

**To:** Fresno County Board of Education

**From:** Big Picture Educational Academy

**Subject: Response to FCSS Committee Report Regarding the BPEA Renewal Charter Petition**

**Date:** April 14, 2025

In response to the Fresno County Superintendent of Schools (FCSS) Charter School Petition Review Committee Report regarding Big Picture Educational Academy's (BPEA) Renewal Charter Petition, we find it necessary to address several significant misrepresentations and inaccuracies contained within the report. This response aims to provide clarification, correct factual errors, and present accurate information that was either overlooked or mischaracterized in the Committee's findings.

BPEA has served our diverse student population for over a decade, and we believe the Committee's report fails to represent our school's achievements and educational program accurately. The following document systematically addresses each area of concern while providing supporting evidence demonstrating our continued commitment to educational growth and statutory compliance.

Note: The following response contains both original FCSS Charter Committee comments as well as BPEA responding comments. **BPEA comments are represented in blue.**

## I. BACKGROUND

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.

The report submitted by FCSS contains demographic information in this section as well as BPEA's designation as a DASS school.

On October 14, 2021, BPEA was designated as a DASS school. DASS status is granted to schools serving at-risk student populations, with BPEA serving more than 70% of students at risk of educational failure, including adult students and dropouts who represent about 50% of enrollment annually.

DASS (Dashboard Alternative School Status) is a designation for schools that serve high-risk student populations. Key aspects include:

1. DASS schools are identified on the Dashboard with DASS Status
2. These schools serve high percentages of at-risk students (70%+ of enrollment)
3. At-risk populations include students in danger of educational failure, dropouts, and recovered dropouts
4. DASS schools typically serve students who represent about 50% of the school's census enrollment annually
5. Alternative accountability metrics may be considered for charter renewal evaluations of DASS schools

## 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.

### 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 and Students

The FCSS Charter Petition Review Committee identified numerous positive aspects of BPEA through their evaluation process. The parent and student testimonials clearly validate BPEA's educational approach. We appreciate the committee's thorough documentation of how BPEA provides a safe, supportive environment with personalized attention that benefits students across all program levels. The strong relationships between staff and students, internship opportunities, and regular academic communication with parents demonstrate BPEA's commitment to student success.

**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)**

#### Petition Descriptions

**FCSS: No / BPEA: YES**

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.

This is inaccurate and intentionally taken out of context. While in conversation it was acknowledged that the existing Big Picture Learning (BPL) models do not fully address all California state requirements, it was made clear that we had already begun to address this need to **enhance and refine** our instructional methodology in the current and subsequent years, as evident in our investment into HMH curriculum that is tailored to our student needs and aligns seamlessly across all grade levels. (Attachment 1)

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 **previous** leadership team's performance has been acknowledged as insufficient. County officials have commented several times that the **current** administrative team (which has only been appointed within the current academic year) is “the strongest the School has ever had” and is addressing the deficiencies of the former management with comprehensive strategies to enhance NWEA Fall to Winter metrics and improve the overall school climate.

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.

**Prior** BPEA leadership did not take these recommendations seriously. However, the **current** BPEA leadership team has embraced the recommendations with commitment and urgency, marking a significant departure from the previous administration's approach. Our **current** leadership has already identified critical areas for improvement and taken decisive action, including implementing a comprehensive K-12 curriculum to address instructional gaps.

Although the **FCSS review process failed to include classroom observations at all programs during the November and March site visits**, FCSS committee members have explicitly acknowledged the positive leadership transition. One member specifically expressed appreciation for the new direction while noting past concerns about transparency. The **current** administrative team demonstrates enhanced operational effectiveness and a substantially greater capacity for implementing meaningful change than previous leadership.

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.

The **prior** responsibility for this communication process was assigned to the former Chief Academic Officer, who was tasked with relaying this data to the former Superintendent and former administration. Upon review, it has become apparent that there was a significant breakdown in this communication protocol. Our **current** team has only recently discovered the extent of this miscommunication. The new administrative team operates under different protocols and has implemented substantial procedural improvements over the past 6-8 months based on lessons learned from previous oversight deficiencies.

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

## Leadership

**FCSS: No / BPEA: YES**

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.

To provide clarity regarding leadership transitions at our schools:

At the elementary level, leadership progressed from Sandi Howard to Dr. Montanez to our current principal, Wayne Morris. Ms. Howard was reassigned to oversee district testing and academic assessment. While Dr. Montanez was recruited based on her track record of improving test scores, our campus experienced initially increasing assessment scores followed by a decline during her tenure. Following her resignation, Mr. Morris was explicitly appointed for his expertise in school turnaround strategies and addressing campus discipline concerns.

For the high school, Sandi Howard initially served as principal for both K-8 and 9-12 programs until the workload proved excessive. Rick Church was subsequently hired, focusing primarily on school culture and transforming the climate in incredibly positive ways for staff, students, and families. Our current principal, Natalie Abrams, joined BPHS upon Mr. Church's retirement and brings valuable expertise in charter schools, Career Technical Education (CTE), and systematic program development.

The adult high school began under Dr. Catanzarite's leadership, with Diana Gonzalez hired as Vice Principal. Ms. Gonzalez collaborated with Dr. Catanzarite, Keith Musilli-Johnson, and the AHS team to implement comprehensive improvements within two years, including proper student registration in CalPADS, implementation of state-aligned testing, transition to the more rigorous Edgenuity platform, and enhanced compliance with California charter school requirements. Ms. Gonzalez was appointed acting Principal in anticipation of Dr. Catanzarite's retirement. Felix Robles joined as a junior administrator, contributing his strong mathematics and data analysis background. Ms. Gonzalez and Mr. Robles significantly enhanced student achievement and enrollment, with Mr. Robles advancing to Principal as Ms. Gonzalez transitioned to Superintendent upon Mr. Musilli-Johnson's retirement.



It's important to note that the **current** administration has deliberately implemented substantive changes rather than continuing previous approaches. At the elementary level, Mr. Morris has transformed the previously reactive discipline system into a proactive model utilizing proven methodologies. This has created a notably safer, more structured learning environment. At the high school level, Ms. Abrams works tirelessly to expand students' opportunities and increase academic rigor alongside teachers. Concurrently, implementing new curriculum and enhanced teacher training has yielded school-wide instructional improvements expected to produce measurable academic gains as these initiatives mature.

## **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.

During the current academic year, FCSS has not conducted the required classroom observations or examined student work samples as part of the renewal evaluation process. In fact, FCSS has not performed a detailed and complete analysis of student work since before the COVID-19 pandemic. On multiple occasions, including visits in March and November of this year, team members departed before completing everything planned, indicating they would return later to complete additional assessment components, but failed to do so. Furthermore, it should be noted that the Adult High School program has not received an FCSS evaluation visit since prior to COVID-19.

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.

Again, to clarify the timeline of these observations, FCSS has not examined student work samples as part of the renewal evaluation process, and there has been limited formal monitoring over the past two years.

The primary concern relates to the A-G submission process. The **current** administration has already identified this significant issue. This responsibility was historically assigned to Dr. Catanzarite before being reassigned to Rick Church after he was appointed BPHS principal. Upon joining the team this academic year, Natalie Abrams identified that the submission remained incomplete and subsequently collaborated with the high school counselor to ensure proper completion and compliance with the BPHS submission. Additionally, courses have been submitted to ensure they are correctly registered for the 2025-2026 school year. This proactive approach will enable graduating students to fulfill these requirements as of this summer.

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.

To clarify the misinformation regarding our LTI/CTE program, we have recently incorporated a Career Technical Education teacher to our staff; however, it is essential to note that our independent study (IS) model differs from traditional programs and emphasizes in-person

learning. Our high school students attend in-person internship instruction **one** day per week (our early release day). They are on campus four days per week, aligning with independent study programs' educational standards. For context, comparable independent study schools typically only require students to attend in person two hours **weekly**, and approximately 80% of instructional time in these programs occurs off-site. Again, BPEA High School students are on campus four days per week for in-person instruction. Furthermore, our elementary school (TK-8) operates entirely in person with students on campus five days a week.

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.

Students attend LTI sessions exclusively on Wednesdays, which are designated minimum days. Attendance on weekends is considered voluntary and exceeds standard requirements. It is important to note that the above mentioned information regarding the recommendation for the “past seven years” again highlights that this was a failure of **previous** leadership, and has not been previously communicated by FCSS to the **current** leadership team. Despite this communication gap, **current** leadership has proactively identified this issue and has been developing plans to implement appropriate changes for the 2025-2026 school year. The LTI program is being strategically restructured to integrate with the Career Technical Education (CTE) Business and Finance pathway, which will be a mandatory component for all students. Participants will earn CTE elective credits that satisfy A-G requirements. Per pathway standards, each program must comprise 300 instructional hours, with the LTI program constituting a significant portion of this requirement.

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.



Again, **current** leadership has proactively identified this issue and is implementing this initiative. Ms. Abrams (High School Principal) brings extensive expertise as a former CTE Coordinator with 15 years of experience developing Career and Technical Education programs that include industry-recognized certifications.

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 paraprofessional facilitates supplementary science activities during designated Fun Friday sessions to maintain student engagement and curriculum continuity. This was implemented following the unanticipated accommodation of our science teacher, who transferred from High School to our Adult High School. We have already submitted for A-G certification approval to ensure program compliance with academic standards.

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.

As mentioned before, the Adult High School (AHS) program has had no "classroom observations" or FCSS program oversight since before COVID-19, despite the program holding around 50% of the enrollment and ADA for BPEA; a fact mentioned repeatedly over the last four school years and just recently discussed by FCSS during the November 2024 oversight visit.

AHS implemented NWEA assessment testing in Winter 2022, followed by both NWEA and state testing in Spring 2023. Upon her appointment, Diana Gonzalez championed this testing initiative, and she identified to **prior** leadership that the absence of standardized assessment for AHS students was a significant procedural deficiency. Ms. Gonzalez persistently

advocated for implementing student assessments, resulting in the introduction of testing protocols in the mid-academic year. This coincided with AHS students being properly registered in CalPADS with assigned SSIDs, another compliance issue Ms. Gonzalez identified during her initial program evaluation.

Ms. Gonzalez has observed that the historical lack of assessment data was a primary factor contributing to suboptimal program performance and insufficient academic accountability for graduating students. Upon her arrival, the AHS program had developed a reputation within both the team and community as a "diploma mill," a characterization that Ms. Gonzalez and her team have worked diligently to transform over the past four years by implementing rigorous academic standards and appropriate assessment protocols.

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.

**Current** leadership has acknowledged the application of the BPL model without alignment to California-specific requirements as a key factor in BPEA's historical performance challenges and lack of growth. **Current** leadership has also implemented significant changes and enhancements to the educational model, emphasizing academic accountability. This transparency and accountability regarding the **previous** administration's oversight deficiencies demonstrate the **current** administration's commitment to improvement, even as these past shortcomings are being leveraged in attempts to close a school that uniquely serves community needs in ways other institutions cannot.

## **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.

This situation reflects the historical inadequacy of governance and oversight from **previous** leadership. The **current** administration is actively implementing necessary corrections and reforms, which have garnered substantial support from all stakeholders, including faculty, staff, parents, students, and other community members.

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.

Please note that the petition does not include our most recent data regarding TK-12 interventions for mathematics and English Language Arts. We thoroughly reviewed this information during the March site visit and were fully prepared to provide additional documentation and demonstrations. However, classroom observations were not conducted during that visit, limiting our ability to showcase these interventions in practice.

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.

During the **previous** Principal’s tenure at the elementary level, academic performance experienced a notable decline in the second year. Despite her consistent assurances to the **prior** leadership team and the Board that local and state test scores would improve under her guidance, the anticipated results were not uniform. The oversight provided by **prior** leadership proved insufficient to monitor and ensure academic progress effectively. The **current** leadership has implemented a data-driven approach and is actively working to enhance testing scores while addressing achievement gaps through comprehensive measures, including additional professional development, instructional coaching, elevated teacher performance standards, and strategic utilization of faculty strengths and competencies.

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.

This is a gross mischaracterization of the January meeting referenced above. The BPEA leadership team was not present. The meeting was an "informal sit-down" between FCSS, BPEA Superintendent Diana Gonzalez, and the newly appointed CAO. The meeting's objective was to coordinate the new CAO's initiatives with the county's identified observations and established priorities, which the CAO clearly stated. During the productive conversation, county representatives expressed their desire to observe evidence of implementation during the upcoming site visit scheduled in the coming weeks. At no point did BPEA state that we were unaware of the causes behind the academic performance challenges. Furthermore, it is concerning that our transparent and collaborative dialogue has been misrepresented in this manner.

## **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.

It should be noted that this issue has been fully addressed by the **current** leadership. Upon joining BPEA in September 2023, Stephanie Hinton, BPEA Executive Director, immediately prioritized the concerns previously raised by Dr. Cantwell-Copher. Ms. Hinton implemented corrective measures to rectify all retirement account discrepancies and ensure full compliance, which included reconciling the approximately \$134,523 in outstanding obligations. BPEA has consistently complied with STRS and PERS enrollment requirements and contribution schedules since then. **(Attachment 2)** This compliance status was formally verified during the FCSS site visits conducted on November 15, 2024, and March 17, 2025.

## **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.

A significant portion of our student population enrolls in our school with pre-existing Individualized Education Programs (IEPs). As previously noted, implementing Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) frameworks has enhanced our Child Find identification process. The fact that students predominantly arrive with established IEPs is advantageous from a compliance perspective, as it mitigates any potential concerns that we might over-identify students for special education services for



institutional benefit. It is essential to acknowledge that while we have a small percentage of students with timeline compliance issues, these cases typically involve students who enrolled with existing IEPs already out of compliance upon their arrival at BPEA.

## **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.

The FCSS Director of Facilities & Operations conducted the March facility inspection with **minimal** concerns noted. At the high school, he noted mold on the exterior wall base of the main office and the Special Education building exteriors. The boys' bathroom was inspected with **no issues noted**, while the girls' facility was not examined. At the elementary site, only the staff restroom was inspected.

**No concerns** arose during classroom walkthroughs at either site. The Director toured two well-organized rooms (Rooms 2 and 3) and the art room at the high school. He noted the clay work in Mr. Portis's classroom and inquired about kiln facilities. The art room's less structured organization was considered appropriate for its creative function. The site observation did not mention the HVAC issues referenced at the high school.

The Director identified three main issues of concern in the cafeteria: poor floor conditions (older tiles), the need for painting (which can only be done during breaks, when students are not present), and inadequate lighting (replacement bulbs are on order).

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 8<sup>th</sup> grade student has been placed in a third-grade classroom for over 6 weeks and is required to Zoom into her 8<sup>th</sup> 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.

Elementary Corridors: **No wall holes** were observed, though patched areas and peeling paint on the mural were visible. Hallways lack direct heating and air conditioning, which are available only in classrooms, MPR, and kitchen areas.

Accessibility Compliance: It should be noted that FCSS inspected and approved BPEA's use of the elementary site despite the lack of an elevator. The plan submitted to and approved by the county states that if a mobility-impaired student is assigned to an upper floor, the *entire class* would relocate to the ground floor, with an entire *ground-floor class* moving upstairs.

This is another example of a statement taken out of context. As stated in a letter from the parent referenced above ([Attachment 3](#)), she was trying to support the school and highlight a positive example of BPEA accommodation, not criticize it.

To clarify the situation: A student broke her ankle and had medical justification to remain home for rest and limited activity. While we offered an independent study plan during recovery, the student was eager to continue attending school. Since stairs were an obstacle, teachers arranged for her to use a downstairs classroom where she could participate with her class via Zoom, rather than relocating two classrooms (50 students). The student was enthusiastic about this solution as it allowed her to maintain her daily school routine without interruption. The accommodations were successful, and the parent was grateful for the school's responsiveness to meet her student's needs.

