR) 11966.4(a)(2)(A) states: *The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.*

EC 47605(c)(4) [Does the petition contain an affirmation of each of the conditions described in 47605.6(e)]? (Y/N)

Yes- Affirmations can be found on pages 7-9 of the petition. Signed affirmations are located on pages 304-306 of the petition. The petition contains all required affirmations.

EC 47605(c)(5) Charter Petition Elements

Does the petition contain reasonably comprehensive descriptions of all of the following?
(YES/NO/NA)

EC 47605(c)(5)(A)(i) *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how*



learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

(iii) If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements.

YES The written description of the educational program contains the required components as noted in EC section 47605(c)(5) as well as addresses annual goals and associated actions related to the eight state priorities associated with the Local Control Funding Formula and Common Core State Standards.

EC 47605(c)(5)(B) *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

Yes-Pupil outcomes aligned with the eight state priorities and BPEA measurable outcomes are described in Element B of the renewal petition on pages 152-155 and the BPEA 2024-25 [Local Control and Accountability Plan](#) (LCAP). The BPEA LCAP is Appendix B of the petition (p. 522). Additionally, Element B of the BPEA petition includes performance standards in the core academic areas.

EC 47605(c)(5)(C) *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*



Yes Element C of the renewal petition identifies the methods by which pupil progress will be measured. This description includes both the method and frequency of assessment methods. The petition also describes the methods the charter will use to review and respond to assessment data in an effort to meet the educational needs of all students. Along with required standardized testing, BPEA will continue to use NWEA Measures of Academic Progress (MAP) assessment, benchmark assessments, student grades, portfolios, exhibitions, oral presentations, surveys, and other mechanisms to monitor student progress towards standards mastery. The petition also states that pursuant to EC 47606.5 BPEA will produce a Local Control Accountability Plan, which shall update the goals and annual actions to achieve the goals in alignment with the State Priorities, on the approved LCAP template. Element C of the petition is located on pages 156-158 of the petition.

EC 47605(c)(5)(D) *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.*

Yes Element D of the BPEA charter petition provides a comprehensive explanation of the BPEA governance structure, including the process to be followed by the charter school to ensure parental involvement. Element D of the petition is located on pages 159-162.

EC 47605(c)(5)(E) *The qualifications to be met by individuals to be employed by the charter school.*

Yes Element E of the BPEA charter petition describes the required qualifications of employees of BPEA. Element E of the petition is located on pages 163-176 of the petition.

EC 47605(c)(5)(F) *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Yes Element F of the BPEA petition includes detailed procedures for maintaining a safe and healthy environment for pupils and staff. The section includes fingerprint requirements and the development and implementation of a Comprehensive Safety plan reviewed and adopted by March 1 of each year. The most recent BPEA



Comprehensive school safety plan was adopted by the BPEA board during their February 11 board meeting. Element F of the petition is located on pages 177-183.

EC 47605(c)(5)(G) *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.*

Yes- Element G of the BPEA Renewal petition describes a student recruitment strategy that attempts to achieve a balance in student demographics reflective of students residing within the territorial jurisdiction of Fresno County. Element G of the BPEA petition is located on pages 184-185

EC 47605(c)(5)(H) *Admission policies and procedures, consistent with EC 47605(e).*

Yes- Element H of the renewal petition provides a description of the BPEA admission policies and procedures. Element H includes required language consistent with EC 47605(e). The admissions policy is located on pages 186-188 of the petition.

EC 47605(c)(5)(I) *The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.*

Yes- Element I of the renewal petition describes the process BPEA applies for conducting an annual financial audit. Element I of the petition is located on page 189.

EC 47605(c)(5)(J) *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*



(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.



Yes Element J of the renewal petition describes the procedures by which pupils can be suspended or expelled from BPEA for disciplinary reasons or otherwise involuntarily removed from BPEA for any reason as required by EC 47605.6(b)(5)(J). Element J of the BPEA petition is found on pages 190-208.

EC 47605(c)(5)(K) *The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

NO Element K of the renewal petition describes the manner by which staff members of the charter school will be covered by the State Teachers Retirement System, the Public Employees Retirement System, or federal social security. The BPEA petition states that it will contract with "the District" to forward any payroll deductions and related data. BPEA contracts with payroll management and fiscal back-office providers, but FCSS forwards required payroll deductions to STRS. Element K references a "District" when the petition was submitted to the County Board. Element K is located on page 209 of the petition.

EC 47605(c)(5)(L) *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

Yes Element L of the renewal petition describes public school attendance alternatives for students residing within the school district who choose not to attend the charter school. Element L of the BPEA petition is located on page 210 of the petition.

EC 47605(c)(5)(M) *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

Yes Element M of the renewal describes the rights of a BPEA employee upon leaving employment at BPEA. Element M is found on page 211 of the petition.

EC 47605(c)(5)(N) *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.*

Yes Element N of the BPEA petition describes the procedures to be followed by the charter school and charter authorizer to resolve disputes within the charter and disputes relating to the provisions of the charter. Element N of the petition is located on pages 212 and 213 of the petition.

EC 47605(c)(5)(O) *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*



Yes- Element O of the petition includes a description of the procedures to be used if the charter school closes. Closing procedures are located on pages 214-215 of the petition.

EC 47605(c)(6) *A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).*

Yes- The petition includes a signed declaration that BPEA shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. A signed affirmation is located on Page 304 of the petition.

EC 47605(c)(7) *The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:*

(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.

(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

NA- While the findings in EC Section 47605(c)(7) and (8) are not applicable to a renewal itself, they can be used to deny a proposed expansion that constitutes a material revision to the charter.

EC 47605(c)(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

NA- While the findings in EC Section 47605(c)(7) and (8) are not applicable to a renewal itself, they can be used to deny a proposed expansion that constitutes a material revision to the charter.



IV. CHARTER SCHOOL ACADEMIC PERFORMANCE

EC 47607(c)(1) states: *As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.*

Has the Charter School met academic performance requirements specified in EC section 47607(c)(1) and 47607(c)(7)? (YES/NO/NA)

47607(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(c)(7)...In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served.

No - In considering the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, and alternative metrics established between the charter and authorizer, the charter review team has determined that the charter school's academic performance does not meet the requirement for renewal. Section IV provides outcomes on the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, as represented on the [California Accountability Dashboard](#), and alternative metrics established between the charter and authorizer. See below and Attachment 2. Attachment 2 of this Committee Report includes verifiable NWEA data provided to FCSS by BPEA, screenshots of BPEA California Dashboard outcomes, BPEA CAASPP outcomes, and comparable school CAASPP Math & ELA outcomes. Data represented in the tables below are (Section IV) is also set forth in Attachment 2.

STUDENT ACADEMIC PERFORMANCE AND CHARTER OUTCOMES

The California Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. The California Dashboard utilizes colors to describe academic growth. The colors range from RED (Lowest Performance) to Blue (Highest Performance). The range includes Red-Orange-Yellow-Green-Blue. Schools must have 30 applicable students schoolwide or within student groups to have a color on the Dashboard. The exceptions are: Foster Youth,



Homeless, and Long-Term English Learner student groups that require 15 students for a school to receive a color.

English-Language Arts-Distance from Standard

(Note) Represents student groups with 30+ participants

	2018	2019	2022*	2023	2024
Schoolwide	-97.5 red	-92.8 red	-124.8 (VL)	-86.3 orange	-102.5 red
Socio-Economically Disadvantaged	-97.6 red	-95.2 red	-115.6 (VL)	-87.2 orange	-102.9 red
Hispanic	-96.2 red	-92.4 orange	-119.1 (VL)	-93.2 orange	-103.9 red

*The 2022 Dashboard did not report colors to reflect growth/decline. It utilized status indicators (Very Low, Low, Medium, High, Very High)

The table above shows BPEA California Dashboard English Language Arts distance from standard and corresponding dashboard colors. BPEA’s California Dashboard ELA *Distance from Standard* performance over five available dashboards reveals an overall decline in student proficiency outcomes. After showing some improvement from 2018 (-97.5) to 2019 (-92.8), outcomes worsened significantly in 2022 (-124.8, *Very Low*), before rebounding in 2023 (-86.3). However, in 2024, scores declined again to -102.5. This trend is consistent across student groups, with Socio-Economically Disadvantaged and Hispanic student outcomes following a similar pattern of decline and partial recovery before slipping again in 2024.

CAASPP ELA Percent of Students that Meet/Exceed Standard

Grade Level	2018	2019	2021*	2022	2023	2024
Grade 3	3.45%	19.05%	4.76%	4.00%	0.00%	11.12%
Grade 4	17.24%	3.45%	8.82%	0%	13.64%	5%
Grade 5	25.71%	16.67%	0.00%	20.84%	5.88%	18.19%
Grade 6	2.86%	17.14%	6.45%	5.88%	22.73%	0%
Grade 7	8.33%	11.43%	16.00%	25.00%	21.43%	33.34%
Grade 8	4.76%	3.45%	10.34%	33.33%	43.48%	15.79%



Grade 11	0.00%	25.00%	33.34%	14.10%	17.04%	13.25%
Schoolwide	9.89%	12.82%	11.05%	15.27%	18.22%	14.28%

*(From the CAASPP Reporting Site-Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.)

The chart above shows BPEA grade-level performance on the CAASPP ELA assessments. Values indicate the percentage of students that met or exceeded grade-level standards in ELA over the current petition period (2017-18 through 2023-24). BPEA’s CAASPP ELA outcomes over six testing administrations show inconsistent performance across grade levels, with some fluctuations but no sustained upward trend. The schoolwide proficiency rate peaked at 18.22% in 2023 before dropping to 14.28% in 2024, indicating a decline in overall student performance. While Grade 7 has shown steady improvement, reaching 33.34% in 2024, other grades, such as Grade 6 (0%) and Grade 8 (15.79%), have experienced significant declines. Grade 11, after a high of 33.34% in 2021, has steadily decreased to 13.25% in 2024. These results suggest that while some cohorts have shown progress, BPEA struggles to maintain consistent growth in ELA proficiency.

**ELA Grade Level % Meets/Exceeds Standard
Local School Comparison (2024)
Grades 3-6 (CDE DataQuest)**

Grade Level	Columbia Elem	Edison-Bethune Charter	Jefferson Elem.	Kepler K-6	Lowell Elem.	Yokomi Elem	BPEA
Grade 3	10%	29.09%	48.34%	50%	54.29%	44.66%	11.12%
Grade 4	9.87%	29.03%	53.84%	36.67%	16.98%	42.34%	5%
Grade 5	22.39%	26.42%	59.65%	40.74%	30.43%	35.41%	18.19%
Grade 6	26.19%	30.00%	43.75%	27.27%	37.84%	41.49%	0%
School wide K-6	17.22%	28.75%	51.62%	39.45%	32.75%	41.09%	9.1%

BPEA's Grade 3-6 (2024) CAASPP ELA outcomes rank the lowest among the six comparable downtown and West Fresno elementary schools, with a schoolwide proficiency rate of 9.1%. Across all grade levels, BPEA struggles with low proficiency rates, particularly in Grade 6, where no students met or exceeded the standard. While Grade 3 (11.12%) and Grade 5 (18.19%) show slightly stronger results, they still fall well below all comparison schools.

**ELA Grade Level % Meets/Exceeds Standard
Local School Comparison 7-8 (2024)
Grades 7-8 ([CDE DataQuest](#))**

Grade Level	Cooper Middle (7-8)	Gaston Middle	Kepler Charter (7-8)	Tehipite Middle	BPEA
Grade 7	33.01%	16.39%	37.50%	23.77%	33.34%
Grade 8	39.90%	14.40%	36.84%	17.18%	15.79%
Schoolwide 7/8	36.40%	15.40%	37.29%	20.72%	25.58%

The table above compares BPEA Grade 7-8 CAASPP ELA outcomes with four downtown and west Fresno middle schools. BPEA's Grade 7-8 CAASPP ELA outcomes show a mixed performance compared to other local middle schools. In Grade 7, BPEA performed well, with 33.34% of students meeting or exceeding standards. However, Grade 8 results were significantly lower at 15.79%.