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. A BPEA staff member 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.

The statement regarding BPEA maintenance processes is not accurate. BPEA does NOT rely on annual charter authorizer and insurance provider inspections to be made aware of facility issues. While a ticketing system is part of our maintenance protocol, it is only one component of our approach to facility management. Each site has designated staff members (campus safety and office leads) who conduct regular walk-throughs and report issues proactively, not just reactively. This allows us to identify and address potential maintenance concerns before they become more significant problems. Furthermore, although we currently employ a single maintenance staff member, we have already assigned another staff member as our student driver, meaning our maintenance staff is solely focused on ensuring our facilities remain safe, functional, and conducive to learning.

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

The report contains inaccurate information regarding teacher credentialing. Under Stephanie Hinton's administration, which began in September 2023, there has been only one credential compliance issue, not "instances" as stated. This case involves a teacher with a CTE credential rather than a "single subject" credential. This teacher has been with the school since 2017, and FCSS had approved and accepted their CTE credential annually until 2024.

When the issue arose, Ms. Hinton and BPEA's HR Manager collaborated with Morgan Wills (HR for FCSS) to review the teacher's transcripts and qualifications to determine potential solutions, including PIP/STSP or waiver options. It wasn't until February 2025 that FCSS determined no feasible course of action was available. Prior to this report, BPEA had already decided that this teacher, under their current credential, would not continue teaching in the upcoming school year.

Furthermore, BPEA has taken every possible course of action, including communicating more heavily with FCSS about seeking staff to fill vacant positions over the last 1-2 years. Many of the vacancies have remained unfilled because of the lack of applicants, as FCSS also voiced similar frustrations about this at the county level, so we've been forced into creative solutions for the sake of our students. We have even reimaged teacher salary scales and reposted positions with signing bonuses to attract move applicants.

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.

Prior to September 2023, BPEA's HR office experienced turnover, a lack of experienced HR management, and inefficient communication and training over the course of several years. Since Ms. Hinton's appointment in 2023, BPEA has fully complied with teacher reporting requirements. All new hire Notices of Employment (NOEs) are submitted directly to FCSS via the FileZilla secure server protocol. FCSS has confirmed that the single instance of delayed reporting was attributable to technical connectivity issues with the FileZilla system, which required collaborative troubleshooting between FCSS technical support and BPEA IT departments. The NOE was promptly submitted upon restoration of secure connectivity.

Potential credential misalignments are identified and resolved through the CalSAAS monitoring system. The sole misalignment currently appearing in CalSAAS has been formally addressed and documented as a CalPads coding error rather than an actual misassignment, as evidenced by Exception Code 9500.

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.

Despite the resignation of our Science teacher, we do not currently have credential misalignments in the Science department.

We have also successfully secured an RSP teacher, ensuring compliance with requirements. However, we seek to employ an additional RSP teacher for the K-8 campus to enhance our educational services. Similarly, while we currently have a Mathematics instructor on staff, we aim to recruit a second Mathematics teacher to strengthen our academic program. Additionally, we have strategically transitioned the "Internship Coordinator" role into a CTE Pathway position, so the Internship Coordinator posting is no longer active.

Regarding ongoing recruitment efforts, we maintain several support positions that are continuously open on Edjoin throughout the academic year. This approach allows us to accept applications on a rolling basis, including for substitute teachers, ensuring candidates are pre-screened when vacancies arise, thus facilitating an expedited interview process. It should be noted that, except for our newly hired RSP teacher, this information was given to FCSS personnel during their March 17th site visit, though it was not reflected in this report.

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

As previously stated, the paraprofessional facilitates supplementary science activities during designated Fun Friday sessions to maintain student engagement and curriculum continuity. Paraprofessionals are not and do not fill the role of a Teacher. This particular instance was implemented following the unanticipated accommodation of our science teacher, who transferred from High School to our Adult High School.

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.

The data referenced above pertains to the 2023/24 school year under **prior** leadership. In the **current** year, BPEA has seen a significant upward shift in positivity and overall climate & culture.

**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.

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

**FCSS: YES / BPEA: YES**

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), (ii), (iii)**

**FCSS: YES / BPEA: 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)**

**FCSS: YES / BPEA: 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)

**FCSS: YES / BPEA: 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)

**FCSS: YES / BPEA: 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)

**FCSS: YES / BPEA: 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) (i), (ii), (iii)

**FCSS: YES / BPEA: 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)**

**FCSS: YES / BPEA: 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)**

**FCSS: YES / BPEA: 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)**

**FCSS: YES / BPEA: 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.*

**FCSS: YES / BPEA: 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)

**FCSS: No / BPEA: YES**

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.

[Simple misunderstanding with our editor.](#)

[BPEA will make all employer contributions as required by STRS and PERS. BPEA will contract with ~~the district~~ County \(FCSS\) for STRS and ~~County~~ back office for PERS, to forward any required payroll deductions and related data.](#)

### EC 47605(c)(5)(L)

**FCSS: YES / BPEA: 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)

**FCSS: YES / BPEA: 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)-

**FCSS: YES / BPEA: 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)

**FCSS: YES / BPEA: 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)

**FCSS: YES / BPEA: 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)

**NA-** This is not required for renewals.

## EC 47605(c)(8)

**NA-** This is not required for renewals

## IV. CHARTER SCHOOL ACADEMIC PERFORMANCE

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

FCSS: **No** / BPEA: **YES**

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.

Between 2018 and 2024, BPEA has navigated extraordinary challenges while steadily advancing student academic performance in **Mathematics, Reading, and Language Usage**. Despite starting with scores below the national norm—largely due to the extensive academic, personal, and socioemotional hardships our students face—BPEA has demonstrated consistent, measurable growth across all grade levels, particularly in **Fall 2024 to Winter 2024 gains**.

**Cohort Growth:** Every cohort shows longitudinal growth, even through COVID-era disruptions. Students who began with substantial learning gaps are steadily progressing year-over-year.



## Math Trends:

- Math RIT scores increased in nearly every grade between 2018 and 2024.
- The most dramatic recent improvement occurred between Fall and Winter 2024, with some grades (e.g., Grade 1 and Grade 2) showing double-digit RIT score gains.
- Although the gap with national norms remains, it is narrowing, particularly in Grades 9–12.

## Reading & Language Trends:

- Both subjects show recovery from pandemic learning loss.
- Winter 2024 data reveals strong momentum in Reading across Grades 3–8 and solid growth in Language Usage, especially in upper grades.

## Fall to Winter 2024 Growth:

- A clear indicator of successful intervention strategies.
- Validates recent changes in leadership, programming, and whole-child education initiatives.
- Provides quantitative evidence of student resilience, teacher impact, and the long-term effectiveness of BPEA's mission-driven approach.

This table shows the Mean Fall NWEA RIT scores for MATHEMATICS spanning from Kindergarten through 12th grade for each year from 2018 through 2024.

Math K-12 Mean Fall RIT Scores							
	2018	2019	2020	2021*	2022	2023	2024
<b>K</b>		134.00	150.60	137.30	136.60	140.90	137.90
<b>1</b>	151.20	154.40	162.80	148.50	154.20	151.30	152.60
<b>2</b>	161.00	166.30	172.90	164.70	159.30	163.70	164.70
<b>3</b>	175.30	179.60	175.40	168.50	172.60	173.30	175.00
<b>4</b>	184.80	192.80	186.90	175.20	184.10	181.50	177.80

5	193.30	197.00	195.10	188.90	185.50	192.30	186.60
6	199.30	199.60	198.70	201.20	199.40	199.30	199.40
7	208.50	199.70	201.80	205.40	201.40	206.00	200.80
8	206.90	121.70	199.40	208.20	212.80	205.00	210.20
9	207.30	204.90	213.50	208.40	208.10	217.70	210.80
10	217.80	211.90	205.60	212.90	206.40	214.60	217.90
11	216.30	222.00	215.20	211.80	217.00	215.20	222.80
12	213.80	219.60	221.60	218.70	217.50	231.80	221.50

This table shows the Mean Fall NWEA RIT scores for READING spanning from Kindergarten through 12th grade for each year from 2018 through 2024.

Reading K-12 Mean Fall RIT Scores							
	2018	2019	2020	2021*	2022	2023	2024
K		137.80	147.90	133.20	136.60	137.60	135.90
1	149.60	151.40	157.60	146.90	148.10	145.50	150.10
2	160.60	159.30	173.00	169.30	153.40	158.60	157.40
3	177.90	171.10	170.50	171.10	169.80	178.90	173.60
4	181.80	189.90	187.70	171.10	180.10	182.90	173.20
5	191.50	198.50	194.90	186.60	180.20	192.00	185.80
6	199.20	197.80	200.40	200.20	197.90	190.30	201.00
7	208.50	201.60	201.80	202.30	197.00	203.80	194.40
8	203.60	212.20	203.10	206.40	216.20	207.00	207.20
9	201.60	202.30	210.80	205.70	207.60	217.30	205.70
10	215.60	211.50	201.20	208.90	213.00	212.90	217.40
11	219.70	216.30	215.10	211.30	221.60	216.00	219.50
12	210.90	217.40	220.00	221.50	216.70	225.80	223.40

This table shows the Mean Fall NWEA RIT scores for LANGUAGE USAGE spanning from Kindergarten through 12th grade for each year from 2018 through 2024.

Language K-12 Mean Fall RIT Scores							
	2018	2019	2020	2021*	2022	2023	2024
<b>K</b>							
<b>1</b>							
<b>2</b>	159.80	164.00	171.00	165.00	156.40	155.30	158.20
<b>3</b>	177.00	174.70	175.50	172.80	167.40	173.00	172.20
<b>4</b>	180.30	188.20	181.90	175.20	183.50	181.90	171.80
<b>5</b>	191.50	192.20	193.70	189.00	183.20	190.30	188.10
<b>6</b>	201.10	199.00	201.00	195.40	200.40	189.30	197.50
<b>7</b>	205.10	202.40	201.80	203.20	196.50	198.70	189.90
<b>8</b>	203.90	211.50	202.70	206.40	211.50	201.00	208.20
<b>9</b>	204.40	201.60	212.50	206.10	203.00	210.70	206.20
<b>10</b>	212.90	213.00	206.30	206.30	206.30	206.40	214.90
<b>11</b>	216.80	217.70	214.90	212.50	218.40	212.20	215.10
<b>12</b>	209.60	215.10	219.90	219.50	213.90	225.20	

The current concern is that our scores fall below the national norm, which is true due to the unique population of students and families we serve. Our students enter our schools with significant academic gaps stemming from numerous academic, personal, and socioemotional hardships they have been working to overcome. BPEA students typically do not enroll in BPEA without extensive learning gaps, which we address holistically.

If you examine the charts above by cohort (i.e., tracking the same students from grade level to grade level over many years - color-coded for your convenience), you can observe that each cohort demonstrates growth. While there was some learning loss due to COVID, BPEA students are recovering from these challenges just as they did prior to COVID: gradually and steadily. We must also consider that COVID closures and the resulting chaos had a far greater impact on these families and students, as they lacked the same opportunities and resources available to larger, wealthier households and school districts.

Many households have uneducated parents, which significantly limits their ability to support their students outside of school compared to more affluent communities. Therefore, our efforts to help our community progress involve slower growth because we are educating and healing entire families and multiple generations to foster a community of lifelong learners.

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The following tables show the comparisons between the 2015 and 2020 NWEA National RIT Norms and BPEA's Mean Fall NWEA RIT scores for MATH, READING, and LANGUAGE USAGE spanning from Kindergarten through 12th grade for each year from 2018 through 2024.

Additionally, since Dr. Clyde and Dr. Greenlaw both stated that the only way to improve our data story is by demonstrating growth across all grade levels from Fall 2024 to Winter 2024, we have included that as well. In fact, back in November 2024, Dr. Clyde stated he would personally advocate for us if we could show growth from Fall to Winter 2024, going so far as to say that he would then have concrete data to discuss with the board and help us secure renewal. Dr. Greenlaw shared the same cautious optimism, often expressing his hope that the Fall to Winter 2024 data would reflect the growth we need for renewal.

The growth from Fall 2024 to Winter 2024 demonstrates the hard work and determination of our teams and students. It also highlights the success of the significant changes in leadership, programming, teamwork, and transparency, which have positively impacted not only the staff at BPEA but also the students and their families.

Each table also includes a line graph comparing the 2020 National Norm with the 2024 Fall and 2024 Winter tests. FCSS consistently calls out that BPEA falls below the national norm. **However, our student population does not represent the national norm.** BPEA wants to highlight and be recognized for the significant strides we are making with students to close the achievement gap and exceed the national norm. Based on the upward data trends, the **current** leadership team is eager to see where these students will be in the coming years and where our school will be if we are permitted to renew. We are not the same school we were a year ago, and the students are working tirelessly to demonstrate this - they are not the same students they were a year ago, nor are our families; we are so much more.

As stated many times before, our students are a unique population that does not come from privilege. BPEA is often the last effort before many of them drop out, and that's not just high school dropouts! We have students below high school who may very well be early dropouts if our schools cannot make those connections quickly and convince them they are worth the future we see for them.

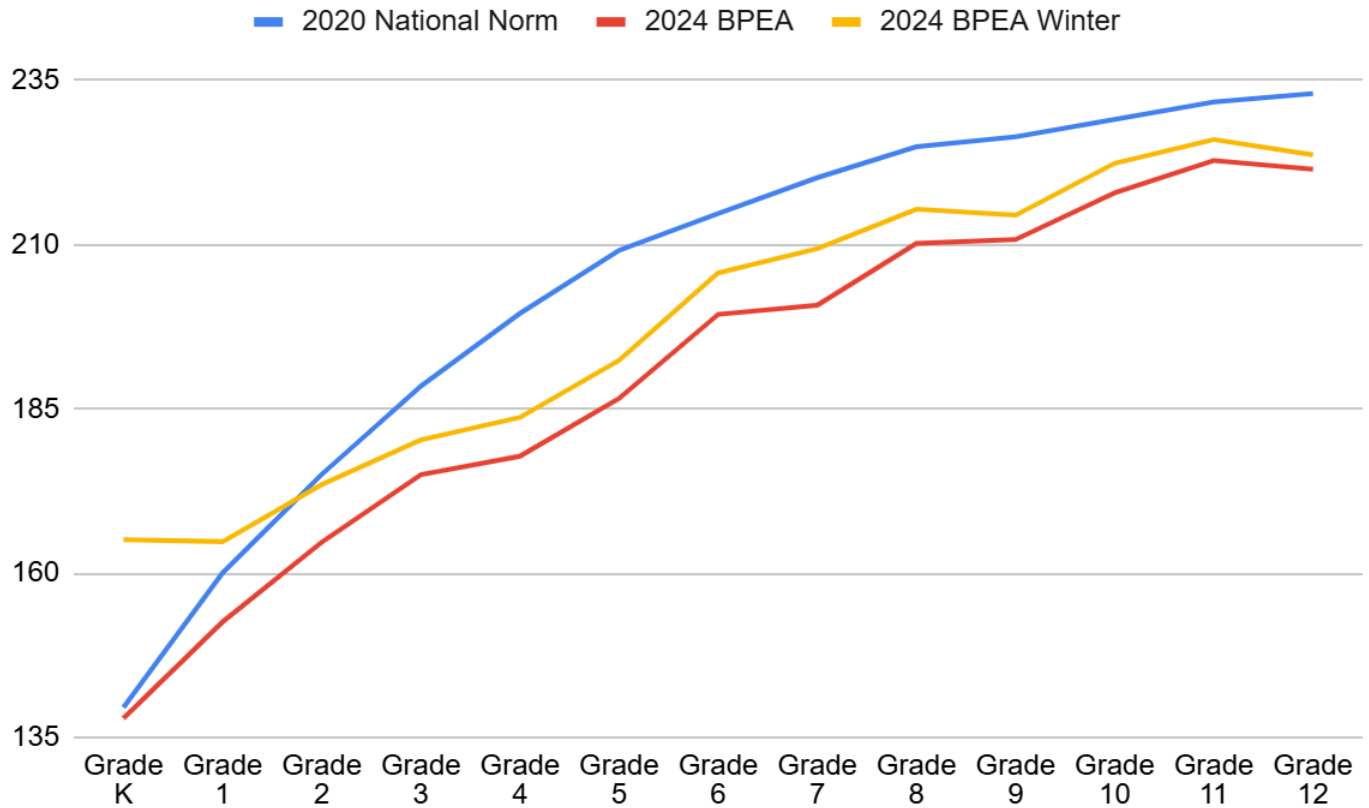
## Math K-12 Mean Fall RIT Scores vs. National Norm

	2015 National Norm	2018 BPEA	2018 GAP	2019 BPEA	2019 GAP
Grade K	136.46			134.00	-2.46
Grade 1	162.42	151.20	-11.22	154.40	-8.02
Grade 2	176.90	161.00	-15.90	166.30	-10.60
Grade 3	190.40	175.30	-15.10	179.60	-10.80
Grade 4	201.94	184.80	-17.14	192.80	-9.14
Grade 5	211.44	193.30	-18.14	197.00	-14.44
Grade 6	217.62	199.30	-18.32	199.60	-18.02
Grade 7	222.65	208.50	-14.15	199.70	-22.95
Grade 8	226.30	206.90	-19.40	212.70	-13.60
Grade 9	230.27	207.30	-22.97	204.90	-25.37
Grade 10	230.06	217.80	-12.26	211.90	-18.16
Grade 11	233.28	216.30	-16.98	222.00	-11.28
Grade 12	N/A	213.80	N/A	219.60	N/A

	2020 Nat'l Norm	2020 BPEA	2020 GAP	2021* BPEA	2021* GAP	2022 BPEA	2022 GAP	2023 BPEA	2023 GAP	2024 BPEA	2024 GAP	2024 BPEA Winter	2024 Winter GAP
Grade K	139.56	150.60	11.04	137.30	-2.26	136.60	-2.96	140.90	1.34	137.90	-1.66	165.10	25.54
Grade 1	160.05	162.80	2.75	148.50	-11.55	154.20	-5.85	151.30	-8.75	152.60	-7.45	164.80	4.75
Grade 2	175.04	172.90	-2.14	164.70	-10.34	159.30	-15.74	163.70	-11.34	164.70	-10.34	173.50	-1.54
Grade 3	188.48	175.40	-13.08	168.50	-19.98	172.60	-15.88	173.30	-15.18	175.00	-13.48	180.30	-8.18
Grade 4	199.55	186.90	-12.65	175.20	-24.35	184.10	-15.45	181.50	-18.05	177.80	-21.75	183.70	-15.85
Grade 5	209.13	195.10	-14.03	188.90	-20.23	185.50	-23.63	192.30	-16.83	186.60	-22.53	192.40	-16.73
Grade 6	214.75	198.70	-16.05	201.20	-13.55	199.40	-15.35	199.30	-15.45	199.40	-15.35	205.70	-9.05
Grade 7	220.21	201.80	-18.41	205.40	-14.81	201.40	-18.81	206.00	-14.21	200.80	-19.41	209.40	-10.81



<b>Grade 8</b>	224.92	199.40	<b>-25.52</b>	208.20	<b>-16.72</b>	212.80	<b>-12.12</b>	205.00	<b>-19.92</b>	210.20	<b>-14.72</b>	215.40	<b>-9.52</b>
<b>Grade 9</b>	226.43	213.50	<b>-12.93</b>	208.40	<b>-18.03</b>	208.10	<b>-18.33</b>	217.70	<b>-8.73</b>	210.80	<b>-15.63</b>	214.50	<b>-11.93</b>
<b>Grade 10</b>	229.07	205.60	<b>-23.47</b>	212.90	<b>-16.17</b>	206.40	<b>-22.67</b>	214.60	<b>-14.47</b>	217.90	<b>-11.17</b>	222.40	<b>-6.67</b>
<b>Grade 11</b>	231.72	215.20	<b>-16.52</b>	211.80	<b>-19.92</b>	217.00	<b>-14.72</b>	215.20	<b>-16.52</b>	222.80	<b>-8.92</b>	226.00	<b>-5.72</b>
<b>Grade 12</b>	233.02	221.60	<b>-11.42</b>	218.70	<b>-14.32</b>	217.50	<b>-15.52</b>	231.80	<b>-1.22</b>	221.50	<b>-11.52</b>	223.70	<b>-9.32</b>

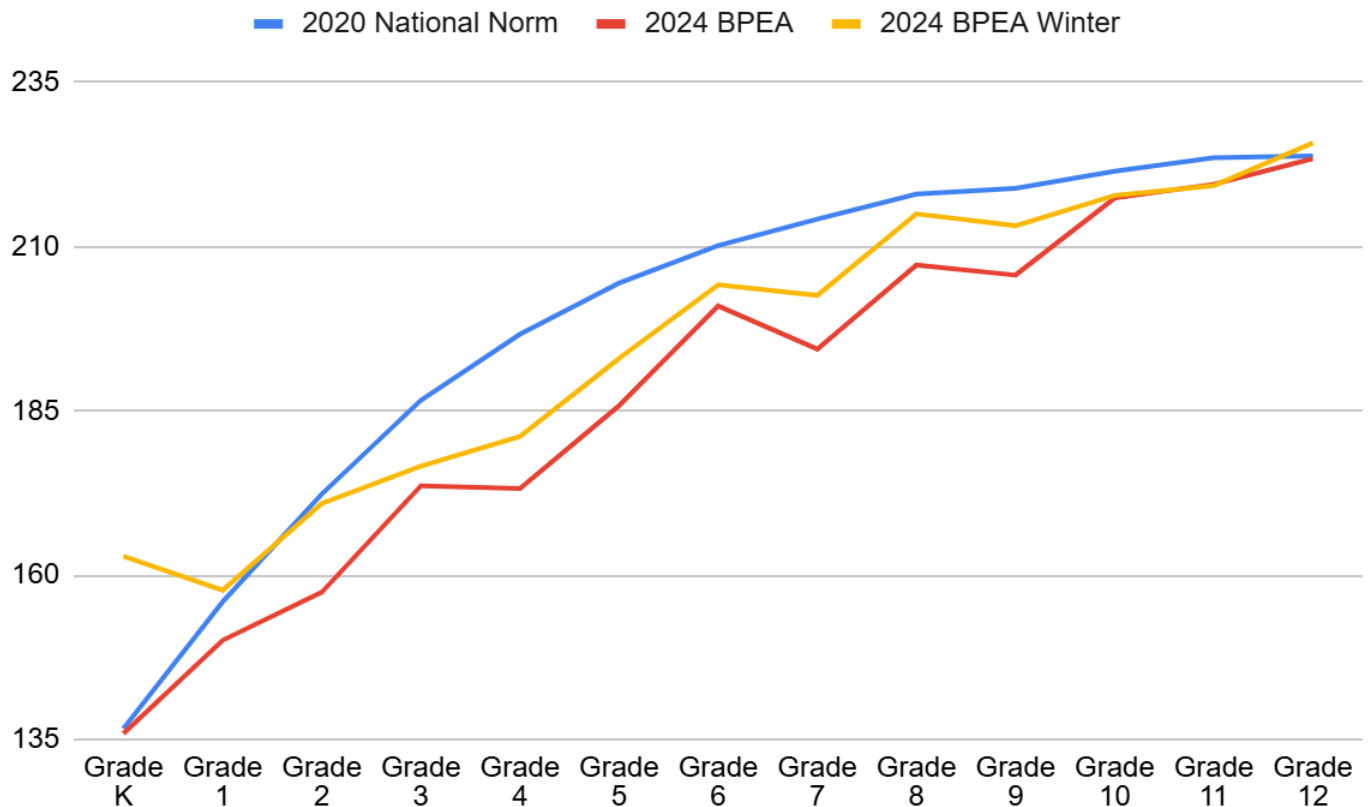


## Reading K-12 Mean Fall RIT Scores vs. National Norm

	2015 National Norm	2018 BPEA	GAP	2019 BPEA	GAP
Grade K	137.53			137.80	0.27
Grade 1	160.70	149.60	-11.10	151.40	-9.30
Grade 2	174.72	160.60	-14.12	159.30	-15.42
Grade 3	188.29	177.90	-10.39	171.10	-17.19
Grade 4	198.16	181.80	-16.36	189.90	-8.26
Grade 5	205.68	191.50	-14.18	198.50	-7.18
Grade 6	210.99	199.20	-11.79	197.80	-13.19
Grade 7	214.45	208.50	-5.95	201.60	-12.85
Grade 8	217.24	203.60	-13.64	212.20	-5.04
Grade 9	220.22	201.60	-18.62	202.30	-17.92
Grade 10	220.44	215.60	-4.84	211.50	-8.94
Grade 11	222.64	219.70	-2.94	216.30	-6.34
Grade 12		210.90	N/A	217.40	N/A

	2020 Nat'l Norm	2020 BPEA	GAP	2021* BPEA	GAP	2022 BPEA	GAP	2023 BPEA	GAP	2024 BPEA	GAP	2024 BPEA Winter	GAP
Grade K	136.65	147.90	11.25	133.20	-3.45	136.60	-0.05	137.60	0.95	135.90	-0.75	162.90	26.25
Grade 1	155.93	157.60	1.67	146.90	-9.03	148.10	-7.83	145.50	-10.43	150.10	-5.83	157.70	1.77
Grade 2	172.35	173.00	0.65	169.30	-3.05	153.40	-18.95	158.60	-13.75	157.40	-14.95	170.90	-1.45
Grade 3	186.62	170.50	-16.12	171.10	-15.52	169.80	-16.82	178.90	-7.72	173.60	-13.02	176.60	-10.02
Grade 4	196.67	187.70	-8.97	171.10	-25.57	180.10	-16.57	182.90	-13.77	173.20	-23.47	181.10	-15.57
Grade 5	204.48	194.90	-9.58	186.60	-17.88	180.20	-24.28	192.00	-12.48	185.80	-18.68	193.00	-11.48

<b>Grade 6</b>	210.17	200.40	-9.77	200.20	-9.97	197.90	-12.27	190.30	-19.87	201.00	-9.17	204.20	-5.97
<b>Grade 7</b>	214.2	201.80	-12.40	202.30	-11.90	197.00	-17.20	203.80	-10.40	194.40	-19.80	202.60	-11.60
<b>Grade 8</b>	218.01	203.10	-14.91	206.40	-11.61	216.20	-1.81	207.00	-11.01	207.20	-10.81	215.00	-3.01
<b>Grade 9</b>	218.9	210.80	-8.10	205.70	-13.20	207.60	-11.30	217.30	-1.60	205.70	-13.20	213.20	-5.70
<b>Grade 10</b>	221.47	201.20	-20.27	208.90	-12.57	213.00	-8.47	212.90	-8.57	217.40	-4.07	217.80	-3.67
<b>Grade 11</b>	223.53	215.10	-8.43	211.30	-12.23	221.60	-1.93	216.00	-7.53	219.50	-4.03	219.30	-4.23
<b>Grade 12</b>	223.8	220.00	-3.80	221.50	-2.30	216.70	-7.10	225.80	2.00	223.40	-0.40	225.80	2.00

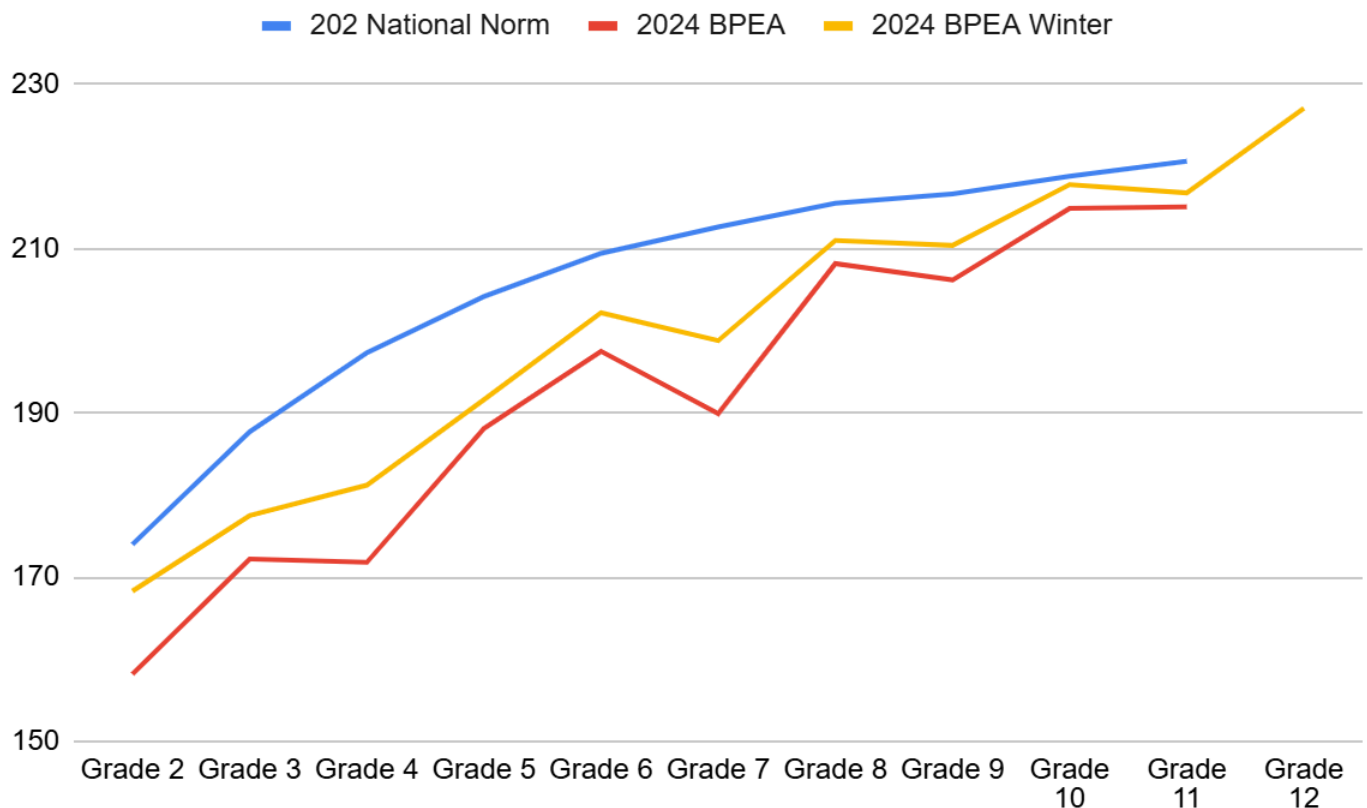


## Language K-12 Mean Fall RIT Scores vs. National Norm

	2015 National Norm	2018 BPEA	GAP	2019 BPEA	GAP
Grade K					
Grade 1					
Grade 2	174.51	159.80	-14.71	164.00	-10.51
Grade 3	189.41	177.00	-12.41	174.70	-14.71
Grade 4	198.83	180.30	-18.53	188.20	-10.63
Grade 5	205.63	191.50	-14.13	192.20	-13.43
Grade 6	210.73	201.10	-9.63	199.00	-11.73
Grade 7	214.02	205.10	-8.92	202.40	-11.62
Grade 8	216.17	203.90	-12.27	211.50	-4.67
Grade 9	218.37	204.40	-13.97	201.60	-16.77
Grade 10	218.93	212.90	-6.03	213.00	-5.93
Grade 11	221.51	216.80	-4.71	217.70	-3.81
Grade 12	N/A	209.60	N/A	215.10	N/A