**ELA Grade Level % Meets/Exceeds Standard
DASS Charter HS Comparison (2024)
Grade 11 ([CDE DataQuest](#))**

Grade Level	Ambassador Sanchez Charter	Crescent View West Charter	School of Unlimited Learning Charter	W.E.B. DuBois Charter	BPEA
Grade 11	20%	31.81%	15.39%	20%	13.25%

The table above compares BPEA's 2024 Grade 11 CAASPP ELA outcomes with four Fresno area DASS charter high schools. BPEA's Grade 11 outcomes rank the lowest among the DASS charter high schools compared, with only 13.25% of students meeting or exceeding standards.



BPEA Mathematics-Distance from Standard-California Dashboard

	2018	2019		2022*	2023	2024
Schoolwide	-131.2 red	-133 red		-163.6 (VL)	-132.9 orange	-166 red
Socio-Economically Disadvantaged	-131.7	-137		-151.3 (VL)	-134.1 orange	-162.6 red
Hispanic	-129.7	-130		-161.4 (VL)	-123.5 orange	-163.2 red

The table above shows BPEA California Dashboard Mathematics distance from standard and corresponding dashboard colors for student groups >30. BPEA's Math outcomes reveal a persistent decline in performance over the five available dashboards. The schoolwide *Distance from Standard* has worsened from -131.2 in 2018 to -166 in 2024, indicating that students are falling further behind grade-level expectations. This downward trend is consistent across all reported student groups, including Socio-Economically Disadvantaged and Hispanic students, both of whom have also seen increasing gaps from the standard.

*The 2022 Dashboard did not report colors to reflect growth/decline. It utilized status indicators (Very Low, Low, Medium, High, Very High)

CAASPP Math- Percent of Students that Meet/Exceed Standard

Grade Level	2018	2019	2020	2021*	2022	2023	2024
Grade 3	10.34%	14.29%		4.76%	12.00%	5.88%	5.56%
Grade 4	3.45%	3.45%		2.94%	6.67%	18.18%	0.00%
Grade 5	2.86%	6.67%		0.00%	8.33%	0.00%	8.70%
Grade 6	8.57%	8.57%		3.13%	5.88%	9.09%	5.88%
Grade 6	0.00%	8.57%		0.00%	10.00%	7.14%	16.67%
Grade 8	0.00%	0.00%		0.00%	4.17%	17.39%	5.56%



Grade 11	0.00%	6.25%		0.00%	0.00%	2.35%	1.20%
Schoolwide	4.17%	6.71%		1.65%	4.95%	7.00%	4.93%

*(From the CAASPP Reporting Site-Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.) BPEA's CAASPP Math scores over six testing administrations indicate persistent struggles in math proficiency across all grade levels. While there were some improvements in certain years, such as Grade 4 in 2023 (18.18%) and Grade 8 in 2022 (17.39%), these gains were not sustained, with sharp declines following in 2024. The schoolwide percentage of students meeting or exceeding standards has remained consistently low, peaking at just 7.00% in 2023 before dropping to 4.93% in 2024. Notably, Grade 11 has never surpassed 6.25% proficiency, and multiple grades have recorded 0.00% in certain years.

**Math Grade Level % Meets/Exceeds Standard- School Comparison (2024)
Grades 3-6 (CDE DataQuest)**

Grade Level	Columbia Elem	Jefferson Elem.	Lowell Elem.	Kepler Charter (3-6)	Edison-Bethune Charter	Yokomi	BPEA
Grade 3	20%	68.34%	33.33%	43.34%	25.00%	43.69%	5.56%
Grade 4	13.42%	55.76%	16.66%	30.00%	20.97%	52.73%	0.00%
Grade 5	21.42%	38.98%	17.02%	22.22%	22.64%	29.16%	8.70%
Grade 6	18.83%	32.66%	39.48%	16.64%	34.28%	29.79%	5.88%
School wide (3-6)	18.24%	49.54%	25.14%	28.44%	26.14%	39.45%	5.19%

BPEA's CAASPP Math outcomes for Grades 3-6 lag significantly behind other elementary schools in comparison, with a schoolwide percentage of students meeting or exceeding standards at just 5.19%. BPEA's performance is notably poor across all grade levels, with Grade 4 showing the most concerning result at 0.00%, indicating no students met the standard.

**Math Grade Level % Meets/Exceeds Standard- School Comparison (2024)
Grades 7-8 (CDE DataQuest)**

Grade Level	Gaston Middle	Cooper Middle	Kepler Charter (7-8)	Tehipite Middle	BPEA
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Grade 7	7.97%	21.67%	30.00%	9.77%	16.67%
Grade 8	5.67%	17.68%	26.32%	4.26%	5.56%
Schoolwide 7/8	6.81%	21.40%	28.81%	7.27%	11.62%

BPEA's CAASPP Math outcomes for Grades 7-8 show a schoolwide proficiency rate of 11.62%.

**Math Grade Level % Meets/Exceeds Standard- School Comparison (2024)
Grade 11 (CDE DataQuest)**

Grade Level	Crescent View West Charter	W.E.B. DuBois Charter	Ambassador Sanchez Charter	School of Unlimited Learning Charter	BPEA
Grade 11	6.00%	9.68%	0.00%	0.00%	1.20%

BPEA's Grade 11 CAASPP Math outcomes for Grade 11 show a proficiency rate of 1.20%.

English Learner Progress

	2022	2023	2024
BPEA	37.5%	53.6%	39.3%

English Learner Progress DASS Charter HS Comparison

	2022	2023	2024
BPEA	37.5%	53.6%	39.3%
Ambassador Sanchez Public Charter	46.2%	38.8%	41.9%
Crescent View West Charter	49.2%	42%	36.4%
School of Unlimited Learning	NA	61.1%	36.1%
W.E B. DuBois Public Charter	48.8%	65.1%	44.6%

The tables above display BPEA's English-Learner Progress indicator on the California Dashboard and a comparison to Fresno Area DASS charter schools. The outcomes are based on student outcomes on the English Language Proficiency Assessment for California (ELPAC).

College/Career Indicator (Grade 12)

California Dashboard

	2018	2019		2022	2023**	2024
BPEA	15.8%*	0.0%*		Not Reported	0.0% (VL)	1.0% red
Socioeconomically Disadvantaged	17.6%*	0.0%*		Not Reported	0.0% (VL)	2.6% orange
Hispanic	21.4%*	0.0%*		Not Reported	0.0% (VL)	1.4% red

*No performance color was assigned because the cohort group was <30.

**The 2023 Dashboard CCI indicator did not report colors to reflect growth/decline. It utilized status indicators (Very Low, Low, Medium, High, Very High)

The College/Career dashboard indicator shows the percentage of high-school graduates who are prepared for college or a career based on multiple metrics including but not limited to: UC/CSU A-G course competition, CTE pathway completion, AP Exam outcomes, Dual Enrollment, State Seal of Biliteracy, International Baccalaureate, Leadership/Military Science, Apprenticeships, etc. California high schools are encouraged to develop programming to ensure graduates are prepared for college or career upon graduation. See Attachment 2.

College/Career Indicator (Grade 12) (DASS Charter Comparison)

	2023*	2024
BPEA	0% (VL)	1% red
Ambassador Sanchez Public Charter	0% (VL)	9.2% orange
Crescent View West Charter	3.8% (VL)	6.1% orange
School of Unlimited Learning	5.2% (VL)	4.6% red
W.E B. DuBois Public Charter	65.1% (VH)	72.7% blue

*The 2023 CCI Dashboard indicator did not report colors to reflect growth/decline. It utilized status indicators (Very Low, Low, Medium, High, Very High)

The table above displays the BPEA College/Career Indicator results compared to Fresno area DASS charter schools. BPEA’s College and Career Indicator (CCI) outcomes for 2023 and 2024 show minimal improvement, with the school maintaining a *Very Low* (VL) status at 0% in 2023 and increasing slightly to 1% in 2024.

College/Career Indicator (Grade 12) District Comparison

	2023	2024
BPEA	0% (VL)	1% red
Central Unified School District	27% (Low)	31.2% yellow
Clovis Unified School District	64.3% (High)	66.4% green
Fresno Unified School District	40.2% (Med)	43.1% green
CA Statewide	43.9% (Med)	45.3% yellow

The table above displays the BPEA College/Career Readiness indicator compared to local district College/Career Readiness outcomes.

Graduation Rate (Grade 12) California Dashboard

	2017	2018	2019	2022	2023	2024
BPEA	60.9%*	63.2%*	73.9%*	68.1%*	55.7% red	32.8% red
Socioeconomically Disadvantaged	59.1%*	58.8%*	72.7%*	64.3%*	59% red	44.3% red
Hispanic	58.8%*	57.1%*	71.4%*	69.4%*	63% red	35% red

*No performance color was assigned because the cohort group was <30.

Graduation Rate (Grade 12) California Dashboard DASS Charter Comparison

	2022**	2023	2024
BPEA	68.1%*	55.7% red	32.8% red
Ambassador Sanchez Public Charter	25.4% (VL)	27.9% red	33.6% red
Crescent View West Charter	24.9% (VL)	24.1% red	23.4% red
School of Unlimited Learning	64.5% (VL)	58% red	59% red
W.E B. DuBois Public Charter	85.1% (M)	75% orange	100% blue

*No performance color was assigned because the cohort group was <30.

**The 2022 Dashboard Graduation Rate indicator did not report colors to reflect growth/decline. It utilized status indicators (Very Low, Low, Medium, High, Very High)

Cohort Dropouts (Grade 12) DataQuest

	2021-22	2022-23	2023-24
BPEA	31.58%	44.93%	68.56%
Ambassador Sanchez Public Charter	39.44%	28.57%	34.78%
Crescent View West Charter	34.80%	39.14%	37.43%
School of Unlimited Learning	18.67%	7.89%	20.31%
W.E B. DuBois Public Charter	13.63%	26.32%	0%

The table provided shows the Cohort Dropout Rates for comparable schools across three academic years: 2021-22, 2022-23, and 2023-24 based on [California's DataQuest](#) educational reporting. The rate indicates the percentage of Grade 12 students who left the school but did not graduate or transfer to another school. Students who did not graduate but remain in the school are not included in this rate. BPEA has an increasing percentage of students who are in Grade 12 but leave without graduating or continuing their enrollment into subsequent years.

Suspension Rate

	2022*	2023	2024
BPEA	0.6%	2.8% orange	4.7% orange
Socioeconomically Disadvantaged	0.9%	4.4% orange	5.8% orange
Hispanic	0.8%	2.6% orange	4.8% red
African American	0.0%	2.3% yellow	3.4% orange
White	0.0%	2.8% orange	3.2% orange
Students with Disabilities	0.0	8.1% red	9.2% red
English Learners	4.7%	2.9% green	1.9% green



Chronic Absenteeism (Gr. 3-8)

	2022	2023	2024
BPEA	73.9%	57.4% yellow	53% orange
Socioeconomically Disadvantaged	75.7%	59% yellow	54.2% yellow
Hispanic	71.2%	56.4% yellow	50.6% yellow
Students with Disabilities	71.8%	58.7% orange	59.2% red

Chronic Absenteeism (Gr. 3-8) Elementary School Comparison

	2022	2023	2024
BPEA	73.9%	57.4% yellow	53% orange
Columbia Elem	58.2%	34.8% yellow	35.4% red
Edison-Bethune Charter	45.6%	30.7% yellow	29.2% orange
Jefferson Elem.	52.3%	39% yellow	29.9% yellow
Kepler Charter	55.7%	42.1% yellow	38.3% yellow
Lowell Elem.	50.1%	41.9% yellow	31% yellow
Yokomi Elem.	44.4%	30.7% yellow	24.4% yellow

BPEA's chronic absenteeism data shows a consistent decline from 2022 to 2024, indicating improvement in attendance. Overall, BPEA's chronic absenteeism rate dropped from 73.9% in 2022 to 53% in 2024, with similar trends seen among socioeconomically disadvantaged students (75.7% to 54.2%) and Hispanic students (71.2% to 50.6%). However, students with disabilities experienced a slight increase from 58.7% in 2023 to 59.2% in 2024.