	2020 Nat'l Norm	2020 BPEA	GAP	2021* BPEA	GAP	2022 BPEA	GAP	2023 BPEA	GAP	2024 BPEA	GAP	2024 BPEA Winter	GAP
Grade K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	173.98	171.00	-2.98	165.00	-8.98	156.40	-17.58	155.30	-18.68	158.20	-15.78	168.30	-5.68
Grade 3	187.71	175.50	-12.21	172.80	-14.91	167.40	-20.31	173.00	-14.71	172.20	-15.51	177.50	-10.21
Grade 4	197.33	181.90	-15.43	175.20	-22.13	183.50	-13.83	181.90	-15.43	171.80	-25.53	181.20	-16.13
Grade 5	204.17	193.70	-10.47	189.00	-15.17	183.20	-20.97	190.30	-13.87	188.10	-16.07	191.60	-12.57
Grade 6	209.43	201.00	-8.43	195.40	-14.03	200.40	-9.03	189.30	-20.13	197.50	-11.93	202.20	-7.23

<b>Grade 7</b>	212.65	201.80	-10.85	203.20	-9.45	196.50	-16.15	198.70	-13.95	189.90	-22.75	198.80	-13.85
<b>Grade 8</b>	215.54	202.70	-12.84	206.40	-9.14	211.50	-4.04	201.00	-14.54	208.20	-7.34	211.00	-4.54
<b>Grade 9</b>	216.68	212.50	-4.18	206.10	-10.58	203.00	-13.68	210.70	-5.98	206.20	-10.48	210.40	-6.28
<b>Grade 10</b>	218.82	206.30	-12.52	206.30	-12.52	206.30	-12.52	206.40	-12.42	214.90	-3.92	217.80	-1.02
<b>Grade 11</b>	220.66	214.90	-5.76	212.50	-8.16	218.40	-2.26	212.20	-8.46	215.10	-5.56	216.80	-3.86
<b>Grade 12</b>	N/A	219.90	N/A	219.50	N/A	213.90	N/A	225.20	N/A	N/A	N/A	227.10	N/A





BPEA is not the same school it was a year ago— not our leadership, our students nor their families. The Fall to Winter 2024 growth data is not just a data point; it is **proof of transformation**. It represents a community pushing against generational adversity, educational inequity, and systemic barriers.

Through unwavering commitment, BPEA is **not only closing academic gaps**—we are **healing, rebuilding, and empowering** entire families to believe in lifelong learning. This upward trajectory is more than progress; it is a promise in motion.

We ask for continued belief in our mission and support for our renewal. When you invest in BPEA, you're not just backing a school—you are standing with a movement that transforms futures, one student, one family, one generation at a time.

## DASS 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.

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

We acknowledge that **previous** leadership failures have impacted our organization's ability to fully meet expectations. These challenges, while significant, have provided valuable lessons that inform our **current** leadership on our path forward. There is no sugar coating this failure. Prior to receiving the FCSS report, our **current** leadership team had not been made aware of the DASS metrics established by the **previous** administration or the lack of progress and reporting. This underscores the importance of collaboration and transparency, which the **current** leadership team strives to achieve with FCSS.

Our **current** leadership team is committed to working collaboratively and transparently to address these concerns head-on. We are establishing robust communication channels, implementing accountability measures, and fostering an environment where feedback is welcomed and actively sought.

By working with FCSS, BPEA board members, staff, families, and community partners, we are confident that we can transform these challenges into opportunities for growth. Our renewed focus on transparency and shared responsibility will ensure that we are all aligned in our mission to provide quality educational experiences for our students.

## 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 the 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.**

We STRONGLY REJECT the Charter Committee's flawed recommendation to deny BPEA's charter renewal. This recommendation disregards substantial evidence of BPEA's positive impact on students and the community. We cannot stand idly by while selective data interpretation threatens the future of an institution that has demonstrably transformed the educational landscape for our most vulnerable students.

The Committee's report omits crucial context: our student population faces challenges that standardized metrics fail to capture. While claiming our performance falls below national norms, they deliberately ignore our documented growth trajectory from Fall 2023 to Winter 2024.

This selective omission is not merely an oversight but a fundamental mischaracterization of BPEA's impact. We are not the same school we were five years ago, nor are our students the same individuals. The Committee fails to acknowledge that Big Picture's innovative approach reaches students whom traditional educational models have systematically failed.

Our data unequivocally demonstrates that we are closing achievement gaps and creating pathways to success for students who had previously been discarded in traditional settings. The leadership changes, programming improvements, and commitment to transparency have yielded measurable results that cannot and should not be dismissed.

To deny renewal based on this flawed analysis would be to abandon our mission precisely when our students are showing the most promise. We implore you to recognize what the complete data set clearly shows: **Big Picture Educational Academy is fulfilling its mission, serving its community, and demonstrating the growth necessary for renewal.** Our students deserve nothing less than the opportunity to continue their educational journey in an environment proven to meet their unique needs and unlock their potential.

We urge the Board to consider:

- The DEVASTATING impact closure would have on current students and families
- The INNOVATIVE programs BPEA has implemented that address specific community needs
- The PASSIONATE testimonials from parents, students, and community members
- The school's DEMONSTRATED commitment to continuous improvement

Education is not simply about numbers on a dashboard. It's about TRANSFORMING LIVES. BPEA has proven its dedication to this mission. The future of these students - OUR students - depends on your willingness to look beyond the inconsistencies in this report and recognize the transformative work happening within our walls every day.



Make no mistake - BPEA has not merely met but EXCEEDED expectations in serving its student population. The Committee's reliance on traditional metrics fails to capture the FULL PICTURE of BPEA's transformative educational approach. We must look beyond standardized measurements to truly understand what's at stake.

BPEA represents HOPE for countless families seeking quality educational alternatives (**Attachment 4**). The school has created a nurturing environment where students who previously struggled are now THRIVING. These success stories may not be adequately reflected in conventional metrics, but are REAL and MEANINGFUL.

BPEA holds the Fresno County Superintendent of Schools (FCSS) in the highest regard and deeply appreciates the transparent, collaborative relationship that the current leadership has been working diligently to strengthen. We recognize and commend the critical work FCSS is undertaking to uphold rigorous educational standards across the county. BPEA's **current** leadership is fully aligned with this mission and committed to walking in partnership with FCSS as thoughtful, responsible allies in pursuing educational excellence. We sincerely desire to continue building this relationship through mutual trust, accountability, and a shared vision for improving outcomes for all students in Fresno County.

We call upon the Board to REJECT the Committee's recommendation and **RENEW** BPEA's charter. Stand on the right side of educational equity and opportunity. Our students deserve nothing less than your full support for this vital educational option.

The future of our community's children hangs in the balance. Choose WISELY. Choose BPEA.

With unwavering determination,

Diana Gonzalez, M.Ed.  
Superintendent

Stephanie Hinton, M.S., MBA  
Executive Director



## ATTACHMENT 1

### EXECUTIVE SUMMARY

We are boldly, deliberately, and strategically transforming our approach—moving BEYOND the conventional national Big Picture Learning model to forge our innovative educational philosophy: **"Big Picture Reimagined."** This fundamental shift represents not a mere adaptation, but a systemic evolution of educational development specifically engineered for California's unique educational landscape and our community's aspirations.

**Big Picture Reimagined** stands as our distinctly Californian framework—developed by us, for our students—delivering innovative, personalized education while intentionally strengthening alignment with California's educational standards and regulatory requirements. This is a fundamental departure from the holistic national model, creating a California-specific educational paradigm that preserves our founding principles of Rigor, Relevance, and Relationships, while bridging the critical gap between holistic learning and California's standardized educational expectations.

**Big Picture Reimagined** deliberately breaks from the national model, incorporating California-specific elements and forward-thinking approaches that address our diverse student population and community needs. This strategic pivot away from the national model enables us to craft an educational experience precisely calibrated to our local context while maintaining our commitment to academic innovation. This California-centric approach ensures regulatory compliance, improves curricular alignment, and creates a more sustainable and effective educational model for our specific student population.



## OUR PHILOSOPHY: REIMAGINED

Big Picture Educational Academy (BPEA) stands at a pivotal crossroads, with a robust team of leaders in place as we strive for excellence like never before. Since the School's inception, we have operated under the national Big Picture Learning model, providing students with an alternative to traditional schools. Today, we present "**Big Picture Reimagined**"—our proactive evolution that preserves the student-centered core of our identity while solidifying our realignment with California's educational frameworks and standards.

### Serving the Underserved

BPEA was founded to serve students who weren't thriving in conventional educational settings. Our student population continues to reflect the diversity and needs of Fresno:

- 75% socioeconomically disadvantaged
- 18% English Learners
- 12% students with disabilities
- 16% Unhoused
- 73% Hispanic/Latino, 13% African American, 8% White, 6% other ethnicities
- 25% of AHS students are ADEL
- 21% of all students (12% elementary and 40% high school) receive All4Youth therapeutic services

These demographics underscore our mission to provide educational equity to underserved communities. Where district schools often struggle to engage these populations through conventional approaches, our approach has successfully reached students who might otherwise disengage from education.

A significant portion of our student population has experienced trauma resulting in Post-Traumatic Stress Disorder (PTSD). PTSD alters brain chemistry, causing developmental delays. Our students not only come to us with existing academic deficits, but also face considerable ongoing challenges. Given these demographics, implementing a Trauma-Informed approach is essential to effectively serving our student population.

Furthermore, our Adult High School students have faced substantial adolescent obstacles that interrupted their educational progress. They are now returning with renewed determination to complete their diplomas. Our individualized approach enables us to address these barriers effectively through personalized, one-on-one support.

The very aspects that set us apart from district schools—personalized learning plans, close advisory relationships, combining CTE with internships—are precisely why families choose BPEA. They seek an alternative that balances academic standards with authentic learning experiences and trauma-informed approaches tailored to individual students' needs, interests, and aspirations.



## **OUR APPROACH: A Philosophy of Whole-Person Learning**

**Big Picture Reimagined** pays homage to our founding philosophy while enhancing academic rigor and alignment with California state standards. Our educational model centers on three key pillars:

### Rigor:

We maintain high expectations for all students, providing challenging academic content that meets A-G requirements and prepares students for post-secondary success. Rather than watering down content, we make it accessible through personalized approaches and real-world contexts.

### Relevance:

Learning must connect to students' lives, interests, and futures. By establishing Career Technical Education (CTE) pathways, work-based learning, and implementing streamlined curriculum, students engage with content in meaningful contexts that demonstrate the connection between the classroom, the real-world, and the purpose behind their education.

### Relationships:

Learning happens best within strong human connections. Our advisory system ensures each student has an adult advocate who knows them deeply, supports their growth, uses trauma-informed practices and approaches, and helps navigate challenges. These relationships extend to families and community partners who enrich the educational experience.

This three-pronged approach differentiates us while ensuring students receive an education that prepares them for California's colleges, careers, and communities.

**Big Picture Reimagined** builds upon our founding vision, enhancing it and seamlessly integrating personalized learning with rigorous academic standards while emphasizing our core pillars of Rigor, Relevance, and Relationships. The structured educational frameworks we are building and have begun to implement ensure students develop the comprehensive skills needed for post-secondary success while maintaining our distinctive educational philosophy.



## OUR IMPACT

The effectiveness of our **Reimagined** approach is evident in the academic and personal growth our students have demonstrated over the current school year. Our assessment data this school year shows improvements in academic scores and social-emotional learning outcomes, directly related to a growing and thriving positive school climate and culture and further confirming that our innovative educational model delivers measurable results while nurturing the whole student.

Our students develop academic knowledge and the self-awareness, communication skills, and real-world experience that employers and colleges increasingly value. As students and alumni continue to express, at BPEA, students have discovered their passions, found a safe space and a joy for learning, improved their grades, and now have goals for their future.

These outcomes validate our belief that many students require a different approach to education – not because they can't succeed, but because their talents and learning styles don't align with conventional classroom structures. **Big Picture Reimagined** preserves this student-centered philosophy of Rigor, Relevance and Relationships, while fostering an intentional focus on the academic standards that support long-term success.





## WHY RENEW BPEA?

### 1. *OUR COMMUNITY HAS SPOKEN.*

In an overwhelming demonstration of community solidarity, hundreds of individuals have shared their stories in support of BPEA and signed a petition advocating for the continued operation of our school. Along with these signatures, we have received numerous heartfelt letters expressing what the school truly means to families and community members alike. Parents have shared moving testimonials about how our unique educational approach has transformed their children's academic journeys and fostered a sense of belonging that was absent in other environments. Community members have emphasized the school's vital role as an educational anchor that strengthens neighborhood bonds and provides essential services that extend beyond traditional education. These powerful expressions of support clearly illustrate that our school is not merely an institution but a cherished community resource that countless families rely upon for their children's growth and development.

Adult learners, parents and guardians choose BPEA because they seek a different educational experience for themselves and their children. Many come to us after frustrating experiences in traditional settings where their own or their children's needs weren't met. They find in BPEA a partner that values their input, respects their cultural contexts, and collaborates in supporting student success.

Our family engagement surveys reflect just that:

- 87% parent/guardian participation in student exhibitions
- 92% attendance at student-led conferences
- 85% of families volunteer or participate in school activities annually
- 80% of student re-enroll at BPAHS

This level of support and engagement reflects the **trust** families place in our **Current Leadership Team** and our investment in our community. As we implement **Big Picture Reimagined**, we've enhanced family partnerships through expanded communication systems, parent education opportunities, meaningful roles in school governance, and a strong Community Schools Implementation plan that further solidifies our role as a resource not only to our families, but the community as a whole.

### 2. We nurture promise and belonging.

BPEA creates an educational home for students who haven't found their place in traditional schools. Our small school environment, personalized learning plans, and emphasis on student interests create a sense of belonging that transforms educational trajectories.

The **Big Picture Reimagined** approach enhances our foundation of Rigor, Relevance, and Relationships by providing clearer academic pathways while maintaining the personalization that makes our school special. We've invested heavily to ensure our



curriculum is rigorous and A-G aligned. We are working diligently to create and expand CTE pathway options, and improved support systems for diverse learners – all while preserving the student-centered approach that defines our school culture.

Our educational approach prioritizes student individuality, allowing us to tailor our curriculum to meet students where they are. This student-centered flexibility enables us to implement proven teaching methods that effectively address diverse learning styles, interests, and needs in ways traditional educational models may not fully accommodate.

### 3. We are committed to continuous improvement.

BPEA embraces a culture of reflection and growth. The development of **Big Picture Reimagined** itself demonstrates our commitment to evolving our practices while honoring our founding principles: Rigor, Relevance and Relationships. **Under new administration**, throughout the current school year, we have regularly examined data, sought feedback and guidance from our Fresno County Mentors/Coaches, and worked collaboratively with the FCSS team to refine our approaches to better serve students.

Recent improvements include:

- Strengthened core academic instruction and implemented regularly scheduled FIABs and other assessments
- Enhanced systems for identifying and supporting struggling students
- Creating CTE pathways aligned with regional workforce needs
- Improved monitoring of English Learner progress and specialized interventions
- Development of more robust assessment systems that balance standardized measures with authentic demonstrations of learning
- Created and implemented an Intervention program to support students earning below a C grade, ELD and those who are deficiently behind in foundational skills
- Working alongside Shine Together to educate more young mothers and fathers in the different stages of parenting
- Working alongside Raising Scholars and Project Rebound to provide formerly incarcerated individuals an opportunity to change
- Innovating with the implementation of 504 plans for students over the age of 22

This commitment to improvement distinguishes us from educational institutions that resist change or implement reforms without preserving what works. **Big Picture Reimagined** represents thoughtful evolution rather than reactive transformation.

### 4. Community partners value us.

BPEA has developed extensive partnerships with local businesses, nonprofits, and community organizations that provide internship opportunities, mentoring, and authentic learning contexts for our students. These partners consistently report that BPEA students bring valuable perspectives, skills, and energy to their organizations.



Our network includes:

- Over 50 internship sites spanning healthcare, business, entrepreneurship, technology, education, trades, and creative fields
- Partnerships with local colleges for dual enrollment opportunities
- Collaboration with industry leaders to shape CTE pathways
- Community service relationships that connect students to civic engagement

These partnerships extend learning beyond classroom walls in ways most district schools cannot achieve. They also provide students with social capital and professional connections that expand their post-secondary opportunities.

5. We are anchored in Fresno.

BPEA was founded to serve the specific needs of Fresno's diverse communities. Our programs, partnerships, and priorities reflect local contexts and respond to regional opportunities and challenges. We prepare students not just for abstract futures but for meaningful participation in the Fresno economy and community.

Our local focus manifests in several ways:

- Curriculum that incorporates local history, culture, and issues
- CTE pathways aligned with regional growth industries
- Civic engagement projects addressing community needs
- Cultural celebrations that honor the diverse heritages of Fresno residents
- Partnerships with local employers and higher education institutions

This deep community integration ensures that our educational model remains relevant to students' lives and aspirations. **The Big Picture Reimagined** approach strengthens this local connection while ensuring students develop the academic foundations and portable skills needed for success beyond Fresno. We remain committed to our community while preparing students for an interconnected world.



## FROM INSIGHT TO ACTION: Our Vision for the Next Chapter

As we look to the future through our **Big Picture Reimagined** framework, we have identified four strategic priorities that will guide our continued evolution:

1. Build a strong foundation of academics which include:
  - Comprehensive curriculum alignment with California Standards and A-G requirements
  - Enhanced vertical articulation between grade levels to ensure coherent skill development
  - Integration of literacy and numeracy across project-based learning
  - Implementation of a formative assessment system for teachers for the purpose of informing instruction and providing student support in a timely manner
  - Balanced assessment approaches that include both standardized measures and authentic demonstrations
  - Targeted interventions for students performing below grade level
  - Provide ongoing teacher support including lesson design, assessment and systematic data collection and assessment

This academic year, BPEA has undergone a comprehensive restructuring of our educational program to fully align with California's Multi-Tiered System of Support (MTSS) framework. This strategic transformation reflects our commitment to providing equitable access to high-quality education while addressing the diverse needs of all students.

Maintaining our foundation of personalized learning, we have strengthened academic rigor across all content areas, strategically investing nearly a half of a million dollars in Houghton Mifflin Harcourt (HMH), a comprehensive curriculum solution that aligns with our academic priorities. Beginning this school year (2024-25), we have implemented a targeted pilot program for grades 7-12, allowing us to evaluate effectiveness and gather valuable feedback from teachers and students. Following this, we plan to expand to full TK-12 implementation for the 2025-26 school year. This phased approach ensures proper training, resource allocation, and a smooth transition across all grade levels as we strengthen our instructional framework to better serve our diverse student population.

HMH provides a comprehensive educational curriculum in California that leverages adaptive learning technology to meet the unique needs of students. Their approach integrates core subject instruction across literacy, math, science, and social studies with assessment tools and professional learning resources, all aligned to California state standards. The curriculum uses data to create personalized learning pathways that help students progress continuously. HMH provides flexible implementation options for whole-class, small-group, and individual instruction, along with intervention and supplemental materials to support diverse learner needs. This integrated system gives



our teachers customizable solutions that address specific educational goals and student populations.

Central to our implementation is the integration of evidence-based intervention programs, including Read 180 and Math 180. These research-validated platforms target students requiring additional literacy and numeracy support through engaging, adaptive technology and differentiated instruction.

Our Response to Intervention (RTI) system has been systematically redesigned to feature:

- Tier 1: Required 7th period for additional core instruction for all students performing below a grade C level
- Tier 2: Targeted small-group interventions for students requiring moderate support using Read 180 and Math 180
- Tier 3: Intensive, individualized interventions during push in / pull out sessions for students with significant learning challenges

Regular progress monitoring using NWEA and curriculum-based measurements ensures timely adjustments to interventions based on student response.

Complementing our academic framework, we have strengthened our Positive Behavioral Interventions and Supports (PBIS) system. Our school-wide expectations—Responsibility, Overcome, Accepting, Reimagine (High School), and Cubby's 5 Expectations (Elementary)—are explicitly taught, practiced, and reinforced across all settings. We've implemented a tiered approach to behavioral support mirroring our academic structure, including targeted social skills groups and individualized behavior plans when needed.

Professional development has been essential to our successful transition. Staff have received training in MTSS principles, data-based decision making, and collaborative problem-solving. By integrating these evidence-based frameworks, BPEA has created a cohesive system that addresses both academic and social-emotional development, ensuring all students receive the support they need to thrive.

These enhancements ensure that our non-traditional approach delivers traditional academic outcomes while continuing to engage students through relevant, personalized learning experiences. Unlike traditional schools that must choose between standardization and personalization, our model integrates both.





2. Increase college and career readiness.

**Big Picture Reimagined** places renewed emphasis on post-secondary preparation through:

- Expanded CTE pathways with industry certifications, internships and an advisory board to ensure we are up to date with industry trends
- Enhanced college counseling and application support
- Seeking and establishing dual enrollment partnerships with local colleges
- Career exploration beginning in elementary grades
- Development of "soft skills" employers consistently identify as crucial
- 

This focus ensures that our students graduate with clear plans, relevant skills, and concrete next steps – whether toward higher education, skilled trades, entrepreneurship, military or other pathways to economic independence.

3. Implement effective systems and support for special student groups.

We recognize our responsibility to serve all students, including those with unique needs.

**Big Picture Reimagined** strengthens our support systems for:

- English Learners through both integrated and designated ELD
- Students with disabilities through appropriate accommodations and modifications
- Socioeconomically disadvantaged students through removal of economic barriers
- Foster and unhoused youth through stability and consistent adult relationships
- Students experiencing trauma through trauma-informed practices

These systems demonstrate our commitment to equity while leveraging the flexibility of our model to address individual needs more effectively than many standardized district approaches can achieve.

4. Continue to deliver a caring and supportive approach.

Even as we strengthen academic rigor and alignment with state standards, we remain committed to whole-person education that addresses:

- Social-emotional development and mental health
- Physical wellness and healthy lifestyles
- Creative expression and aesthetic awareness
- Ethical reasoning and civic responsibility
- Identity development and cultural competence

This comprehensive approach to student development distinguishes BPEA from many traditional schools. **Big Picture Reimagined** maintains this vision while ensuring students develop the academic foundations essential for post-secondary success.



## BIG PICTURE REIMAGINED

As demonstrated by the above goals, BPEA has already begun to pivot from the traditional Big Picture model and are moving steadily toward **"Big Picture Reimagined"**—a progressive framework that strategically merges our core principles of Rigor, Relevance, and Relationships with California standards. This **Reimagined** approach integrates A-G compliance, CTE Pathways, and state standards while remaining firmly anchored in the three Rs: Rigor, Relevance, and Relationships. By maintaining our unique identity while embracing these standards, we enhance our comprehensive curriculum and deepen student support services—ensuring whole-student, whole-family, and whole-community empowerment.

What distinguishes BPEA from traditional settings is precisely what attracts students to our program. Our non-traditional learning environment offers personalized pathways that honor student voice, real-world learning experiences, and meaningful mentor relationships that traditional settings cannot replicate. This work is guided by a focused leadership team, clear benchmarks, and a shared vision—key priorities BPEA has intentionally strengthened this year and under the leadership of a new Administrative team; a team, which FCSS has attested several times to be ***"the strongest leadership team BPEA has ever had."***

With this strong foundation, BPEA will continue to set ambitious goals, invest in staff training, and use data-driven practices to measure progress through Dashboard Alternative School Status (DASS) metrics and Dashboard Indicators. By aligning our **Reimagined** vision with the needs of students, families, and the broader community, BPEA will ensure every learner is equipped to thrive in school, in their careers, and in life.



Subject: Retirement Reporting Process Update

Since May 2023, Big Picture Academy has been actively partnering with EdTec to address and improve several key areas related to retirement reporting, specifically around late payments, timely employee enrollment, and accurate categorization of employee compensation. We're pleased to share the progress made in each of these areas:

**Late Payments:**

Fresno County requires contributions to be received on or before the first of the following month. In response to challenges with the timing of payroll submissions, Big Picture and EdTec collaborated to adjust the payroll submission schedule. Beginning in September 2023, payrolls have been submitted three days prior to month-end, allowing sufficient time for reconciliation and timely remittance to the county. This revised process has ensured that contributions are submitted within the required timeframe.

**Timely Enrollment of Employees:**

Prior to May 2023, there was ambiguity regarding the responsibility for submitting employee enrollment forms to PERS. Since then, Big Picture and EdTec worked together to clearly define roles and responsibilities. As a result, enrollment forms are now submitted in a timely manner, minimizing delays and preventing files from being held in pending status.

**Categorization of Employee Compensation:**

Following a review by county auditors, it was identified that certain stipends—such as the Master's Stipend—were being incorrectly reported as part of employees' base salary. EdTec worked with Big Picture and the county to retroactively correct prior-year reporting. Moving forward, all stipends are being accurately separated from base compensation and appropriately coded. Additionally, Special Compensation items are now being categorized correctly in accordance with CalSTRS and CalPERS standards.

Through ongoing collaboration and diligence, Big Picture, led by Stephanie Hinton, has made significant strides in ensuring compliance with all retirement reporting requirements. We remain committed to maintaining accurate, timely reporting and continuing our partnership to meet all regulatory expectations.

Best regards,

Dawn Carey – Senior Director of Operations

EdTec

Hello,

I want to provide information that supports renewing the accreditation for the Big Picture Schools.

1. **In the survey report, I feel that what I said was misrepresented.** During the interview by the site visitors, I provided information about how the principal, teachers, and staff provided accommodation and support for my 8th grade granddaughter who fell and broke her ankle in January 2025. My granddaughter was non-weight bearing for about six weeks and was not allowed to do any stairs for two months. I explained that she was accommodated in Mrs. Marshall's third grade class and zoomed with Mrs. Walker in the 8th grade classroom. I felt that everyone was supportive, but the site team response in the report, under facilities, took what I said and listed this as a deficiency because of the lack of an elevator, which was NOT what I said.

2. **Also misrepresented in the report was mention of three new principals.** First, the high school principal retired. Second, the Adult School Principal was promoted to Superintendent. Third, the elementary principal was offered another job. These are not deficits.

3. Mr. Morris, Principal of the Elementary School, told me that a new curriculum/plan was implemented in the 2024-25 school year in hopes of improving student learning. It takes time for the statistics to be available for a new plan. A partial year is not enough time to see the results. The school needs more time to see improvements to the new plan.

4. There are over 70 students, among all three schools, who are unhoused in some way. A few students are totally unhoused, meaning they have no shelter and no way to store food. Some students/families may live in a car, or hotel. Some have access to shelters. The staff in the Student Service Office help these students and their families (in many cases, several generations involved) canned and non-perishable food to be used during the Thanksgiving break, winter break, and spring break. These students do not have access to the meals they would normally receive during the school term. Donations of food, clothing, blankets, gloves, mittens, jackets, shoes and tents are provided to help these students. In addition, the food pantry provides food to students, staff, and the community on the third Wednesday of the month. Donations of clothing are also distributed. The staff in the Student Service Office along with the faculty and school counselors provide support to these students.

The students and the community will suffer on many levels without these services.

Thank you for listening. Please let me know how I can help, if needed.