**NWEA Cohort Outcomes
Grade 6-8 Average RIT Scores**

Row Labels	School Year	Grade	Average Fall RIT Score	National Mean RIT Norm
Math K-12	2020-2021	6	198.7	214.8
	2021-2022	7	205.4	220.2
	2022-2023	8	212.8	224.9
Reading	2020-2021	6	199.9	210.2
	2021-2022	7	202.3	214.2
	2022-2023	8	216.2	218.0
Language Usage	2020-2021	6	201.0	209.4
	2021-2022	7	203.2	212.7
	2022-2023	8	211.5	215.5

BPEA's NWEA RIT scores for Grades 6-8 show steady growth over the past three school years, but students' average scores still fall below the national mean across all subjects. In math, Grade 6 had an average Fall RIT score of 198.7 in 2020-2021, which improved to 212.8 by Grade 8 in 2022-2023, but remained below the national mean of 224.9. Similarly, reading scores started at 199.9 in Grade 6 and rose to 216.2 in Grade 8, but again, the scores lag behind the national norm of 218.0. Language usage showed a similar trend, with scores increasing from 201.0 in Grade 6 to 211.5 in Grade 8, yet still below the national norm of 215.5. While these results demonstrate some academic growth, they indicate that BPEA students continue to lag behind national benchmarks.

High School

Row Labels	School Year	Grade	BPEA Average Fall RIT Score	National Mean RIT Norm
Math K-12	2023-2024	9	217.7	226.4
	2024-2025	10	218.6	229.1
Reading	2023-2024	9	217.3	218.9
	2024-2025	10	217.6	221.5



Language Usage	2023-2024	9	210.7	216.7
	2024-2025	10	214.9	218.8

BPEA's NWEA RIT scores for Grades 9-12 show gradual improvements in student performance over the past two years, though students continue to score below the national mean across all subjects. In math, Grade 9 started with an average Fall RIT score of 217.7 in 2023-2024, increasing slightly to 218.6 in Grade 10 in 2024-2025, but still lagging behind the national norm of 226.4 and 229.1, respectively. Reading scores show a similar trend, with Grade 9 scoring 217.3 in 2023-2024 and Grade 10 improving to 217.6, but still trailing the national mean of 218.9 and 221.5. Language usage saw an increase from 210.7 in Grade 9 to 214.9 in Grade 10, but remains below the national norm of 216.7 and 218.8.

Adult Program

Row Labels	School Year	Grade	BPEA Fall RIT Score	National Mean RIT Norm
Math K-12	2023-2024	9	205.8	226.4
	2024-2025	10	211.8	229.1
Reading	2023-2024	9	204.6	218.9
	2024-2025	10	212.3	221.5

BPEA's Adult Program NWEA RIT scores for the 2023-2024 and 2024-2025 school years reflect notable improvements, though the scores still remain below the national mean across all subjects. In math, the Fall RIT score for Grade 9 was 205.8 in 2023-2024, and increased to 211.8 in Grade 10 in 2024-2025, but both scores are below the national norm of 226.4 and 229.1, respectively. Similarly, in reading, the Grade 9 score of 204.6 in 2023-2024 improved to 212.3 in Grade 10, but still falls short of the national mean of 218.9 and 221.5.



Percentage of Students who Met NWEA Annual Growth Target 2023-2024

Row Labels	Grade Level	Met	Not Met
Reading	K	45%	55%
	1	41%	59%
	2	50%	50%
	3	31%	69%
	4	61%	39%
	5	50%	50%
	6	67%	33%
	7	30%	70%
	8	39%	61%
	9	37%	63%
	10	42%	58%
	11	71%	29%
	12	46%	54%
	Grade Level	Met	Not Met
Math K-12	K	85%	15%
	1	65%	35%
	2	33%	67%
	3	23%	77%
	4	24%	76%
	5	60%	40%
	6	72%	28%
	7	11%	89%
	8	53%	47%
	9	68%	32%
	10	56%	44%
	11	77%	23%
	12	69%	31%

The data on the percentage of students who met their NWEA annual growth target in 2023-2024 reveals notable trends in reading and math across grade levels. In reading, performance varies significantly, with the highest success in 6th (67%) and 11th grade (71%), while 3rd (31%) and 7th grade (30%) show the lowest growth. In math, kindergarten (85%) and 11th grade (77%) excel, but 7th grade struggles the most, with only 11% meeting their target. Overall, early and late grades tend to perform better, while middle grades, particularly in math, show concerning low growth rates.

Dashboard Additional Metrics

Consistent with EC 47607(c)(7) In determining whether to grant a charter renewal for a Dashboard Alternative School Status (DASS) charter school such as BPEA, the FCBE as the chartering authority must consider, in addition to the charter school’s performance on the state and local indicators included in the California Dashboard, the charter school’s performance on alternative metrics applicable to the charter school based on the pupil population served. The County Board, through the FCSS Charter Schools Division, worked with BPEA leadership and adopted additional metrics and targets to evaluate BPEA’s performance for charter renewal in 2022, with the 2021-22 school year as the baseline year. The following is a list of alternative targets and outcomes summarized.

Metric	Target	Outcome	Met/Not Met
College & Career Indicator	CCI Annual Improvement	2022- Not Reported 2023- 0% 2024- 1%	Not Met Source-California Dashboard College/Career Levels and Measures Report
UC/CSU A-G Course Completion	Increase the % of graduates completing UC/CSU A-G requirements	2022: 2.1% (1/47) 2023: 0% (0/69) 2024: 0% (0/195)	Not Met Source-California Dashboard College/Career Levels and Measures Report
1-Year Graduation Rate- Traditional HS Program	1-Year Graduation Rate will increase annually	2022- 77.27% 2023- 80.0% 2024- 70.6%	Not Met Source- CALPADS, Charter Reported, Petition p. 20
1-Year Graduation Rate- Adult HS Program	1-Year Graduation Rate will increase annually	2022- 77.3% 2023- 57.8% 2024- 55.9%	Not Met Source- CALPADS, Charter Reported, petition p. 20
HS Students Securing Internship	High School Seniors having secured an Internship will increase by 10% annually (21-22 58%) Target > 90% seniors participating in an internship	2021-22- 32.8% 2022-23- 63.8% 2023-24- 72% *Reported as baseline in 2022 by charter	Met Source- Charter Reported Petition p. 22
Community Partnerships	Increase Partnerships to 100 organizations		Met Source- Charter Reported

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	and maintain.		Petition p.22
Adult Campus Graduates post HS Goals	Increase 5% of Senior CTC students meeting their goals post BPEA- using the following metrics: college, military, vocational, workforce with 1 year, 3 year and 5 year check-ins (baseline data 2022) Target: By 3 year check-in 75% have met their post CTC goals.	Data not verifiable. Charter reported inconsistent pre-post survey participation.	Not Met Source- Charter Reported, Petition p. 22
EL Reclassification	Increase to >10%	2021-22- 9.09% 2022-23- 9.2% 2023-24- 4.0%	Not Met Source- Charter 2024-25 LCAP, Petition p. 23
NWEA Growth Goals Reading	K-8 Increase % of students meeting growth target by 10% annually. Baseline- 2021-22	2021-22- 40% 2022-23- 50% 2023-24- 55% 2024-25- 50%	Not Met Source- Charter Annual Verified Data Submission Although there were increases, the charter did not increase by the agreed-upon 10% per year.
NWEA Growth Goals Reading	9-12 Increase % of students meeting growth target by 10% annually. Baseline- 2021-22	2021-22- 64% 2022-23- 67% 2023-24- 60% 2024-25- 70%	Not Met Source- Charter Annual Verified Data Submission Although there were increases, the charter did not increase by the agreed-upon 10% per year.
NWEA Growth Goals Reading	Adult Increase % of students meeting growth target by 10% annually. Baseline-	2021-22-Not Reported 2022-23-Not Reported 2023-24- 44% 2024-25- 32%	Not Met Source- Charter Annual Verified Data Submission



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NWEA Growth Goals Math	2021-22 K-8 Increase % of students meeting growth target by 10% annually. Baseline- 2021-22	2021-22- 25% 2022-23- 53% 2023-24- 46% 2024-25- 44%	Not Met Source -Charter Annual Verified Data Submission
NWEA Growth Goals Math	9-12 Increase % of students meeting growth target by 10% annually. Baseline- 2021-22	2021-22- 70% 2022-23- 58% 2023-24- 86% 2024-25- 73%	Not Met Source -Charter Annual Verified Data Submission
NWEA Growth Goals Math	Adult Increase % of students meeting growth target by 10% annually. Baseline- 2021-22	2021-22-No Data 2022-23-No Data 2023-24- 43% 2024-25- 37%	Not Met Source -Charter Annual Verified Data Submission
BPST	Increase fluency by 15% each year to reach 85%	2021-22-Not Submitted 2022-23-Not Submitted 2023-24-Not Submitted 2024-25-Not Submitted	Not Met Source -Unable to verify data. Charter failed to report annual progress. Petition p. 31
LGL	Increase Proficiency by 1 year between pre and post-test Target: 85% of students on IEPs grow 1 year annually	2021-22-Not Submitted 2022-23-Not Submitted 2023-24-Charter Changed Metrics	Not Met Source -Charter changed metrics. No annual or progress data submitted. Petition p. 31
NWEA Growth Goals Reading-Students with Disabilities	K-8 Increase % of students meeting growth target by 10% annually.	2021-22- 36% 2022-23- 52% 2023-24- 48% 2024-25- 52%	Not Met Source -Charter Annual Verified Data Submission Although there were increases, the charter did not increase by the agreed-upon 10% per year.



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	Baseline- 2021-22		
NWEA Growth Goals Math-Students with Disabilities	K-8 Increase % of students meeting growth target by 10% annually. Baseline- 2021-22	2021-22- 44% 2022-23- 61% 2023-24- 45% 2024-25- 55%	Not Met Source- Charter Annual Verified Data Submission Although there were increases, the charter did not increase by the agreed-upon 10% per year.
Post-Secondary Education Enrollment	10% increase annually HS- 21-22: 55% Target >90% Adult- 20-21: 24% Target >50%	HS 2021-22- 42% 2022-23- 19% 2023-24- 0% Adult HS 2021-22- 30% 2022-23- 39% 2023-24- 46%	Not Met Source- Charter Data Submission Petition p. 32
Physical Fitness Test	100% Participation Annually	2021-22- 55% 2022-23- 100% 2023-24- 99%	MET Source- BPEA School Accountability Report Card
Adult Program ELA Improvement in Grades	Increase by 10% annually Target <85% Met or exceeded Current data: % of students who met or exceeded standard on final ELA exams- 20-21: 46%	2021-22-Not Reported 2022-23-Not Reported 2023-24-Not Reported	Not Met Annual Progress Data was not reported. Petition updates were not verifiable.
Adult Program Math Improvement in Grades	% of students who met or exceeded standard on final Math exams- 20-21: 82%	2021-22-Not Reported 2022-23-Not Reported 2023-24-Not Reported	Not Met Annual Progress Data was not reported. Petition updates were not verifiable.
Adult ESL Outcomes	Adult ESL Students 22 and older will increase their English proficiency by one level as measured by the TABE-	2021-22- 56% 2022-23- 21% 2023-24- 50%	Not Met Annual Progress Data was not reported. Petition updates were not verifiable. Petition p.35



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<p>Adult Program GPA</p>	<p>clas E. Students will increase current GPA to > 2.5 within one year of enrollment. Student's entering GPA via Annual or Graduate GPA</p>	<p>2021-22- +0.64 2022-23- +0.79 2023-24- +0.52 (3.15)</p>	<p>Not Met</p> <p>Annual Progress Data was not reported. Petition updates were not verifiable.</p> <p>Data reported in the petition does not reflect the metric</p> <p>Petition p. 35</p>
<p>Student Social-Emotional Wellbeing</p>	<p>Highlight Survey: % of students feeling Safe >80%</p>	<p>K-8 2021-22-83% 2022-23-80.4% 2023-24-59.16%*</p> <p>9-12 2021-22-93% 2022-23-95% 2023-24-67.5%*</p> <p>TK-5- (76%,6th -50%, 7th-50%, 8th-27%)</p> <p>(9th-65%, 10th-67%, 11th-74%, 12th-64%)</p>	<p>Not Met</p> <p>Annual Progress Data was not reported to the authorizer.</p> <p>Source: Charter 2024-25 LCAP</p> <p>*23-24 Outcomes averaged</p>
	<p>Highlight Survey: % of students feeling a sense of Belonging >80%</p>	<p>K-8 2021-22-78% 2022-23-80.4% 2023-24-70%</p> <p>9-12 2021-22-89% 2022-23-95% 2023-24-97%</p>	<p>Not Met</p> <p>Annual Progress Data was not reported. Petition updates were not verifiable.</p>
<p>Totals</p>			<p>3 out of 26 Targets were Met with verifiable outcomes</p>



Annual data submission: BPEA, as part of the annual MOU data submission, was asked to submit annual outcome updates on Alternative measures. BPEA only submitted NWEA data. The charter failed to report on the following metrics annually:

- 1) 1-Year Graduation Rate- Traditional HS Program
- 2) 1-Year Graduation Rate- Adult HS Program
- 3) HS Students Securing Internship
- 4) Community Partnerships
- 5) Adult Campus Graduates post HS Goals
- 6) EL Reclassification
- 7) BPST
- 8) LGL
- 9) Post-Secondary Education Applications
- 10) Physical Fitness Test
- 11) Adult Program ELA Improvement in Grades
- 12) Adult Program Math Improvement in Grades
- 13) Adult ESL Outcomes
- 14) Adult Program GPA
- 15) Student Social-Emotional Wellbeing

The analysis of data for evaluating the BPEA renewal petition data was based on information included in the renewal petition, a review of the BPEA 2024-25 LCAP and 2023-24 Annual Update, CDE DataQuest, California Dashboard, NWEA

Email or in-person requests for annual data were made to BPEA leadership on the following dates: 2/14/23, 8/23/23, 8/27/24. Emails related to these requests are attached as Attachment 3.

V. CHARTER PETITION REVIEW COMMITTEE FINDINGS:

According to EC 47607(c)(7), In determining whether to grant a charter renewal for [a DASS] charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the California Dashboard, the charter school's performance on metrics applicable to the charter school based on the pupil population served. Upon approval of BPEA's DASS application in 2022, FCSS Charter Committee team members met with BPEA leadership to identify alternative metrics to be considered for charter renewal. The chartering authority may deny a charter renewal for a DASS charter school only upon making written findings, setting forth specific facts to support the findings, that the *closure of the charter school is in the best interest of pupils*.

Over the course of this petition review, the Committee performed an extensive review of the BPEA petition and supporting documents, the California Accountability Dashboard, verified data submitted by the charter, verifiable outcomes submitted by the charter, and CDE's DataQuest reporting system.



Additionally, committee members attended the FCBE Public Hearing for BPEA on Thursday, March 20, 2025.

The Charter Committee has determined that the BPEA Renewal Petition does not meet the Education Code requirements for charter renewal and recommends that the Fresno County Board of Education DENY BPEA's petition for renewal. In denying the petition for renewal, the FCSS Charter Committee recommends the board adopt the finding that *the closure of BPEA is in the best interest of pupils*. This recommendation is supported by facts presented in Sections II-IV of this report, including, but not limited to:

- The charter school presents an unsound educational program for the pupils to be enrolled in the charter school based on the facts/reasons set forth herein (see pp. 11-12 and Section IV of this Committee Report; see also California School Dashboard and Attachment 2).
- The petitioners are demonstrably unlikely to successfully implement the program set forth in the renewal petition based on the facts/reasons set forth herein (see pp. 12-17 and Section IV of this Committee Report; see also California School Dashboard and Attachment 2).
- The petition does not contain a reasonably comprehensive description of all required elements (47605(c)(5). See p. 22 [(47605(c)(5)(K)]
- In the seven years of the current petition, BPEA has not had a year where more than 18.22% of students have met or exceeded standards in ELA or more than 7% of students have met or exceeded standards in Mathematics schoolwide, either before or after their Dashboard Alternative School Status (DASS) designation (see pp. 14 & 24-28 of this Committee Report; see also California School Dashboard and Attachment 2).
- The BPEA instructional program does not prepare graduates for college or career-readiness based on state definitions (UC/CSU A-G, CTE pathways, Dual Enrollment, AP Course, etc) (see pp. 11-17, 30-31 & 37-38 and Section IV of this Committee Report; see also California School Dashboard and Attachment 2).
- BPEA elementary school students (Gr 3-6) perform lower than downtown and west Fresno elementary school students in ELA and Mathematics (see pp. 26-28 and Section IV of this Committee Report; see also California School Dashboard and Attachment 2).
- BPEA failed to meet 23 out of 26 targets on alternative metrics developed as a DASS school (see pp. 11 & 35-42 and Section IV of this Committee Report; see also California School Dashboard and Attachment 2).



If the FCBE takes action to DENY the petition for renewal, BPEA will not serve students after the end of the 2024-25 school year. The BPEA organization may retain necessary staff using reserve fund balances to complete closing procedures outlined in Element O of the 2017-2025 petition, including but not limited to:

- 1) Assist students and families with alternative school placements.
- 2) Ensure CalPERS and CalSTRS issues are resolved for employees who must find other employment.
- 3) Provide student physical and digital transcripts to students' district of residence **and** the FCSS Charter Schools department.
- 4) Provide digital certified copies of all BPEA high-school diplomas awarded to the FCSS Charter department.
- 5) Provide printed and digital cumulative student and staff records to the FCSS charter department, including Special Education records and 504 plans where applicable.

Based on the recommended findings as set forth above, the Charter Committee recommends that the FCBE deny BPEA's petition for renewal.

If the renewal petition is denied, BPEA may appeal the decision to the California State Board of Education within 30 days of the denial (EC 47605(k)(2))

If the county board elects to approve the petition for renewal, BPEA will continue educational operations for a five-year term (2025-30) and BPEA will work with the FCBE and FCSS to establish a Memorandum of Understanding that governs oversight.



Attachment 1

ATTACHMENT 1

From: [Jeffrey Hunt](#)
To: [Sandi Howard](#)
Cc: [Keith Musilli-Johnson](#)
Subject: RE: Dass metrics
Date: Monday, June 20, 2022 11:01:00 AM

Hi Sandi. Thanks for following up. The metrics are fine as written. I'm just doing research to determine how to document them on our end. Thanks for making the updates and resubmitting.

From: Sandi Howard <showard@bpelementary.org>
Sent: Monday, June 20, 2022 10:59 AM
To: Jeffrey Hunt <Jhunt@fcoe.org>
Cc: Keith Musilli-Johnson <kmusillijohnson@bpeacademy.org>
Subject: Re: Dass metrics

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Hunt-

Hoping all is well. Just wanted to check in to see if anything further was needed from us for the metrics.

Thanks!

Sandi Howard

K-8 Principal
K-12 Academic Officer

Big Picture Educational Academy
559-497-8272 Elementary K-8
559-420-1234 High School
559-347-1484 Cell Phone

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On Fri, Jun 10, 2022 at 5:25 PM Jeffrey Hunt <Jhunt@fcoe.org> wrote:

Good afternoon Sandi. I'll look these over Monday. I was in training the last two days. I apologize.

Sent from my iPhone

On Jun 9, 2022, at 5:27 PM, Sandi Howard <showard@bpelementary.org> wrote:

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good evening.

I have tried to send this twice, so I apologize for any duplications. We are submitting the data to you for any further insight before memorializing.

Thanks so much for all of your support!

https://docs.google.com/spreadsheets/d/1pDuBo3uxUVRtsDCWK_KmAN4IocWPJXHQ4G7z5bNwsNw/edit?usp=sharing

~Sandi

Sandi Howard

**K-8 Principal
K-12 Academic Officer**

Big Picture Educational Academy
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----- Forwarded message -----

From: **Jeffrey Hunt** <Jhunt@fcoe.org>
Date: Wed, Jun 8, 2022 at 4:32 PM
Subject: RE: Dass metrics
To: Sandi Howard <showard@bpelementary.org>

Thanks a lot Sandi.

From: Sandi Howard <showard@bpelementary.org>
Sent: Wednesday, June 8, 2022 4:20 PM
To: Jeffrey Hunt <Jhunt@fcoe.org>
Subject: RE: Dass metrics

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Hunt.

I met with the other leaders this afternoon and we worked on adding the targets. They have graduation tonight, so we needed a part 2 for our work session. We will

have the finished changes to you tomorrow. I just wanted to give you an update.
Thanks so much!

Sandi Howard

**K-8 Principal
K-12 Academic Officer**

**Big Picture Educational Academy
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Attachment 2

Attachment 2

Big Picture Education Academy- State and Local Outcomes Comparison School CAASPP Scores

BPEA NWEA Assessment Outcomes-Reading


% of Students Who Met Growth Targets Fall-Fall Growth (K-8)(Reading)

School Year 2021-2022 


Row Labels	Fall to Fall
Reading	40%
0	
1	0%
2	42%
3	23%
4	50%
5	42%
6	57%
7	50%
8	45%
Total	40%

School Year 2022-2023 

Row Labels	Fall to Fall
Reading	50%
K	
1	33%
2	27%
3	33%
4	44%
5	50%
6	65%
7	45%
8	88%
Total	50%

School Year 2023-2024 

Row Labels	Fall to Fall
Reading	55%
K	
1	20%
2	29%
3	73%
4	73%
5	80%
6	50%
7	50%
8	73%
Total	55%

School Year 2024-2025 

Row Labels	Fall to Fall
Reading	50%
K	
1	20%
2	53%
3	60%
4	18%
5	33%
6	70%
7	56%
8	62%
Total	50%

% of Students Who Met Growth Targets Fall-Fall Growth (9-12)(Reading)

School Year 2021-2022

Row Labels	Fall to Fall
Reading	64%
9	44%
10	55%
11	68%
12	75%
Total	64%

School Year 2022-2023

Row Labels	Fall to Fall
Reading	67%
9	62%
10	78%
11	60%
12	65%
Total	67%

School Year 2023-2024

Row Labels	Fall to Fall
Reading	60%
9	50%
10	65%
11	57%
12	70%
Total	60%

School Year 2024-2025

Row Labels	Fall to Fall
Reading	70%
9	50%
10	53%
11	78%
12	86%
Total	70%

% of Students Who Met Growth Targets Fall-Fall (Adult Students) (Reading)

School Year 2023-2024


Row Labels	Fall to Fall
Reading	44%
9	86%
10	35%
11	50%
12	25%
AD	
Total	44%


School Year 2024-2025


Row Labels	Fall to Fall
Reading	32%
9	21%
10	19%
11	50%
12	38%
Total	32%


NWEA Assessment Outcomes-Mathematics


% of Students Who Met Growth Targets Fall-Fall (K-8)(Mathematics)


School Year 2021-2022 


Row Labels 	Fall to Fall
<input type="checkbox"/> Math K-12	25%
0	
1	8%
2	5%
3	10%
4	0%
5	15%
6	43%
7	50%
8	55%
Total	25%


School Year 2022-2023 

Row Labels 	Fall to Fall
<input type="checkbox"/> Math K-12	53%
K	
1	31%
2	27%
3	25%
4	63%
5	70%
6	88%
7	36%
8	67%
Total	53%

School Year 2023-2024 

Row Labels 	Fall to Fall
<input type="checkbox"/> Math K-12	46%
K	
1	33%
2	21%
3	27%
4	36%
5	40%
6	88%
7	85%
8	55%
Total	46%


School Year 2024-2025 

Row Labels 	Fall to Fall
<input type="checkbox"/> Math K-12	44%
K	
1	10%
2	47%
3	47%
4	27%
5	33%
6	70%
7	33%
8	50%
Total	44%