Sincerely,

Terri Mosley

Cell: 909-583-1032

# ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"?</i>	Why is Big Picture important to you or the community?
4/3/2025 13:53:39	diaz.destiney@gmail.com	Destiney	Parent/Guardian	No	Big Picture has helped me in many ways. They're staff are mentors to my son and he looks up to them. They're really on the education of their students and really care for them.
4/3/2025 13:55:52	brendavidal4783@gmail.com	Brenda Velasquez	Parent/Guardian	No	Great school for my children
4/3/2025 13:57:38	feliciab2004@gmail.com	Felicia Wallace	Parent/Guardian	No	My girls have attended Big Picture since they started school, this is thee only school they have ever attended. Not to mention thee immense growth I have seen in my middle daughters grades and confidence. I fear this could be detrimental to my child's current growth. My girls are thriving with the current BP staff. We need to keep moving forward and up!
4/3/2025 14:01:17	wisbonslack@centralusd.k12.ca.gov	Wendy Slack	Parent/Guardian	No	My son has found a place to be successful, after being in sdc classes for most of his academic career, he is able to be in Ed classes and succeed. This school is successfully created productive adults who will be good for our future.
4/3/2025 14:01:26	felix.robles@bphsf.org	Felix Robles	Staff Member	No	BPEA provides a safe space and welcoming space to continue their education.
4/3/2025 14:03:45	damian.matheus@bphsf.org	damian matheus	Student	No	it is important because the people here help each other and the community needs this school for students to have the opportunities that they have here. I personally feel this school is the perfect fit for me because Ltis are very 1 on 1 learning and is not a huge school with many people to worry about. With big picture high school I believe that it is very beneficial to people with social anxiety in large crowds. I came during sophomore year and i plan to graduate here if it is not shut down because i believe this school is preparing me the best for the future.
4/3/2025 14:04:53	chrysty7777@gmail.com	Christy	Parent/Guardian	No	The environment and community of this school is the acceptance that my child needed to feel safe and included in something. A place where he feels in control of his education and future. The ability to get life experiences that otherwise some families would never be able to do. The independence that staff give to the students to be a part of something bigger for thier community. To stay off the streets and be able to make something of their lives as a productive part of their community. The kids are able to express their feelings here because they know they are safe and validated.
4/3/2025 14:05:40	jrock991@gmail.com	Jamie wallace	Parent/Guardian	No	the quality of education my children receive at big picture is above and beyond couldn't imagine sending them anywhere else
4/3/2025 14:05:59	tmarshal@bpelementary.org	Tonita Marshall	Staff Member	No	The community partnerships Big Picture builds helps to strengthen the future because our students are future leaders. Additionally, the teachers and staff at Big Picture go above and beyond for our students by using real world applications as they teach, counsel, supervise and just care.
4/3/2025 14:07:45	jose.pachech.120@gmail.com	Jose	Student	No	I Need This School To Graduate its the Only school near me and has helped me so much to make progress
4/3/2025 14:09:09	brwnedyduarte@gmail.com	Amanda Duarte	Parent/Guardian	No	Big Picture Charter is important to not only myself but the community, as it fosters a safe place where our kids can grow, not just academically. They also care about their personal growth as future members of society. Regardless of test scores or implanting a plan, closing this school and putting these children in the public school system will most definitely result in failure on Fresno Unified School District's part. In doing so you'll add to the already overcrowded public school system which has already in itself failed so many.
4/3/2025 14:09:20	geneva.franco03@gmail.com	Geneva Franco	Student	No	Helps me accomplish my goals of finishing school and allows others to do the same
4/3/2025 14:10:01	diamondspizza22@gmail.com	Diamond Washington	Student	No	Big Picture is important to me because they've helped me get the opportunity to achieve graduating school. They've helped me feel encouraged and hopeful for my future.
4/3/2025 14:10:41	mallory.garcia@bpelementary.org	Mallory Garcia	Staff Member	No	Big Picture is important to me because of the students we service. Where other school districts have turned away our students we have come to fill the gaps, with social emotional learning from counseling, with wrap around services with our outside agencies. We have come to teach the whole child, through a trauma informed lens and it shows.
4/3/2025 14:12:03	drecchia@bphsf.org	David Recchia	Staff Member	No	Our school offers more opportunities for students to get real world experiences and skills that other schools don't offer
4/3/2025 14:13:35	nadiamurilo@gmail.com	Nadia Ramos	Parent/Guardian	No	The school provides so much support to the to pour children
4/3/2025 14:14:47	sammy.deanda522@gmail.com	Sammy Deanda	Student	No	Big picture is very important to me because I am a liver transplant & my days very for school so all my life I had to leave school . When I found big picture they changed my life by giving me the opportunity to go back to school feel comfortable & get my diploma & show my daughter it's never too late . I am more comfortable on campus at big picture then I was at any other district school . They provide the best experience for me & the teachers are all wonderful & deserve to keep changing students lives . Please don't take mine & others opportunity to graduate away .
4/3/2025 14:15:32	vserna@bphsf.org	Veronica Serna	Staff Member	No	Big Picture is important because it helps students achieve their high school diploma. Our students have many struggles that we can only imagine. They all dream of a better life but lack the education, guidance and the know how. We support them in any way we can. We have quality students, but quantity
4/3/2025 14:15:48	stevenc1116@gmail.com	Steven chavez	Student	No	Helps those in need of pursuing to finish their education, do so to acquire a G.E.D. or high school diploma to better their employment opportunities for their families.
4/3/2025 14:16:14	diana.castro@bphsf.org	Diana Castro	Staff Member	No	It helps so many students learn and grow in many ways. It also gives them opportunities they wouldn't have otherwise or with any other school.
4/3/2025 14:16:41	freebirdbeka@gmail.com	Rebecca	Parent/Guardian	No	Both
4/3/2025 14:17:08	ridaly1802@gmail.com	Idaly Ramirez	Student	No	It's important to me because it's giving me another chance to finish high school something I'd never thought would be possible for me in years. I am able to finish school this year showing my family that I can succeed in finishing high school and getting my diploma. Showing my son that everyone can start somewhere. And how everyone can get a second chance to accomplish what they started years ago. My teachers have showed me I can finish and succeed with any chance that has been given to me. After 5 years I'm almost done Big Picture gave me any other chance to finish high school and get my diploma.
4/3/2025 14:17:29	grayland.crank@bpelementary.org	Grayland Crank	Staff Member	No	I strongly believe Big Picture meets our community's need!
4/3/2025 14:17:37	jujuslayzaenz@gmail.com	Paulette	Student	No	Its an opportunity for young adults and young people to get there education and the teachers are very nice and helpful and the hours of night school is the best many people graduate on time or in a time frame as well
4/3/2025 14:17:42	jenguzman19@gmail.com	Jennifer	Parent/Guardian	No	Another alternative place of education of our choice as parents.
4/3/2025 14:19:09	gigi12giri@gmail.com	Monica Flores	Parent/Guardian, Community Partner	No	Yes it is very important it helps our family and many communities.
4/3/2025 14:20:45	chrismad1410@gmail.com	Christina Madrid	Parent/Guardian	No	Big Picture Charter School has been life-changing for my family. My son struggled in a traditional school setting, but since transferring, he has thrived academically and emotionally. My daughter is also excelling as a freshman. This school provides the support and personalized learning that many students need. Closing it would take away an invaluable resource for our community.
4/3/2025 14:21:13	charles.vargas@bphsf.org	Charles Vargas	Student	No	Big Picture is vital to students because it's more than just a school, it's a home that actually respects who they are. Through hands-on learning and the Learning Through Internships program, it gives students the chance to chase their dreams in the real world, not just memorize stuff in a classroom. The school pairs them with mentors who don't just teach, but guide them to grow into better versions of themselves. Closing Big Picture would rip away this away.
4/3/2025 14:21:34	miriah0595@gmail.com	Miriah A. Rubio	Student	No	Big Picture is important to me because the staff and teachers have really pushed me to my full potential and want to see me succeed! They offer so much support more than any charter school I have antended and that has been many. Though I always return to Big Picture because what they offer is not like any other school here in Fresno. Please DO NOT CLOSE THIS SCHOOL! They want everyone to succeed who has struggled over the years to earn credits and graduate! They are one of a kind!
4/3/2025 14:22:16	arandav72@gmail.com	Roni	Community Partner	No	Many students have graduated from Big Picture. They are understanding and non judgemental. They welcome everyone with open arms and willingness to help and make a difference in each student, weather a child, adolescent or adult. Each year they get tougher and tougher and they are making changes for the better.
4/3/2025 14:25:30	vega9g1@gmail.com	George Vega	Student	No	Education is important for the community
4/3/2025 14:26:20	starroland02@gmail.com	Star Roland	Student	No	They're helping me get another chance of graduating, this school has helped me so much from previous schools I've still haven't seen a school as drama free as this one as well as no bullying. To the staff and the teachers they've all are very helpful to me please don't close this school down.
4/3/2025 14:26:36	amgfaith@gmail.com	Anna	Student	No	I have been struggling with finding a school that fits my schedule due to work church. I have lost my husband and my son. It would be very discouraging and disappointing if Big Picture closes.. please reconsider keeping this school open.

ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"</i> ?	Why is Big Picture important to you or the community?
4/3/2025 14:27:20	marii.mari55989@gmail.com	Maritssa Zavala	Parent/Guardian	No	Big Picture is important to me because my son gets the education and daily living skills needed to be a successful person in society. I have built such great relationships with all staff members. I have also been able to come together with the school and build a support system that is in my child's favor. Many times I was faced with difficult situations regarding my child's behavior and the school never once gave up on my child. That to me is something worth saving. My child's has been thriving and most of it is thanks to the wonderful staff. He gets the one on one time needed for the extra help. I couldn't imagine sending my child to any other school.
4/3/2025 14:31:26	bydelgado39@gmail.com	Brenda Albarran	Community Partner	No	It provides the education needs for children, it helps providing meals to kids who don't have food at home, helps provide food boxes to low income homes surrounding the school
4/3/2025 14:33:00	viviana.hernandez@bpeacadem	Viviana Hernandez	Staff Member	No	Big Picture is important to me because it serves as a central focal point for the community, providing essential resources and goods to a struggling, underserved area. It also offers a safe space for students who have nowhere to go during vacations and summer break. In addition, we provide tutoring, food, and shelter from the elements during both the winter and summer months.
4/3/2025 14:33:00	juli.bautista@bphsf.org	Juli Bautista	Staff Member	No	Big Picture gives families a choice of where their children go to school to foster their love of learning in a safe environment. I work specifically with the Adult High School and although the job can be difficult it is extremely rewarding. We provide students a lot of one on one, and flexibility to accommodate and meet students where they are. I think it will be a great disservice to our 250+ adult students who will have to figure out where to go next to continue their education. It is hard enough for many of these adults to find the time to commit to their own education since many of them have jobs, children, and parents to care for.
4/3/2025 14:33:11	da.halls29@gmail.com	Crystal Thomas	Community Partner	No	This has provided a very safe and well rounded education for the students that attend. Especially for students that need a little more help and small class sizes
4/3/2025 14:33:20	mardayrichardson88@gmail.com	Marday Richardson	Student	No	It's a good school and it should stay open
4/3/2025 14:37:45	jennymora069@gmail.com	Jenny Mora	Student	No	It's been a big part of my education and a lot of support from the teachers and staff. They care about my education and help with furthering your education
4/3/2025 14:39:05	arobles2@bphsf.org	Apolonia Robles	Staff Member	No	Big Picture Educational Academy provides comprehensive education for individuals of all ages, serving as a vital resource within the community. Big Picture Educational Academy offers a personalized learning plans that adapts to each student's individual needs, background, and learning. The school creates strong mentorship relationships between students and educators, providing guidance and support beyond just academics.
4/3/2025 14:39:35	diana.gonzalez@bphsf.org	Diana Gonzalez	Staff Member	No	We create a supportive environment for underserved youth, adults, and their families. We aim to assist entire families in their academic and personal development. Many of these students and families encounter considerable difficulties, and they turn to us for the welcoming and safe space we provide to help them navigate those challenges.
4/3/2025 14:40:02	chanthorn.chap@bpeacademy.c	Chanthorn Chap	Staff Member	No	Big Picture is important and vital to our community. The students lives the school services play an intricate part of our community. I work along side the teachers and students who work hard everyday bringing the mission of serving one student at a time.
4/3/2025 14:42:53	daisy.dh726@gmail.com	Daisy Hernandez	Student	No	It gave us an opportunity to go back and fix what we couldn't as teens this is not only a school but a place of help the teachers all go the extra mile I've been going for two years with my son with me never ever was a probly they created a place for adults that want a better future
4/3/2025 14:45:21	dmayberry@bphsf.org	Demetrius Mayberry	Staff Member	No	Big Picture stands as a pillar of hope for those who struggle with the traditional route to a high school diploma. Big Picture is a safe place to learn and grow into a productive citizen in society.
4/3/2025 14:47:47	mdelg2683@gmail.com	Marisol Delgado	Parent/Guardian	No	Students benefit from the essential services schools provide: education...  Big Picture High School means so much to me and to our entire community—it's a place where students find not just an education, but a sense of belonging. Here, every student is not only seen but truly heard. The school offers internship opportunities that help students discover their passions, gain hands-on experience, and open doors to a future full of possibilities. But the impact goes far beyond academics.
4/3/2025 14:48:17	christian.cabrera@bpeacademy	Christian Cabrera	Staff Member	No	For many of our students, Big Picture is more than just a school; it's a lifeline. It's a safe haven, a place where they can breathe, heal, and grow. Whether they're facing personal struggles, dealing with difficult circumstances like homelessness, battling emotional challenges, or navigating the complexities of disabilities, Big Picture is there to support them. We understand that each student's journey is unique, and we're here to walk with them through it all. We offer more than just education—we offer a community, a network of support, and an unwavering commitment to help them succeed.  This school isn't just a building—it's home. And the staff and faculty aren't just educators—they're family. With new leadership, we have the chance to show others just what we can do. We believe in the potential of every student, and we know that with the right support, guidance, and care, they can achieve greatness. Big Picture High School deserves the opportunity to continue making a difference in the lives of our students and the community, one success story at a time. Because when we support each other, when we believe in each other, there's no limit to what we can accomplish.
4/3/2025 14:50:27	stellaaa.angggel@gmail.com	Angel Lopez	Student	No	They help me a lot
4/3/2025 14:59:57	erinwebb18@gmail.com	Erin Webb	Community Partner	No	Closing schools that kids are thriving in sets them back. We need consistency in our schools.
4/3/2025 15:06:59	amenton@bphsf.org	Alexander Menton	Staff Member	No	This school is providing students a service, not only as a place of education, but as a beacon for the surrounding community. Internships are a key piece of this school, and Big Picture has continued to form relationships with community partners for several years. Their monthly food drives are a key piece for providing our students and families with the basic needs they need to succeed. It is a safe place for students who have not succeeded in the big district system. Many of these students have the appropriate one-on-one attention they are in need of to better succeed in the classroom. Our classes are set up to ensure that this one student at a time approach is lived out to its fullest. It is truly a great teaching experience for teachers who want to better serve our community. We are fortunate to have a school like Big Picture, providing a place for our students, families, and staff to grow stronger together.
4/3/2025 15:07:38	kassandra.delgado@bpeacader	Kassandra Gonon	Staff Member	No	Big Picture serves many families from the students to the staff. This school has made a lot of changes for the better since I started working here in 2022. We now have a new leadership team that's been working very hard to make a full whole 360 change for our school help our students even more than what we already do, but in all honesty it's hard and I would say unfair to have data from 5 years from admins who do not even work at the school anymore. I really hope we can get a chance to show that Big Picture Educational Academy, leadership team and staff are striving to work hard and do better for our school! Please do not close down the school! consider all the families that this would affect.
4/3/2025 15:12:04	jaquiemunoz91@gmail.com	Jaqueline Munoz	Student	No	This school has provided countless hours of education to my community from friends to family attending this school it would mean a lot to continue to see this school running and helping students strive for the best professional careers possible
4/3/2025 15:15:16	justus.briggs@bphsf.org	Justus Briggs	Staff Member	No	Big Picture is important to our community because it provides at risk youth with a safe space to learn and feel loved. We may not have the best test scores but we are investing in the social and emotional well being of all of our students. Many students come to our school after failing out of other schools in the district. Unlike those schools, we meet our students where they are at and work with them in improving the educational gaps that they have. Closing our school would send a damning message to those youths who already feel like the system is set up against them.
4/3/2025 15:16:55	aaronthirakoune702@gmail.com	Sith Tee Ya Thirakoune	Student	No	It helps those who seek academics and proper help when needed
4/3/2025 15:18:13	wakeupmama1@gmail.com	Carolee Perez	Parent/Guardian	No	My child has been a student since kindergarten, and I am a former sub. All of the staff and community that I have met over the years create a unique and supportive environment that I continue to trust.
4/3/2025 15:21:29	family1stvalenzuela@gmail.com	April Valenzuela	Student	No	Big Picture has been a school for my children as well as myself in the Adult Education department. It has made an amazing life long positive impact on my children as well as myself. It needs to stay open for others to get such an amazing educational experience to grow individually and in the community.
4/3/2025 15:24:02	alicia.menke.1980@gmail.com	Alicia Menke	Parent/Guardian	No	Because it's a school that ACTUALLY CARES about my son and the staff is very much a positive and essential part of his life. They help students better themselves and grow, getting them ready to face adulthood in an amazingly positive way.



ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"</i> ?	Why is Big Picture important to you or the community?
4/3/2025 15:35:05	jmorgan@bphsf.org	Jordan Morgan	Staff Member	No	Big Picture offers a full range of educational opportunities for members of the community who have not been served well by the standard educational system. From kindergarten to high school, adult school beyond that, and assistance in the community, Big Picture offers students something unique, and gives opportunity to people whi may be left behind without these opportunities.
4/3/2025 15:35:21	odes81@gmail.com	Chad Hopper	Parent/Guardian	No	My son started at big picture in 3rd grade, he's now a junior at the high school. He's grown up with several students, forming years of friendship. He has been given the opportunity and skills to pursue his dream career, something that would not happen at a traditional high school. I can't imagine how he would even function at any other school. Big picture has a unique ability to create more than just a learning environment but a community.
4/3/2025 15:36:12	christinekay84@gmail.com	Christine Mergillano	Parent/Guardian	No	Both of my children attend, one in high school and the other in the elementary school. The attention they receive from their teachers and staff is unlike anything I have experienced at any other school. The teachers and staff truly care for our family and that is so important to me.
4/3/2025 15:40:22	kcrouch@bphsf.org	Kyle Crouch	Staff Member	No	Big Picture has provided opportunities for countless students that did not have the necessary supports in other educational systems. Please consider how the BPHS family extends its roots deep into the community, creating career ready, young adults that become the backbone to our economy.
4/3/2025 15:41:50	nikiwadham55@yahoo.com	Niki Wadham	Parent/Guardian	No	My grandchildren have attended for years and are doing well in this school
4/3/2025 15:45:51	garcia.mayra17@gmail.com	Mayra Robles	Parent/Guardian	No	Big Picture Elementary has shown to be a place were my son can be himself and focus on his education.
4/3/2025 15:56:12	andrew.chapman@bphsf.org	Andrew Chapman	Staff Member	No	Big Picture is a home for many of its students who would otherwise not have such a caring and supportive environment. It allows students to strive for the best versions of themselves. An opportunity many of them will not have at a traditional school site. Although I have been a staff member for a short time, I have seen first hand how caring and driven everyone is to make a difference in kids lives.
4/3/2025 16:11:29	projectrebound@mail.fresnostat	Jennifer Leahy	Community Partner	No	We have worked regularly with this school to support the ideas of higher education as a pathway out of poverty and negative life choices. The staff are encouraging and supportive. Their impact is positive on the community. Please do not hurt this community by closing this school.
4/3/2025 16:24:53	agulierae561@gmail.com	Alejandro Emmanuel Aguilera	Student	No	Big Picture High School is a place that offers to me a chance to gain experience for jobs and to form connections with Learning Through Internships once I graduate.
4/3/2025 16:51:39	hua.yang@bphsf.org	Hua Yang	Staff Member	No	Big Picture plays a huge role in the community by providing education, learning and a second chance for adult learners to obtain their high school diploma. Without this opportunity, so many students will never be able to obtain a diploma and continue to higher education or obtain the job they are striving for. By closing Big Picture, you are letting down the community, the students and the adult learners where they will never get the chance to become successful and reach their dreams of a better life.
4/3/2025 17:05:52	tyang@bphsf.org	Teng Yang	Staff Member	No	Big Picture Adult High School is a vital community resource that serves a diverse group of students, many of whom are non-mainstream learners. Its Adult High School Diploma and ESL programs offer personalized, one-on-one support to adults of all ages, helping them complete their high school education, develop employ-ability skills, and prepare for meaningful careers. The school's focus on relationship-building and individualized attention ensures that each student receives the support they need to succeed. Big Picture's work not only helps individuals improve their lives but also benefits the community by reducing unemployment, alleviating poverty, and contributing to a stronger local economy. Supporting Big Picture is an investment in both individual futures and the community as a whole.
4/3/2025 17:09:19	sylviamendoza71@gmail.com	Sylvia Mendoza	Student	No	Because it give me an opportunity to get my high school diploma and was always willing to work with my schedule while working full time and taking care of my children
4/3/2025 17:33:21	trnosley58@yahoo.com	Terri Mosley	Parent/Guardian	No	BPEA supports students where they are, who are high risk. The school provides emotional and academic support to all students, and provides hope to students who have had a difficult start in life. In addition, the school also offers support to the unhoused students and their families who need help, including clothing and food while on breaks (3 weeks at Christmas, one week at Thanksgiving, and one week during Easter), as well as the food pantry offered each month to the students and community on the high school campus. Closing BPEA Charter school will be a huge loss to the students and the community.
4/3/2025 17:50:26	brian@brianallen.us	Brian Allen	Parent/Guardian	No	I have had two daughters graduate from Big Picture and currently have two grandsons attending one in kindergarten one in first grade. Big Picture has been part of our family for many years and the educational experience that my kids and grandkids have received is one that is much better than they would receive at any other traditional school.
4/3/2025 17:53:26	5817martinez@gmail.com	Oscar Martinez Jr	Student	No	Closing Big Picture educational Academy would be doing a disservice to the community and the students. Big Picture is very important to me and my family as well as our community. First before most, I am a student attending Big picture academics for the adult high school program and big picture is providing educational programs that set me in position for not only allowing me to return to school as an adult ,but to change the projection of my future. Here at big picture I'll not only get to receive my high school diploma, but I'll be able to further my education and provide a better life for my family. The community needs big picture and the programs that are available, I must let you know ,that I have tried to find a high school diploma program in the fresno county ,and thier is not one. The fresno county could be at lost and we would be devastated if we ever lost the opportunity that big picture provides.
4/3/2025 18:25:44	verinsalah9@gmail.com	Venence Salah	Parent/Guardian	No	Big Picture provides students with a multitude of support and programs. It's an easy transition from elementary and middle school to high school. All the teachers, staff and students work together. I've been a part of the Adult Program at Big Picture as an office admin and I saw first hand the impact this program has on individuals with busy schedules and not enough personal support.
4/3/2025 18:27:38	maika8809@gmail.com	Monica Marizette	Parent/Guardian	No	When my son was being bullied at another elementary school, I found Big Picture. They provided a school for my son to feel safe and to grow as a student. Now he attends the Big Picture High School and is excelling and growing to become a great young man! I owe it to Big Picture.
4/3/2025 18:44:20	maria.rodriguez@bphsf.org	Maria Rodriguez	Staff Member	No	As an educator, my experience at Big Picture has been incredibly rewarding. It has allowed me to support my students' academic growth in ways that truly address their individual needs. Big Picture High School is an integral part of our community because it offers personalized learning experiences, real-world internships, and a supportive environment that nurtures both academic and personal development. Our unique approach connects education to students' passions and career interests, preparing them not only for high school but for life beyond it.
4/3/2025 18:47:23	jesusalonsoarangoramirez@gn	Jesús Ramirez	Student	No	A key strength of Big Picture is the one-on-one attention students receive. This personalized support enables a deeper understanding of their learning needs, keeping them engaged and helping them build the confidence necessary to achieve their goals.
4/3/2025 19:00:29	goldchandelier1000@gmail.com	Elizabeth Calderon	Parent/Guardian	No	Furthermore, when parents enroll their children at Big Picture, they are also enrolling their families. Education here is a partnership, and by involving families in the learning process, we create a strong, connected community that supports students both inside and outside the classroom.
4/3/2025 19:11:52	barajasirene04@gmail.com	Irene Barajas	Student	No	It helps us excel and improve educationally. It is the gateway to becoming a better person and providing the necessary tools to be a prepared and useful professional for the Fresno community. Asi mismo es una escuela que me ha ayudado a mejorar en el aprendizaje del idioma y poder ser un migrante con las herramientas necesarias para ayudar a este país, cabe señalar que estoy profundamente agradecido en todo lo que me ha aportado .
4/3/2025 19:14:39	sambranofaustino@gmail.com	Faustino sambrano	Student	No	It's been a big part of my child's education and he's very worried about the school potential closure
4/3/2025 19:24:16	kellyrivera2586@gmail.com	Kelly Rivera-Franco	Parent/Guardian	No	I continue my education there as an adult, and they are very supportive and very helpful with all my needs educationally.
4/3/2025 19:34:27	joycelynnrobinson@gmail.com	Joycelynn Robinson	Student	No	Pig picture is the the reason I was able to go back and complete highschool. The staff is amazing.
4/3/2025 19:39:59	zoey.franco@bphsf.org	Ricardo Franco	Parent/Guardian	No	The school has been great with working with my student and making her mental health a priority. Since making the decision to have her here we have seen a different side of her. She is more motivated, looks forward to school and communicates with other student's.
					Helps us get are high school diploma and make sure adults and kids get a good education not many adults school for high school diploma
					My daughter has PTSD from being jumped in middle school at Scandinavian and Big Picture has made her feel safe. Big Picture along with all staff and teachers have made her feel welcome. They also take great care of her mental health and always working with her. The smaller atmosphere most definitely helps and the compassion every staff and teacher has for each student is evident. Thank you staff and teachers at Big Picture !

ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"</i> ?	Why is Big Picture important to you or the community?
4/3/2025 20:19:49	rainbowkid2003@gmail.com	Irene Calderon	Parent/Guardian	No	I enrolled my son in 4th grade, about 9 years ago and my daughter shortly after. This school has tremendously changed my children's lives for the better. From Mrs. Marby to Mrs. Salwasser in elementary to Mr. Shankles, Mr. D, Mr. Xiong, Mr. Crouch and all of the other people who have impacted my children in such a positive way, my kids are amazing students and i owe them and a big picture so much. My son was facing expulsion at Fresno Unified, he came to BPE and completely had an entire school behind him, he excelled. After graduating BPHS, he joined the Army and is a fine young man. Thank you to the entire school for still loving and supporting him and my daughter. My daughter was never a part of a team and with BPHS, Mr Xiong and Coach Fabian, she's a star player. Their dedication to these kids shows in how well my kids are doing in life. Thanks BPHS!
4/3/2025 20:29:26	lydiaortiz555@gmail.com	Lydia Ortiz	Student	No	It's the best school I've been too I'm 23 , and I been looking for a good adult school to go to and I finally found one.
4/3/2025 22:17:25	villalobos377@gmail.com	Veronica Aguirre	Parent/Guardian	No	The school is super important to my son Angel. They have been super patient with him. They have helped him with him reading and writing. Without his teachers help I don't know were he will be at now. His grades are good most A's. I love that they have sigh him to get an internship on what ever they have available and no other school would have done for him than Big Picture. We're so great full and if others schools were like this school our children would be much better. Teachers here really care about there students. Were other school don't.
4/3/2025 22:31:43	marcieluishermosillo.06@gmail.	Marcie	Student	No	Big picture is a good school the staff is so welcoming with lots of love and care and respect i like how the teachers welcome students to their class and make sure they are ready to start a new day everyday at Big Picture. I am a high school drop out and an adult and i enjoy going to Big Picture because the staff gives me good support for me to finish my classes so i can be able to graduate with good grades.
4/3/2025 22:38:56	mommytrina24@gmail.com	Trina Marquez	Student, Parent/Guardian	No	Big picture is an organization focused on helping the community grow and thrive! We have never had opportunities to better ourselves like this.. they make it
4/3/2025 23:10:46	luciarojas3461@gmail.com	Lucia Rojas	Student	No	I enrolled myself with big pictures high school to get my diploma to acquire a good job for myself and to be someone positive in society and as a plus so my kids can see that i did something for myself & them our family and to prove it's not to late to get educated and lift your self to the next level . Big picture high school is an asset to everyone whom enrolls .
4/4/2025 1:11:02	domtluv@gmail.com	Dominique Twinn	Community Partner	No	It gives another opportunity to willing and trying adults to fix choices made as an adolescent. Giving them the opportunity to better their life and help to succeed for their families, children and themselves.
4/4/2025 1:21:14	rachellgamez3@gmail.com	Stephanie	Parent/Guardian	No	Big picture is a amazing school not just for adults but for students the teachers and staff really care about there students
4/4/2025 5:29:00	nisaarief1590@gmail.com	Ariel Martinez	Parent/Guardian	No	It gives a second chance to our community members looking to continue their education we all deserve a second chance at education
4/4/2025 6:07:57	beaucauchemar3@gmail.com	Lauren Daniels	Community Partner	No	Big Picture is important to me and the community because it provides a safe, supportive, and empowering environment for students who are often overlooked or misunderstood in traditional school settings. This school meets students where they are, recognizes their potential, and nurtures their growth both academically and personally. For many families, it's not just a school, it's a lifeline. Closing Big Picture would take away a place where students feel seen, heard, and valued. It would leave a gap that no other school in the area is equipped to fill.
4/4/2025 6:33:25	sashaarandules@gmail.com	sasha sotele	Student	No	it is helping me get my high school diploma while having. a full time job and a family it's helping me achieve my career to be a nurse
4/4/2025 6:54:32	tajasha.packard@bphsfa.org	Tajasha Packard	Student	No	Big Picture is important to the community because it has helped so many of us with a second chance at life to thrive and chase our dreams for our future . It has given us hope
4/4/2025 7:59:42	95ldcp@gmail.com	Anna	Community Partner	No	Big Picture serves the community of children that are generally marginalized by other schools. The staff there are preparing our children for the future.
4/4/2025 8:33:13	jedidiah.wagner@bphsf.org	Jedidiah Wagner	Student	No	it provides lots of oportuiniys to learn about how to get a job
4/4/2025 8:33:54	tristan.saxelby@bphsf.org	Tristan	Student	No	because unlike other schools you get LTI opportunities
4/4/2025 8:43:04	tealdadode642@gmail.com	Kimberly Wiser-Daggs	Community Partner	No	It supports a very vulnerable population in our community. They have a large population of homeless kids who need a safe place to learn and play and have the opportunity to get needed food and clothing items
4/4/2025 8:48:59	jesus.cazares@bphsf.org	jesus	Student	No	it gives kids a place to go when nobody wants them we gives kids a second chance at a good life and future
4/4/2025 8:50:26	fredie.capuchin@bphsf.org	fredie	Student	No	big picture is a good school that inspires students to get prepared for the real world and get real world experienes.
4/4/2025 8:56:28	nehemiah.slack@bphsf.org	Nehemiah Lisbon-Slack	Student	No	I have bin to a lot of different schools and nu of them are like Big Picture.
4/4/2025 9:23:53	nshankles@bphsf.org	Nate Shankles	Staff Member	No	We provide a safe place for disadvantaged students who get overlooked at bigger schools and who need academic, emotional and career-readiness support.
4/4/2025 10:23:32	ashley.pasillas@bpelementary.c	Ashley Pasillas	Staff Member	No	We provide an safe and conformable environment for our students. Our students have multiple staff members that will be there for them in times of need or suffering. We have care for each individual student and provide them with outlets to be away from their past. and current traumas. In taking that away, our students will lose this outlet and give them new fears of starting over which will hinder their growth in learning.
4/4/2025 11:20:16	cameron.hopper@bphsf.org	Cameron H	Student	No	It's the only school that truly helps me academically. I've learned more here at big picture then I have at any other school I've been too. The teachers bond with their students, which gives the students a better support system.
4/4/2025 11:22:23	destiny.smith@bphsf.org	destiny smith	Student	No	It helps us understand more about the world. The teachers help us get a head start of what the world is and how it can help us. I believe that the school should stay open so the school can help us grow more than other schools. Other schools don't do the things that Big Picture High School does for us. This school should not close down because this school helps us more than any other high school.
4/4/2025 12:18:34	rodolfoarreguinjr1@gmail.com	Rodolfo Arreguin	Student	No	It's never to late to go back to school for one so yes it is important to us
4/4/2025 13:01:56	citlaly.avila@bphsf.org	Citlaly	Student	No	cause it the first school that sees me for me not just some bad kid teachers that genuily care bout us and not just t=for thew money
4/4/2025 13:33:35	tumoniewilson530@gmail.com	Tumonie Roberts	Community Partner	No	It's needed
4/4/2025 14:39:42	gaytanisrael39@gmail.com	Israel gaytan dawz	Community Partner	No	Closing down Big Picture Elementary would be a huge loss for the students, families, and community that have grown to rely on it. Over the past few years, I've had the chance to watch students truly grow—not just academically, but socially and emotionally as well. This school creates a safe and encouraging environment where kids feel seen, supported, and inspired to learn in ways that matter to them. The staff care deeply, and it shows in how much students are thriving. To shut the doors now would be to interrupt the progress of so many young learners who are just beginning to find their voice and confidence through this unique and student-centered approach.
4/4/2025 14:44:31	jmyers@bpelementary.org	Jenny Myers	Staff Member	No	I genuinely believe Big Picture Elementary is moving in the right direction. Each year, I've seen more students become engaged, more families get involved, and more learning that feels real and meaningful. It's more than just a school—it's a community that's growing stronger and making a difference in children's lives every single day. Rather than being closed down, Big Picture deserves more support so it can keep evolving and helping students reach their full potential.
4/4/2025 14:52:58	ggdaws.g44d@gmail.com	Gricelda	Community Partner	No	Big Picture has personalized learning models, where each student is treated as an individual with unique needs and strengths. By staying open, the school can continue providing tailored education experiences that help students thrive academically and socially. This model can especially benefit students who may struggle in traditional educational settings, giving them more attention and a better chance to succeed. Big picture first and foremost leads with love. To close this school would be a mistake.
4/4/2025 15:00:53	floressydra@gmail.com	Sydra	Community Partner	No	Provides safe learning environment
4/4/2025 15:25:12	nataliagonzalez6969@gmail.com	Natalia Gonzalez	Community Partner	No	It's a safe space for kids to grow, learn and feel comfortable!
				No	It's a place of growth for all the students and a place where have a sense of belonging. It's important because it provides a safe learning environment for the students.