% of Students Who Met Growth Targets Fall-Fall (9-12)(Mathematics)

School Year 2021-2022 


Row Labels	Fall to Fall
<input type="checkbox"/> Math K-12	70%
9	90%
10	45%
11	71%
12	73%
Total	70%

School Year 2022-2023 

Row Labels	Fall to Fall
<input type="checkbox"/> Math K-12	58%
9	77%
10	44%
11	60%
12	57%
Total	58%

School Year 2023-2024 

Row Labels	Fall to Fall
<input type="checkbox"/> Math K-12	86%
9	78%
10	94%
11	86%
12	80%
Total	86%


School Year 2024-2025 

Row Labels	Fall to Fall
<input type="checkbox"/> Math K-12	73%
9	70%
10	82%
11	67%
12	71%
Total	73%

% of Students Who Met Growth Targets Fall-Fall (Adult)(Mathematics)

School Year 2023-2024 

Row Labels	Fall to Fall
<input type="checkbox"/> Math K-12	43%
9	71%
10	33%
11	39%
12	45%
AD	
Total	43%

School Year 2024-2025 

Row Labels	Fall to Fall
<input type="checkbox"/> Math K-12	37%
9	50%
10	45%
11	20%
12	38%
Total	37%

Percentage of Students who Met NWEA Annual Growth Target 2023-2024

Row Labels	Grade Level	Met	Not Met
Reading	K	45%	55%
	1	41%	59%
	2	50%	50%
	3	31%	69%
	4	61%	39%
	5	50%	50%
	6	67%	33%
	7	30%	70%
	8	39%	61%
	9	37%	63%
	10	42%	58%
	11	71%	29%
12	46%	54%	
	Grade Level	Met	Not Met
Math K-12	K	85%	15%
	1	65%	35%
	2	33%	67%
	3	23%	77%
	4	24%	76%
	5	60%	40%
	6	72%	28%
	7	11%	89%
	8	53%	47%
	9	68%	32%
	10	56%	44%
	11	77%	23%
12	69%	31%	

California Dashboard Outcomes

BPEA California School Dashboard Outcomes 2024

Big Picture Educational Academy

BIG PICTURE EDUCATIONAL ACADEMY

Academic Performance


View Student Assessment Results and other aspects of school performance.

[View Additional Reports](#) [Show School Details](#)

LEARN MORE

English Language Arts

All Students State



Red

102.5 points below standard

Declined 16.2 Points Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color


2	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Mathematics

All Students State



Red

166 points below standard

Declined 33 Points Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color


2	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

English Learner Progress

All Students State



No Performance Color

39.3% making progress

Declined 14.3% Ⓞ

LONG-TERM ENGLISH LEARNER PROGRESS


0	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

College/Career

All Students State



Red

Prepared 1%

Maintained 1%

EQUITY REPORT


Number of Student Groups in Each Color

1	1	0	0	0
Red	Orange	Yellow	Green	Blue


View More Details →

Local Indicators


LEARN MORE




Lowest Performance



Very Low




Low



Medium



High



Very High



Highest Performance


[About the Accountability System](#)

Big Picture Educational Academy

LEARN MORE

Chronic Absenteeism

All Students State



Yellow

53% chronically absent

Declined 4.4% Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color


1	0	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Graduation Rate

All Students State



Red

32.8% graduated

Declined 22.9% Ⓞ

EQUITY REPORT

Number of Student Groups in Each Color

2	0	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

California School Dashboard **2023**

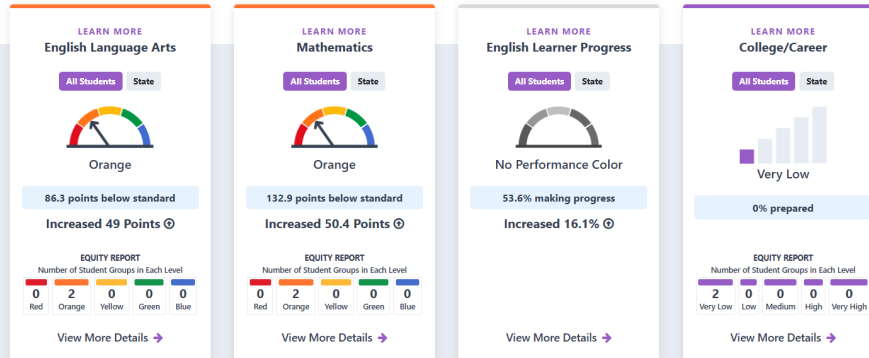
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Academic Performance

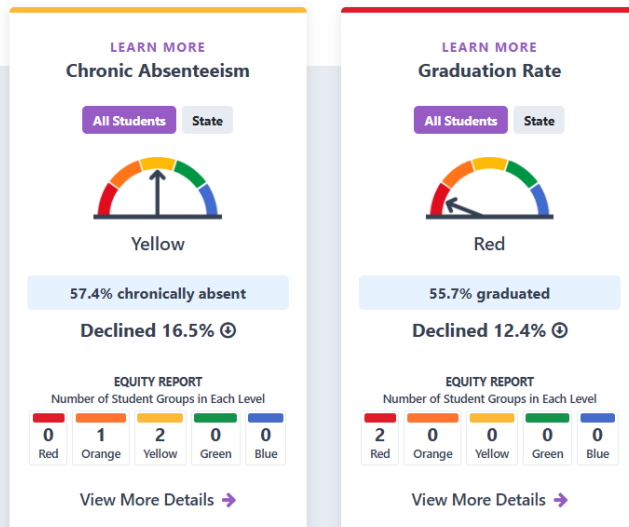
View Student Assessment Results and other aspects of school performance.


[About the Accountability System](#)

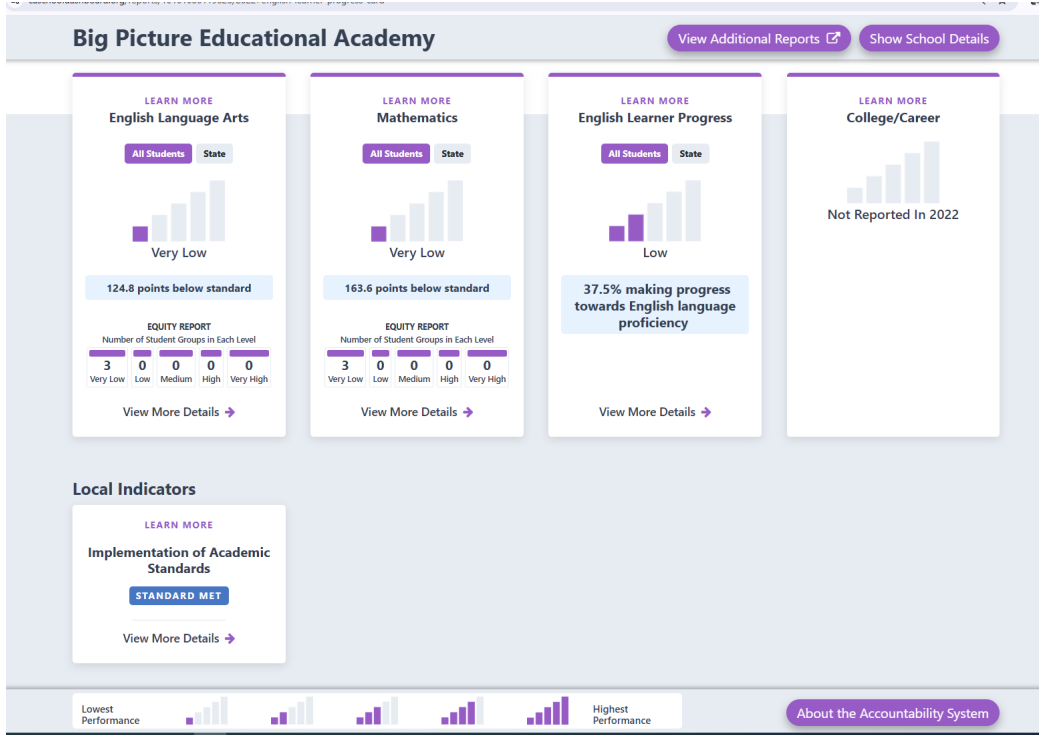
BIG PICTURE EDUCATIONAL ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.



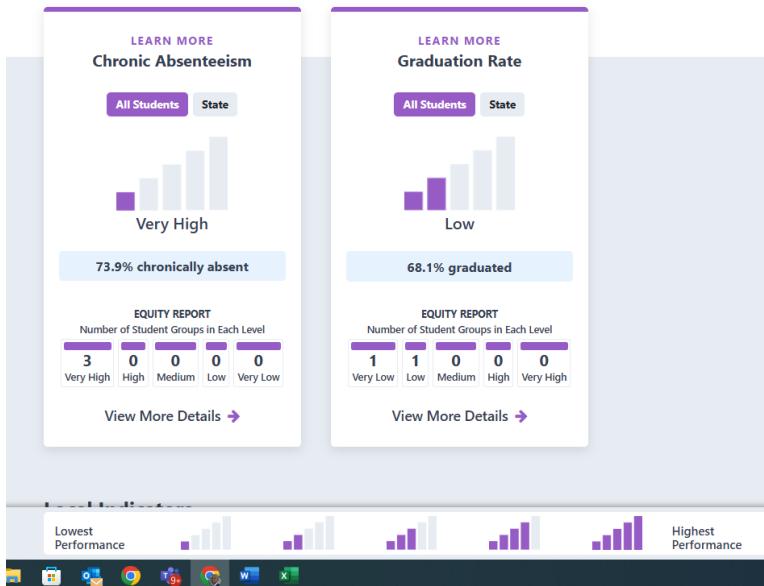
California School Dashboard 2022



BIG PICTURE EDUCATIONAL ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.



California School Dashboard 2019

Big Picture Educational Academy

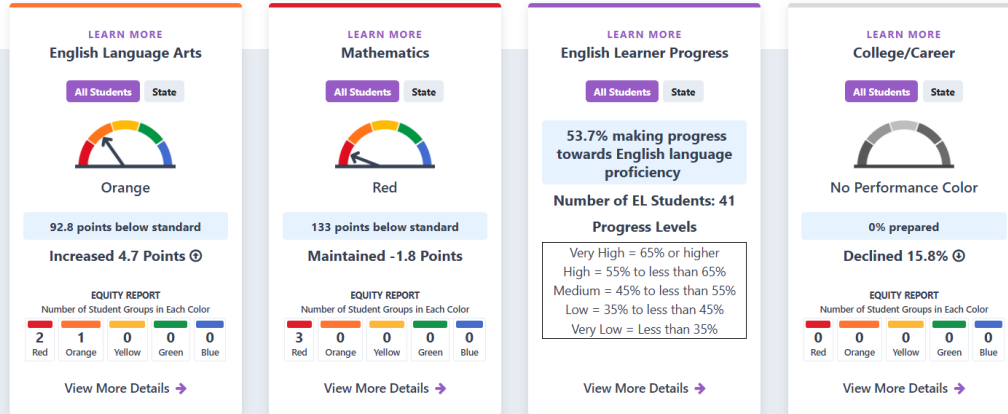
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BIG PICTURE EDUCATIONAL ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.



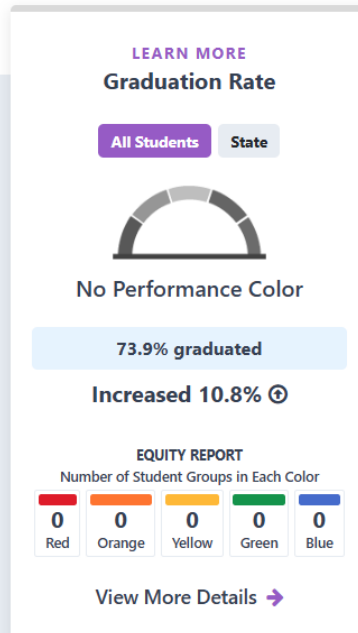
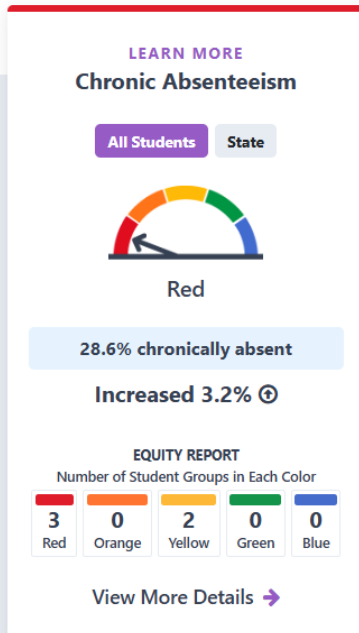
Local Indicators

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Big Picture Educational Academy



California School Dashboard **2018**

Big Picture Educational Academy

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BIG PICTURE EDUCATIONAL ACADEMY

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

All Students State

Red

97.5 points below standard

Declined 20.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

3	0	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

Mathematics

All Students State

Red

131.2 points below standard

Declined 11.6 Points

EQUITY REPORT
Number of Student Groups in Each Color

3	0	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

English Learner Progress

All Students State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
24.5%

Level 3 - Moderately Developed
47.2%

Level 2 - Somewhat Developed
20.8%

Level 1 - Beginning Stage
7.5%

[View More Details](#)

College/Career

All Students State

No Performance Color

15.8% prepared

Increased 11.6%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

Local Indicators



[About the Accountability System](#)

BIG PICTURE EDUCATIONAL ACADEMY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

All Students State

Orange

25.4% chronically absent

No Data

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)

Graduation Rate

All Students State

No Performance Color

63.2% graduated

Declined 3.5%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#)



BPEA Four-Year Adjusted Cohort Outcome-CDE DataQuest

Year	Cohort Students	Regular HS Diploma Graduates	CPP Completers	Adult Education H.S. Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
23-24	194	61	0	0	0	0	0	0	133
22-23	69	38	0	0	0	0	0	0	31
21-22	38	23	0	0	0	0	0	3	12
20-21	52	31	0	0	0	0	0	14	7

CAASPP Performance

Big Picture Education Academy

English-Language Arts

BPEA ELA 2024 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	18	20	23	17	25	19	84	206
Students Tested	18	20	22	17	24	19	84	204
Students With Scores	18	20	22	17	24	19	83	203
Mean Scale Score	2326.0	2325.1	2426.4	2405.4	2478.6	2455.5	2487.7	N/A
Standard Exceeded (Level 4)	5.56 %	0.00 %	4.55 %	0.00 %	4.17 %	0.00 %	2.41 %	2.46 %



Standard Met (Level 3)	5.56 %	5.00 %	13.64 %	0.00 %	29.17 %	15.79 %	10.84 %	11.82 %
Standard Nearly Met (Level 2)	16.67 %	10.00 %	31.82 %	23.53 %	16.67 %	15.79 %	32.53 %	24.63 %
Standard Not Met (Level 1)	72.22 %	85.00 %	50.00 %	76.47 %	50.00 %	68.42 %	54.22 %	61.08 %

BPEA ELA 2023 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	17	22	18	22	15	24	96	214
Students Tested	17	22	17	22	14	23	88	203
Students With Scores	17	22	17	22	14	23	88	203
Mean Scale Score	2309.2	2362.5	2346.5	2444.9	2441.9	2529.4	2486.4	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	9.09 %	0.00 %	8.70 %	5.68 %	4.43 %
Standard Met (Level 3)	0.00 %	13.64 %	5.88 %	13.64 %	21.43 %	34.78 %	11.36 %	13.79 %
Standard Nearly Met (Level 2)	29.41 %	13.64 %	11.76 %	22.73 %	14.29 %	21.74 %	25.00 %	21.67 %
Standard Not Met (Level 1)	70.59 %	72.73 %	82.35 %	54.55 %	64.29 %	34.78 %	57.95 %	60.10 %

BPEA ELA 2022 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	25	16	24	17	21	24	137	264
Students Tested	25	15	24	17	20	24	79	204
Students With Scores	25	15	24	17	20	24	78	203
Mean Scale Score	2301.4	2335.9	2423.5	2423.8	2492.9	2507.1	2494.5	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	4.17 %	0.00 %	5.00 %	0.00 %	2.56 %	1.97 %
Standard Met (Level 3)	4.00 %	0.00 %	16.67 %	5.88 %	20.00 %	33.33 %	11.54 %	13.30 %
Standard Nearly Met (Level 2)	28.00 %	13.33 %	16.67 %	29.41 %	35.00 %	29.17 %	38.46 %	30.54 %
Standard Not Met (Level 1)	68.00 %	86.67 %	62.50 %	64.71 %	40.00 %	37.50 %	47.44 %	54.19 %

BPEA ELA 2021 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	23	35	21	32	26	29	21	187
Students Tested	21	34	20	31	25	29	21	181
Students With Scores	21	34	20	31	25	29	21	181
Mean Scale Score	2294.9	2352.3	2418.1	2417.9	2465.7	2455.6	2562.9	N/A
Standard Exceeded (Level 4)	4.76 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	14.29 %	2.21 %
Standard Met (Level 3)	0.00 %	8.82 %	0.00 %	6.45 %	16.00 %	10.34 %	19.05 %	8.84 %
Standard Nearly Met (Level 2)	4.76 %	8.82 %	40.00 %	29.03 %	28.00 %	24.14 %	42.86 %	24.31 %
Standard Not Met (Level 1)	90.48 %	82.35 %	60.00 %	64.52 %	56.00 %	65.52 %	23.81 %	64.64 %

BPEA ELA 2019 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	24	30	30	35	38	30	17	204
Students Tested	21	29	30	35	35	29	16	195
Students With Scores	21	29	30	35	35	29	16	195
Mean Scale Score	2356.0	2359.4	2417.3	2443.5	2462.4	2446.8	2491.3	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	5.71 %	2.86 %	0.00 %	0.00 %	1.54 %
Standard Met (Level 3)	19.05 %	3.45 %	16.67 %	11.43 %	8.57 %	3.45 %	25.00 %	11.28 %
Standard Nearly Met (Level 2)	33.33 %	20.69 %	30.00 %	25.71 %	25.71 %	31.03 %	18.75 %	26.67 %
Standard Not Met (Level 1)	47.62 %	75.86 %	53.33 %	57.14 %	62.86 %	65.52 %	56.25 %	60.51 %

BPEA ELA 2018 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	29	30	37	36	25	21	21	199
Students Tested	29	29	35	35	24	21	20	193
Students With Scores	29	29	35	35	24	21	19	192
Mean Scale Score	2313.0	2397.8	2421.7	2455.6	2448.4	2449.3	2441.7	N/A
Standard Exceeded (Level 4)	0.00 %	3.45 %	5.71 %	0.00 %	0.00 %	0.00 %	0.00 %	1.56 %
Standard Met (Level 3)	3.45 %	13.79 %	20.00 %	2.86 %	8.33 %	4.76 %	0.00 %	8.33 %
Standard Nearly Met (Level 2)	31.03 %	20.69 %	20.00 %	51.43 %	25.00 %	23.81 %	26.32 %	29.17 %
Standard Not Met (Level 1)	65.52 %	62.07 %	54.29 %	45.71 %	66.67 %	71.43 %	73.68 %	60.94 %

MATHEMATICS

BPEA Math 2024 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	18	20	23	17	25	19	84	206
Students Tested	18	20	23	17	24	18	84	204
Students With Scores	18	20	23	17	24	18	83	203
Mean Scale Score	2310.4	2342.4	2403.5	2390.5	2450.9	2401.1	2417.8	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	0.00 %	4.17 %	5.56 %	0.00 %	0.99 %
Standard Met (Level 3)	5.56 %	0.00 %	8.70 %	5.88 %	12.50 %	0.00 %	1.20 %	3.94 %
Standard Nearly Met (Level 2)	22.22 %	15.00 %	21.74 %	11.76 %	25.00 %	5.56 %	3.61 %	11.82 %
Standard Not Met (Level 1)	72.22 %	85.00 %	69.57 %	82.35 %	58.33 %	88.89 %	95.18 %	83.25 %

BPEA Math 2023 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	17	22	18	22	15	24	96	214
Students Tested	17	22	17	22	14	23	85	200
Students With Scores	17	22	17	22	14	23	85	200
Mean Scale Score	2343.0	2391.8	2388.0	2457.5	2418.6	2485.7	2421.6	N/A

Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	9.09 %	0.00 %	4.35 %	0.00 %	1.50 %
Standard Met (Level 3)	5.88 %	18.18 %	0.00 %	0.00 %	7.14 %	13.04 %	2.35 %	5.50 %
Standard Nearly Met (Level 2)	29.41 %	27.27 %	23.53 %	31.82 %	42.86 %	34.78 %	8.24 %	21.50 %
Standard Not Met (Level 1)	64.71 %	54.55 %	76.47 %	59.09 %	50.00 %	47.83 %	89.41 %	71.50 %

BPEA Math 2022 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	25	16	24	17	21	24	137	264
Students Tested	25	15	24	17	20	24	77	202
Students With Scores	25	15	24	17	20	24	77	202
Mean Scale Score	2315.8	2367.9	2405.6	2416.2	2449.3	2477.5	2420.0	N/A
Standard Exceeded (Level 4)	4.00 %	0.00 %	0.00 %	0.00 %	0.00 %	4.17 %	0.00 %	0.99 %
Standard Met (Level 3)	8.00 %	6.67 %	8.33 %	5.88 %	10.00 %	0.00 %	0.00 %	3.96 %
Standard Nearly Met (Level 2)	8.00 %	6.67 %	8.33 %	29.41 %	25.00 %	25.00 %	5.19 %	12.38 %
Standard Not Met (Level 1)	80.00 %	86.67 %	83.33 %	64.71 %	65.00 %	70.83 %	94.81 %	82.67 %

BPEA Math 2021 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	23	35	21	32	26	29	21	187
Students Tested	21	34	20	32	25	29	21	182
Students With Scores	21	34	20	32	25	29	21	182
Mean Scale Score	2305.2	2346.9	2374.4	2415.6	2430.6	2391.7	2451.4	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Standard Met (Level 3)	4.76 %	2.94 %	0.00 %	3.13 %	0.00 %	0.00 %	0.00 %	1.65 %
Standard Nearly Met (Level 2)	9.52 %	11.76 %	5.00 %	18.75 %	20.00 %	10.34 %	4.76 %	12.09 %
Standard Not Met (Level 1)	85.71 %	85.29 %	95.00 %	78.13 %	80.00 %	89.66 %	95.24 %	86.26 %

BPEA Math 2019 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	24	30	30	35	38	30	17	204
Students Tested	21	29	30	35	35	28	16	194
Students With Scores	21	29	30	35	35	28	16	194
Mean Scale Score	2368.6	2380.9	2397.3	2390.4	2448.1	2386.4	2431.3	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	2.86 %	0.00 %	0.00 %	0.00 %	0.52 %

Standard Met (Level 3)	14.29 %	3.45 %	6.67 %	5.71 %	8.57 %	0.00 %	6.25 %	6.19 %
Standard Nearly Met (Level 2)	19.05 %	24.14 %	13.33 %	11.43 %	22.86 %	3.57 %	0.00 %	14.43 %
Standard Not Met (Level 1)	66.67 %	72.41 %	80.00 %	80.00 %	68.57 %	96.43 %	93.75 %	78.87 %

BPEA Math 2018 Percentage of Students at Each Performance Level

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	29	30	37	36	25	21	21	199
Students Tested	29	29	35	35	24	21	19	192
Students With Scores	29	29	35	35	24	21	19	192
Mean Scale Score	2334.4	2387.0	2394.8	2434.9	2407.6	2416.4	2418.9	N/A
Standard Exceeded (Level 4)	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Standard Met (Level 3)	10.34 %	3.45 %	2.86 %	8.57 %	0.00 %	0.00 %	0.00 %	4.17 %
Standard Nearly Met (Level 2)	20.69 %	41.38 %	14.29 %	25.71 %	12.50 %	14.29 %	0.00 %	19.79 %
Standard Not Met (Level 1)	68.97 %	55.17 %	82.86 %	65.71 %	87.50 %	85.71 %	100.00 %	76.04 %

Comparison School Outcomes-2024

Columbia Elementary-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	70	82	72	86	N/A	N/A	N/A	310
Students Tested	70	81	67	84	N/A	N/A	N/A	302
Students With Scores	70	81	67	84	N/A	N/A	N/A	302
Mean Scale Score	2333.3	2364.2	2424.7	2469.6	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	5.71 %	6.17 %	8.96 %	10.71 %	N/A	N/A	N/A	7.95 %
Standard Met (Level 3)	4.29 %	3.70 %	13.43 %	15.48 %	N/A	N/A	N/A	9.27 %
Standard Nearly Met (Level 2)	27.14 %	20.99 %	20.90 %	27.38 %	N/A	N/A	N/A	24.17 %
Standard Not Met (Level 1)	62.86 %	69.14 %	56.72 %	46.43 %	N/A	N/A	N/A	58.61 %

Columbia Elementary-CAASPP Mathematics

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	71	82	72	86	N/A	N/A	N/A	311
Students Tested	70	82	70	85	N/A	N/A	N/A	307
Students With Scores	70	82	70	85	N/A	N/A	N/A	307
Mean Scale Score	2370.4	2386.0	2431.4	2446.4	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	2.86 %	1.22 %	5.71 %	4.71 %	N/A	N/A	N/A	3.58 %

Standard Met (Level 3)	17.14 %	12.20 %	15.71 %	14.12 %	N/A	N/A	N/A	14.66 %
Standard Nearly Met (Level 2)	27.14 %	24.39 %	14.29 %	18.82 %	N/A	N/A	N/A	21.17 %
Standard Not Met (Level 1)	52.86 %	62.20 %	64.29 %	62.35 %	N/A	N/A	N/A	60.59 %

Edison-Bethune Charter Academy-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	56	62	53	70	N/A	N/A	N/A	241
Students Tested	55	62	53	70	N/A	N/A	N/A	240
Students With Scores	55	62	53	70	N/A	N/A	N/A	240
Mean Scale Score	2386.3	2416.5	2443.0	2482.3	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	9.09 %	11.29 %	7.55 %	2.86 %	N/A	N/A	N/A	7.50 %
Standard Met (Level 3)	20.00 %	17.74 %	18.87 %	27.14 %	N/A	N/A	N/A	21.25 %
Standard Nearly Met (Level 2)	27.27 %	24.19 %	24.53 %	31.43 %	N/A	N/A	N/A	27.08 %
Standard Not Met (Level 1)	43.64 %	46.77 %	49.06 %	38.57 %	N/A	N/A	N/A	44.17 %

Edison-Bethune Charter-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	56	62	53	70	N/A	N/A	N/A	241
Students Tested	56	62	53	70	N/A	N/A	N/A	241

Students With Scores	56	62	53	70	N/A	N/A	N/A	241
Mean Scale Score	2384.1	2437.3	2444.7	2490.0	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	3.57 %	4.84 %	7.55 %	7.14 %	N/A	N/A	N/A	5.81 %
Standard Met (Level 3)	21.43 %	16.13 %	15.09 %	27.14 %	N/A	N/A	N/A	20.33 %
Standard Nearly Met (Level 2)	28.57 %	41.94 %	24.53 %	21.43 %	N/A	N/A	N/A	29.05 %
Standard Not Met (Level 1)	46.43 %	37.10 %	52.83 %	44.29 %	N/A	N/A	N/A	44.81 %

Jefferson Elementary-FUSD-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	62	53	59	51	N/A	N/A	N/A	225
Students Tested	60	52	57	48	N/A	N/A	N/A	217
Students With Scores	60	52	57	48	N/A	N/A	N/A	217
Mean Scale Score	2418.7	2478.0	2505.4	2515.8	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	31.67 %	32.69 %	22.81 %	14.58 %	N/A	N/A	N/A	25.81 %
Standard Met (Level 3)	16.67 %	21.15 %	36.84 %	29.17 %	N/A	N/A	N/A	25.81 %
Standard Nearly Met (Level 2)	18.33 %	30.77 %	17.54 %	29.17 %	N/A	N/A	N/A	23.50 %
Standard Not Met (Level 1)	33.33 %	15.38 %	22.81 %	27.08 %	N/A	N/A	N/A	24.88 %

Jefferson Elementary School Fresno-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	62	53	59	51	N/A	N/A	N/A	225
Students Tested	60	52	59	49	N/A	N/A	N/A	220
Students With Scores	60	52	59	49	N/A	N/A	N/A	220
Mean Scale Score	2456.5	2501.9	2485.9	2487.7	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	31.67 %	40.38 %	18.64 %	18.37 %	N/A	N/A	N/A	27.27 %
Standard Met (Level 3)	36.67 %	15.38 %	20.34 %	14.29 %	N/A	N/A	N/A	22.27 %
Standard Nearly Met (Level 2)	16.67 %	34.62 %	28.81 %	24.49 %	N/A	N/A	N/A	25.91 %
Standard Not Met (Level 1)	15.00 %	9.62 %	32.20 %	42.86 %	N/A	N/A	N/A	24.55 %

Kepler Neighborhood Charter CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	30	30	29	22	40	20	N/A	171
Students Tested	30	30	27	22	40	19	N/A	168
Students With Scores	30	30	27	22	40	19	N/A	168
Mean Scale Score	2438.3	2441.4	2451.5	2483.5	2507.2	2549.9	N/A	N/A
Standard Exceeded (Level 4)	30.00 %	20.00 %	14.81 %	9.09 %	10.00 %	21.05 %	N/A	17.26 %

Standard Met (Level 3)	20.00 %	16.67 %	25.93 %	18.18 %	27.50 %	15.79 %	N/A	21.43 %
Standard Nearly Met (Level 2)	30.00 %	13.33 %	11.11 %	36.36 %	20.00 %	31.58 %	N/A	22.62 %
Standard Not Met (Level 1)	20.00 %	50.00 %	48.15 %	36.36 %	42.50 %	31.58 %	N/A	38.69 %

Kepler Neighborhood Charter-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	30	30	29	22	40	20	N/A	171
Students Tested	30	30	27	22	40	19	N/A	168
Students With Scores	30	30	27	22	40	19	N/A	168
Mean Scale Score	2428.4	2440.1	2442.9	2442.7	2499.1	2518.2	N/A	N/A
Standard Exceeded (Level 4)	16.67 %	13.33 %	11.11 %	9.09 %	12.50 %	15.79 %	N/A	13.10 %
Standard Met (Level 3)	26.67 %	16.67 %	11.11 %	4.55 %	17.50 %	10.53 %	N/A	15.48 %
Standard Nearly Met (Level 2)	30.00 %	36.67 %	18.52 %	22.73 %	22.50 %	15.79 %	N/A	25.00 %
Standard Not Met (Level 1)	26.67 %	33.33 %	59.26 %	63.64 %	47.50 %	57.89 %	N/A	46.43 %

Lowell Elementary School-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	36	54	49	40	N/A	N/A	N/A	179
Students Tested	35	53	46	37	N/A	N/A	N/A	171

Students With Scores	35	53	46	37	N/A	N/A	N/A	171
Mean Scale Score	2423.3	2377.8	2426.0	2495.6	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	31.43 %	3.77 %	6.52 %	8.11 %	N/A	N/A	N/A	11.11 %
Standard Met (Level 3)	22.86 %	13.21 %	23.91 %	29.73 %	N/A	N/A	N/A	21.64 %
Standard Nearly Met (Level 2)	20.00 %	18.87 %	6.52 %	35.14 %	N/A	N/A	N/A	19.30 %
Standard Not Met (Level 1)	25.71 %	64.15 %	63.04 %	27.03 %	N/A	N/A	N/A	47.95 %

Lowell Elementary-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	36	54	49	39	N/A	N/A	N/A	178
Students Tested	36	54	47	38	N/A	N/A	N/A	175
Students With Scores	36	54	47	38	N/A	N/A	N/A	175
Mean Scale Score	2414.0	2395.7	2428.0	2504.5	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	11.11 %	3.70 %	6.38 %	13.16 %	N/A	N/A	N/A	8.00 %
Standard Met (Level 3)	22.22 %	12.96 %	10.64 %	26.32 %	N/A	N/A	N/A	17.14 %
Standard Nearly Met (Level 2)	36.11 %	27.78 %	17.02 %	21.05 %	N/A	N/A	N/A	25.14 %
Standard Not Met (Level 1)	30.56 %	55.56 %	65.96 %	39.47 %	N/A	N/A	N/A	49.71 %

Yokomi Elementary School-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	103	111	97	96	N/A	N/A	N/A	407
Students Tested	103	111	96	94	N/A	N/A	N/A	404
Students With Scores	103	111	96	94	N/A	N/A	N/A	404
Mean Scale Score	2413.7	2449.5	2449.3	2510.1	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	32.04 %	19.82 %	14.58 %	15.96 %	N/A	N/A	N/A	20.79 %
Standard Met (Level 3)	12.62 %	22.52 %	20.83 %	25.53 %	N/A	N/A	N/A	20.30 %
Standard Nearly Met (Level 2)	18.45 %	22.52 %	13.54 %	27.66 %	N/A	N/A	N/A	20.54 %
Standard Not Met (Level 1)	36.89 %	35.14 %	51.04 %	30.85 %	N/A	N/A	N/A	38.37 %

Yokomi Elementary-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	103	111	97	96	N/A	N/A	N/A	407
Students Tested	103	110	96	94	N/A	N/A	N/A	403
Students With Scores	103	110	96	94	N/A	N/A	N/A	403
Mean Scale Score	2423.7	2482.1	2457.8	2474.9	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4)	23.30 %	21.82 %	14.58 %	17.02 %	N/A	N/A	N/A	19.35 %

Standard Met (Level 3)	20.39 %	30.91 %	14.58 %	12.77 %	N/A	N/A	N/A	20.10 %
Standard Nearly Met (Level 2)	24.27 %	25.45 %	23.96 %	23.40 %	N/A	N/A	N/A	24.32 %
Standard Not Met (Level 1)	32.04 %	21.82 %	46.88 %	46.81 %	N/A	N/A	N/A	36.23 %

Cooper Middle School-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	129	204	198	N/A	531
Students Tested	N/A	N/A	N/A	127	203	198	N/A	528
Students With Scores	N/A	N/A	N/A	127	203	198	N/A	528
Mean Scale Score	N/A	N/A	N/A	2516.3	2504.4	2539.8	N/A	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	16.54 %	8.87 %	12.12 %	N/A	11.93 %
Standard Met (Level 3)	N/A	N/A	N/A	28.35 %	24.14 %	27.78 %	N/A	26.52 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	29.13 %	26.60 %	27.78 %	N/A	27.65 %
Standard Not Met (Level 1)	N/A	N/A	N/A	25.98 %	40.39 %	32.32 %	N/A	33.90 %

Cooper Middle School-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	129	204	198	N/A	531
Students Tested	N/A	N/A	N/A	127	203	198	N/A	528

Students With Scores	N/A	N/A	N/A	127	203	198	N/A	528
Mean Scale Score	N/A	N/A	N/A	2492.7	2481.3	2497.1	N/A	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	7.87 %	8.37 %	8.59 %	N/A	8.33 %
Standard Met (Level 3)	N/A	N/A	N/A	18.90 %	13.30 %	9.09 %	N/A	13.07 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	33.07 %	27.59 %	26.77 %	N/A	28.60 %
Standard Not Met (Level 1)	N/A	N/A	N/A	40.16 %	50.74 %	55.56 %	N/A	50.00 %

Rutheford B. Gaston Middle School-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	389	387	N/A	776
Students Tested	N/A	N/A	N/A	N/A	372	376	N/A	748
Students With Scores	N/A	N/A	N/A	N/A	372	375	N/A	747
Mean Scale Score	N/A	N/A	N/A	N/A	2436.8	2457.0	N/A	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	1.61 %	1.60 %	N/A	1.61 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	14.78 %	12.80 %	N/A	13.79 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	18.01 %	25.07 %	N/A	21.55 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	65.59 %	60.53 %	N/A	63.05 %

Rutheford B. Gaston Middle-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	389	387	N/A	776
Students Tested	N/A	N/A	N/A	N/A	366	370	N/A	736
Students With Scores	N/A	N/A	N/A	N/A	364	370	N/A	734
Mean Scale Score	N/A	N/A	N/A	N/A	2426.0	2415.8	N/A	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	1.65 %	2.16 %	N/A	1.91 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	6.32 %	3.51 %	N/A	4.90 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	19.23 %	12.70 %	N/A	15.94 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	72.80 %	81.62 %	N/A	77.25 %

Tehipite Middle School-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	236	206	N/A	442
Students Tested	N/A	N/A	N/A	N/A	224	192	N/A	416
Students With Scores	N/A	N/A	N/A	N/A	223	192	N/A	415
Mean Scale Score	N/A	N/A	N/A	N/A	2466.9	2463.3	N/A	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	3.14 %	2.08 %	N/A	2.65 %

Standard Met (Level 3)	N/A	N/A	N/A	N/A	20.63 %	15.10 %	N/A	18.07 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	22.42 %	22.40 %	N/A	22.41 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	53.81 %	60.42 %	N/A	56.87 %

Tehipite Middle-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	235	205	N/A	440
Students Tested	N/A	N/A	N/A	N/A	225	188	N/A	413
Students With Scores	N/A	N/A	N/A	N/A	225	188	N/A	413
Mean Scale Score	N/A	N/A	N/A	N/A	2439.8	2415.2	N/A	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	1.33 %	0.00 %	N/A	0.73 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	8.44 %	4.26 %	N/A	6.54 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	23.56 %	10.11 %	N/A	17.43 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	66.67 %	85.64 %	N/A	75.30 %

Ambassador Sanchez II Charter High-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	78	78
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	75	75

Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	75	75
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2508.1	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	N/A	N/A	6.67 %	6.67 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	N/A	N/A	13.33 %	13.33 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	N/A	N/A	32.00 %	32.00 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	N/A	N/A	48.00 %	48.00 %

Ambassador Sanchez II- CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	78	78
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	75	75
Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	75	75
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2446.4	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	N/A	N/A	10.67 %	10.67 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	N/A	N/A	89.33 %	89.33 %

Crescent View West Charter CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	352	352
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	349	349
Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	349	349
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2531.5	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	N/A	N/A	7.45 %	7.45 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	N/A	N/A	24.36 %	24.36 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	N/A	N/A	33.52 %	33.52 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	N/A	N/A	34.67 %	34.67 %

Crescent View West CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	353	353
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	350	350
Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	350	350
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2474.5	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	N/A	N/A	0.57 %	0.57 %

Standard Met (Level 3)	N/A	N/A	N/A	N/A	N/A	N/A	5.43 %	5.43 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	N/A	N/A	15.14 %	15.14 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	N/A	N/A	78.86 %	78.86 %

School of Unlimited Learning-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	71	71
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	65	65
Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	65	65
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2508.5	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	N/A	N/A	1.54 %	1.54 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	N/A	N/A	13.85 %	13.85 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	N/A	N/A	43.08 %	43.08 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	N/A	N/A	41.54 %	41.54 %

School of Unlimited Learning-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	71	71
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	65	65

Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	65	65
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2425.5	N/A
Standard Exceeded (Level 4)	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Met (Level 3)	N/A	N/A	N/A	N/A	N/A	N/A	0.00 %	0.00 %
Standard Nearly Met (Level 2)	N/A	N/A	N/A	N/A	N/A	N/A	4.62 %	4.62 %
Standard Not Met (Level 1)	N/A	N/A	N/A	N/A	N/A	N/A	95.38 %	95.38 %

W.E.B. DuBois Charter-CAASPP ELA

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	27	20	19	24	22	25	31	168
Students Tested	27	20	19	23	22	25	30	166
Students With Scores	27	20	19	23	22	25	30	166
Mean Scale Score	2366.9	2469.6	2442.3	2447.1	2462.3	2467.5	2501.6	N/A
Standard Exceeded (Level 4)	14.81 %	30.00 %	5.26 %	0.00 %	9.09 %	0.00 %	0.00 %	7.83 %
Standard Met (Level 3)	14.81 %	20.00 %	10.53 %	13.04 %	13.64 %	12.00 %	20.00 %	15.06 %
Standard Nearly Met (Level 2)	22.22 %	25.00 %	26.32 %	39.13 %	13.64 %	20.00 %	26.67 %	24.70 %
Standard Not Met (Level 1)	48.15 %	25.00 %	57.89 %	47.83 %	63.64 %	68.00 %	53.33 %	52.41 %

W.E.B DuBois Charter-CAASPP Math

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Students Enrolled	27	19	19	23	22	25	31	166
Students Tested	26	19	19	23	21	25	31	164
Students With Scores	26	19	19	23	21	25	31	164
Mean Scale Score	2378.7	2494.1	2441.4	2433.2	2428.6	2456.7	2453.4	N/A
Standard Exceeded (Level 4)	7.69 %	36.84 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	5.49 %
Standard Met (Level 3)	15.38 %	21.05 %	5.26 %	4.35 %	14.29 %	4.00 %	9.68 %	10.37 %
Standard Nearly Met (Level 2)	23.08 %	21.05 %	36.84 %	26.09 %	9.52 %	24.00 %	16.13 %	21.95 %
Standard Not Met (Level 1)	53.85 %	21.05 %	57.89 %	69.57 %	76.19 %	72.00 %	74.19 %	62.20 %

Attachment 3

ATTACHMENT 3

From: [Sandi Howard](#)
To: [Jeffrey Hunt](#)
Subject: Re: 21-22 Accepted DASS Measures and Metrics
Date: Tuesday, February 21, 2023 9:09:39 AM

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning. I apologize for the delay in response. I've been out for a few days. I am working with Edtec to get the data streamlined for you. Jenn assures me it will be ready early this week. As soon as I receive it I will forward it on to you!

Thanks so much!

~Sandi



On Tue, Feb 14, 2023 at 4:25 PM Jeffrey Hunt <Jhunt@fcoe.org> wrote:

Good afternoon Sandi. Do you know when the 2021-22 DASS outcomes will be compiled? I'm trying to get an idea of how 21-22 went so I can better understand the adjustments for 22-23. Any update is greatly appreciated.

Jeffrey Hunt, Ed.D

Director of Charter Schools

Fresno County Superintendent of Schools

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Changing Lives One Future at a Time

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From: [Jeffrey Hunt](#)
To: [Sandi Howard](#)
Cc: [Keith Musilli-Johnson](#); [Corey Greenlaw](#)
Subject: 21-22 Accepted DASS Measures and Metrics
Date: Tuesday, February 14, 2023 4:25:00 PM

Good afternoon Sandi. Do you know when the 2021-22 DASS outcomes will be compiled? I'm trying to get an idea of how 21-22 went so I can better understand the adjustments for 22-23. Any update is greatly appreciated.

Jeffrey Hunt, Ed.D
Director of Charter Schools
Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
Office: (559) 265-3074
Mobile: (559) 246-4432
Fax: (559) 246-4432
Email: jhunt@fcoe.org

Changing Lives One Future at a Time

From: [Jeffrey Hunt](#)
Cc: [Corey Greenlaw](#); [LuAnn R. McCaslin](#)
Bcc: [Rudy Garcia](#); [Susan Bennett](#); [Keith Musilli-Johnson](#); principal@humelakecharter.org; [Shellie Hanes - Learn 4 Life](#); [Nicola Lovelace](#); [Harmit Juneja](#)
Subject: Fresno County Board of Education MOU Required Documents List
Date: Tuesday, August 23, 2022 11:20:00 AM
Attachments: [MOU Required Documents.pdf](#)
Importance: High

Good morning FCBE-Authorized Charter Leads.

I'm hoping all is well as you've all launched into the 2022-23 school year. Thank you for your continued flexibility and responsiveness last week as we've scheduled our oversight visits. Additionally, thank you for your service to the students in our community. As I have in each of the past few years, I am following up on MOU required documents for Fresno County Board of Education authorized charters. I've attached MOU Document E, the required documents list attached to your MOU between your charters and the County Board. I am asking that you submit the 2022-2023 version of your charter's required documents by **October 3, 2022**. **Here are a few instructions and considerations:**

1. For organizational documents/materials that are not updated annually and have previously been submitted, there is no need to submit this year (ex. Leases, Articles of Incorporation, Bylaws, etc)
2. For documents routinely submitted to our Fiscal department for regular attendance reporting and budgeting, there is no need for duplicate submissions to the charter schools department.
3. For student local assessment data that is administered more frequently than annually, please submit student performance data organized by test administration (ex. Fall, Winter, Spring, etc).
4. Please submit materials in PDF format with file naming conventions associated with the MOU Required Documents List. This enables my Administrative Assistant and I to properly and efficiently organize and distribute documents to applicable departments.
 - a. For example (P6-01 List of Charter School Teachers) (P5-03 Student Study Team Process), etc.

Please organize electronic copies of these documents and submit them by **Monday, October 3, 2022**. A flash drive may be mailed or delivered to our office (Attention Dr. Jeffrey Hunt) **or** files may be organized and shared via Google or Microsoft One-Drive (Please grant access to myself (jhunt@fcoe.org), and my administrative assistance LuAnn McCaslin LRmccaslin@fcoe.org). Your timeliness and these documents are an important part of our oversight work and I appreciate your cooperation. If you have any questions, please don't hesitate to reach out.

Jeffrey Hunt, Ed.D
Director of Charter Schools
Fresno County Superintendent of Schools
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Email: jhunt@fcoe.org

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From: [Jeffrey Hunt](#)
To: [Keith Musilli-Johnson](#); [Jeff Kirchner](#); r.dhillon@keplerschool.org; [Susan Bennett](#); [Gagandeep Gill](#); [Harmit Juneja](#)
Cc: [Jeanette Martinez](#); [Corey Greenlaw](#)
Subject: MOU Required Documents- 2024-2025
Date: Tuesday, August 27, 2024 4:38:00 PM
Attachments: [MOU Required Documents-Annotated.pdf](#)

Good morning FCBE-Authorized Charter Leads.

I'm hoping all is well as you've all launched into the 2024-25 school year. Thank you for your service to the students and families in our community. As I do each year, I am following up on MOU required documents for Fresno County Board of Education authorized charters. I've attached MOU Document E, the required documents list attached to your MOU between your charter and the County Board. I am asking that you submit the 2024-2025 version of your charter's required documents by **October 4, 2024**. **Here are a few instructions and considerations:**

1. For organizational documents/materials that are not updated annually and have previously been submitted, there is no need to submit this year (ex. Leases, Articles of Incorporation).
2. For documents routinely submitted to our Fiscal department for regular attendance reporting and budgeting, there is no need for duplicate submissions to the Charter Schools department.
3. For student local assessment data that is administered more frequently than annually, please submit student performance data organized by test administration (ex. Fall, Winter, Spring, etc).
4. Because of the extensions in charter terms resulting from the pandemic, this year's document request is more comprehensive. Please don't hesitate to reach out if you have any questions. Required document and policy submissions are **highlighted**.
5. Please submit materials in PDF format with file naming conventions associated with the MOU Required Documents List. This enables my Administrative Assistant and I to organize and distribute documents to applicable departments properly and efficiently.
 - a. For example (P6-01 List of Charter School Teachers) (P5-03 Student Study Team Process), etc.

Please organize electronic copies of these documents and submit them by **Friday, October 11, 2024**. A flash drive may be mailed or delivered to our office (Attention Dr. Jeffrey Hunt) **or** files may be organized and shared via Google or Microsoft One-Drive (Please grant access to myself (jhunt@fcoe.org), and my administrative assistant Jeanette Martinez (jmartinez@fcoe.org)). Your timeliness and these documents are an important part of our oversight work, and I appreciate your cooperation. If you have any questions, please don't hesitate to reach out.

Dr. Jeffrey Hunt

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