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Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture "in the best interest of students"?	Why is Big Picture important to you or the community?
4/4/2025 15:56:32	kcastanon@bpelementary.org	Karen Castanon	Staff Member	No	I have spent the last 7.5 years proudly serving Big Picture and have had the privilege of understanding the important of our school in the community. Families choose to be at Big Picture for a variety of reasons but one that I consistently see is due to the failure of the surrounding schools. Small school like Big Picture are important to those that has been overlooked and ignored in district where there student is viewed as a number. I fully believe that every student at Big Picture is valued by all school employee no matter where they come from or their past. Big Picture employees are devoted to meeting the students where they are at and helping them find themselves in order to be the best version of themselves. I order to be taught you must be willing to trust those that are teaching you. At Big Picture students are able to have those connection instead of just being lost in a system. They are offered supports in and out of the classroom and parents rely and trust us to guide them in the right direction.
4/4/2025 16:04:09	dawzkaren@gmail.com	Karen Gaytan Dawz	Community Partner	No	Community provides a safe learning environment for students.
4/4/2025 16:43:45	riserfan151@gmail.com	Anthony Flores	Parent/Guardian	No	My kids love it there and thus school has allowed them to learn better than what they were at previously.
4/4/2025 16:58:21	reginamendoza456@gmail.com	Regina	Community Partner	No	Big Picture is an important school for the community because it allows parents to not worry about having to leave work early and at different times for their kids who are in different grades to pick up their kids.
4/4/2025 17:08:38	tmarsh662003@yahoo.com	Tonya	Community Partner	No	They serve the community of students that are generally marginalized by other schools and the caring staff uses rigor to bring out the best in the students they serve.
4/4/2025 17:21:02	sucettetorres22@gmail.com	Sucette Mares	Parent/Guardian	No	It is wonderful school that has helped my children learn and have fun. It's a hands on school and is always helping us as parents and students. I honestly see my children growing up here. I am planning on enrolling the youngest one next year.
4/4/2025 17:25:32	breakfastkatees@gmail.com	Katee Wheaton	Parent/Guardian	No	Social support for smaller classes and a place for kids all over the county
4/4/2025 17:26:03	marescazares@gmail.com	Manuel Mares	Parent/Guardian	No	This school has been one of the best things that my kids have received. This school has done such an amazing job with our kids. The staff here does an amazing job working with our kids and helping them achieve their educational goals without adding or involving their political views impact the kids. Please keep this school open!
4/4/2025 17:45:02	ivetm723@gmail.com	Ivet	Student	No	They help me a lot with my academic goals.
4/4/2025 17:50:33	brownalex0311@gmail.com	Alex	Community Partner	No	My nieces attend school there
4/4/2025 18:00:56	danielalissisilva@gmail.com	Daniela	Staff Member	No	Big picture has provided a lot of opportunities not only for myself but the community as a whole. They hold events that matter not only to the students but also the downtown community.
4/4/2025 18:04:03	maribelg.pedraza@gmail.com	Maribel Navarro	Student	No	Because it gave you a opportunity to actually get a high school diploma and they are a great support..
4/4/2025 18:24:41	rosaquitoen4@gmail.com	my Name Is Rosa Magdalena Quiteño Cardona	Staff Member	No	Big Picture Elementey School holds a specplace in my heart because it represents more than just a place of learning, its a place of learning its place where stufents are seen, heard, and supported in every aspect of their growth. The schools personalized approach to education helps each child feel valued and undertood. Which builds confidence and life long love for learning for the community of fresno. Big Picture Elementary School is a big opportunity in a city with diverse needs, the school provides a nurturing environment that supports not just academic success, but also emotional and social well being and fosters strobg between school and community. This creates a ripple effect that stengthens and encourages future leadership from a young age. Big Picture Elementary School also important because it hives iur community hope that every child has the potential to succeed when given the right support and environment.
4/4/2025 19:46:18	rwells@bphsf.org	Rodney Wells	Staff Member	No	Helps students turn their lives around and gives them a goal and a path to be successful.
4/4/2025 19:47:40	josej.aceves.88@gmail.com	JOSE ACEVES	Parent/Guardian	No	It's a resourceful, diverse educational pillar. They are committed to individual time for students of need.
4/4/2025 21:41:08	jaydenandrew34@gmail.com	Marissa Gallegos	Community Partner	No	It helps us as adults in getting the second chance we may need to achieve the goal of getting our education
4/4/2025 23:34:13	cg408318@gmail.com	christian garcia	Student	No	To me its important because Big picture took me in while other schools denied me this school really helps people who seek education and potential closing this school not only would hirt the community but would hurt the one who really want to seek a education and who want to change their lives for better I believe this school should stay open I only been here for a few months and within those few months I liked it and other would too.
4/5/2025 4:47:36	hezerena@gmail.com	Hezerena Williams	Community Partner	No	It's very helpful to to the students, parents and the community.
4/5/2025 7:53:34	savjohnson2717@gmail.com	Savannah Johnson	Parent/Guardian	No	It helped me realize i can go back to school, i have two kids, I hardly have anyone to watch them, big picture adult school has given me an opportunity to get my high school diploma online at my own pace . I love this school
4/5/2025 8:22:05	ambrejnders@gmail.com	Angela Reijnders	Community Partner	No	They provided needed education to the children in this community. BPEA students are being guided and encouraged to learn and grow in STEM. Some of them have participated in an afternoon of learning at the AIMS Center where I work. The educators at BPEA are intentional about providing the best learning experience for their students.
4/5/2025 10:33:30	dw033055@gmail.com	Donna	Community Partner	No	We need this school to continue for the students to achieve their goals
4/5/2025 10:57:12	moosemee@tai-tastigon.com	DonnaLynne Helton	Community Partner	No	Charter schools are important because they offer parents and students an alternative to traditional public schools, promoting innovation and choice, while also being held accountable for student outcomes
4/5/2025 13:36:24	valenciasapphire071@gmail.coi	sapphire valencia	Community Partner	No	Big picture is very important to me because it gives kids a good learning space where they feel safe including some of my family members.
4/5/2025 14:19:59	eduardosolis0605@gmail.com	Eduardo Solis	Student	No	It has helped me and other students get back on track with receiving and obtaining our high school diploma. Teachers and staff work with students to reach their goals in pursuing a career.
4/5/2025 16:12:31	ejacomekusalich7@gmail.com	Emily Jacome	Community Partner	No	Big Picture allows those who didn't have the support system in their youth or need another chance to complete their schooling and change their life around. I believe this helps the community both emotionally and economically.
4/5/2025 17:54:07	kingdomhairtage@gmail.com	Ash Snead	Community Partner	No	My sister works there, and teaching there is her happy place. She gets to connect with and pour into the students in a special way!
4/5/2025 19:59:51	elliottmurray384@gmail.com	Elliott Murray	Staff Member	No	Because it serves as a light house to the valley, kids that are bullied, behind, that have anxiety or low self esteem from these big schools, come to our school feeling appreciated, loved, a since of belonging. Kid that once thought about gangs and other negative things are now excited about their test scores going up, about the sport they're playing, excited about their behavior being better. Vwe can't fix what happens in the past but we are in control of the growth of our students now. Closing our school will be detrimental to so many kids and families. keeping us open will allow us to continually get better as a whole and watch how our test scores grow tremendously from the belief of our students, and the confidence they have. In less than a year we have made positive strides with our new leadership team. GIVE US A CHANCE TO CONTINUALLY BE THE LIGHT HOUSE.
4/5/2025 22:47:42	bellamarie378@gmail.com	Isabella Schedko	Community Partner	No	It is important due to some students needing the one on one help, Big Picture truly helps kids who need an extra chance or just a little extra help and support, they are incredibly inclusive and supportive over all aspects of life. Wether you are an elementary student or an adult who wants a second chance at graduating.
4/6/2025 2:45:40	darylehelmer9@gmail.com	Daryle Helmer	Student	No	This place is filled with good people who work with me, it's nice and small and I feel no judgment here. My teachers here at Big Picture have done everything to help me out when I needed help and are very understanding for me I like this place alot and I'd like to graduate here, please don't shut down our school.
4/6/2025 5:46:51	ag090516@gmail.com	Angelica Gomez	Student	No	I'm currently a student at Big Picture and I'm also a single mom who's trying to finish school to get her diploma and prove to my son that it's never too late to accomplish A goal as long as you put your mind to it.... So if the school closed I wouldn't be able to meet my goal....
4/6/2025 7:17:04	kristinbutter@yahoo.com	Kristin krampe	Parent/Guardian	No	Big picture is a family. Not just a school. All of our kids have been together since kindergarten. They feel loved and safe when they are school because every single staff member loves and cares for every child. If parents are forced to find a new school for their kids , it's going to affect the kids dramatically. My son has adhd and odd and big picture has gone above and beyond to make sure that not only he succeeds in school. But in life! My son needs a small, close knit community for school. If I have to put him in a larger school, his grades will drop and he won't be happy to go to school anymore. I know I am not only speaking for my son and my family but for other families as well.

ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"</i> ?	Why is Big Picture important to you or the community?
4/6/2025 10:30:15	matthewg1905@gmail.com	Matthew Gonzalez	Community Partner	No	These schools provide educational opportunities to those that have struggled in traditional school settings or that have had challenges in life preventing them obtaining their high school diploma. Big Picture is more than just test scores. These schools provide opportunities and connection to those in the community that have not been able to get the help they need from the other educational providers in Fresno County. Shutting this school down would be a major disservice to the community. Please provide them the opportunity to show you that changes have been made to move the schools to a brighter future and correct the deficiencies of the past administrations, just like the opportunity they provide to the students they serve.
4/6/2025 16:46:02	leeskaylee09@gmail.com	Kaylee	Student	No	Big picture has been my something good in all the dark times this past two school years before enrolling I've lost everything and big picture staff and high school program have gave me the opportunity and reminder I needed to keep moving forward I stated this program homeless and afraid and with the encouragement I received from staff at big picture I'm really excited for the future because of this program
4/6/2025 17:56:29	eamringer@gmail.com	Alexander Ringer	Community Partner	No	I have two siblings in the school. Both of them have flourished since starting school there. The changes that admin have put into the school over the last year have shown amazing progress and promise. I believe that given time, Big picture will continue to show improvement with the newfound structure from new leadership.
4/6/2025 20:20:19	rsinor@bphsf.org	Reid Sinor	Staff Member	No	One reason is the flexibility for adult students to complete their high school educatoion in a way that is flexible and convenient in the lives of busy and struggling aduts.
4/6/2025 21:03:32	catherinecastillo146@gmail.com	Catherine Castillo	Parent/Guardian	No	Because big picture provides a safe environment for the children and community as well as learning
4/6/2025 22:53:07	t.capuchin@gmail.com	Tiffany Capuchin	Student, Parent/Guardian	No	Because the teachers support the students. It's located in an area where there's a lot of poverty to help those in need.
4/7/2025 3:54:59	jonfmorsejr@mail.fresnostate.edu	Jon F. Morse, Sr	Staff Member	No	<p>My name is Jon F. Morse, Sr. I am the original founder of BPEA. In 1996-2000, I was hired by Madera Unified School District to head up their program of working with most challenging incoming 9th graders, all who had attended less than 10 days of school and had failed all of their classes. The Administrators at that time had very low expectations like 50% attendance and 50% school work completed. I worked with a new group each year for four years and during that entire time my results were amazing. Our attendance was over 90%, 75% had a 2.75 gpa, and we had no classroom misbehaviors. After these four years I felt led to leave this program to begin reaching out to schools and Probation Departments training them with the skills I had practiced in the classroom. Over time I eventually was introduced to the Big Picture Schools program that had begun in Providence, RI. I read everything I could about their program, visited their flag ship school in Providence. Immediately upon returning to Fresno I reached out to Elliot Washer, co-founder of the Big Picture Schools, which had become a Global Educational system. After reaching out many times, Elliot eventually visited myself and some leaders in the area to find out how we could begin the process of starting our own Big Picture school. Next, I and my supporters introduced our idea to then Superintendent Larry Powel. I gave Larry a copy of their book The BIG Picture-Education is Everyone's Business. A couple of weeks later I visited Larry again and he gave me his personal endorsement to help found a Big Picture school, especially if we were turned down by the Fresno Unified School District, which did happen.</p> <p>I and my team of supporters immediately began working with the Fresno County Superintendent of Schools and their Board Members, and we were able to open in September 2009, after a long six years facing many challenges and disbelievers. Our school has now been in existence for 15 years and has made many contributions to the families and organizations in Fresno County,i.e. helping mom's and dad's with their children that had been turned-off to education, many of them hating school starting in elementary school, engaging community business owner as role-models for our high schoolers that had hated school, but had always had a passion for some type of occupation that a regular school was not designed to help them pursue their dreams. The National Education system has focused on testing, which has only accomplished the United States ranking last in the world. Schools like the Big Picture focus on building relationships with kids who have been turned of by a school system that has failed them. Additionally, our BPEA's Adult Education program has helped hundreds of forgotten adults to earn their High School diplomas and some have even moved on to CSU, Fresno to earn a B.A. Some of the adults I met had been in prison for years and upon their release they enrolled in our Adult School, and some moved on to CSU, Fresno's Project Rebound program where some of their paroles have even earned an M.A., and some even going further to enroll in a Ph.D. program.</p> <p>I know, without a shadow of a doubt, that without the influence of our school hundreds of young people would still be confused, angry young adults doing nothing to make our community a better place to live.</p> <p>Jon F. Morse, Sr, M.A., Published Author: Light a Candle or Curse the Darkness: How to Rescue America's Youth Adjunct Faculty Continuing Education Instructor, Fresno Pacific University Adjunct Faculty/Lecturer -Department of Criminology, CSU, Fresno</p>
4/7/2025 8:14:08	josehernandez9008@gmail.com	JOSE HERNANDEZ	Parent/Guardian	No	My boys love going there 🥰
4/7/2025 8:26:20	isabela.barragan@bphsf.org	Isabela Barragan	Staff Member	No	Big picture is important for me personally because this is the first job i got after finishing my degree at Fresno State. I have met so many amazing people and students, I have learned so much and want to continue working here to better develop my skills and to help as many students achieve there dream of receiving a high school diploma. Big Picture helps the community tremendously by providing anyone free food, clothes, shoes, and support to students and community members of Big Picture. It will be very unfortunate if this school shuts down, I believe Big Picture has potential for the future.
4/7/2025 8:35:53	jasline.aguilera@bpelementary.org	Jasline Aguilera	Staff Member	No	Big Picture is important and our school should not close because it's a strong, supportive community where staff and students work together as a team, learn from one another, and truly care about each other's success.
4/7/2025 8:39:38	jorge.menjivar@bpelementary.org	Jorge Menjivar	Staff Member	No	Big Picture offers a safe place for students and families. BPEA provides students access to education and a social / emotional learning. In addition, BPEA provides a comprehensive support system for students and families in and out of the classroom.
4/7/2025 10:25:55	elena@worked.com	Elena Kosareff	Community Partner	No	The students of this school is their home and a place of support form their teachers. Taking away this school would be a disruption to the students education and emotionally taxing for their young minds.
4/7/2025 11:29:13	taygut14@gmail.com	Taylor Gutierrez	Community Partner	No	Big Picture is important to me and the community because it has many benefits for students of all ages. I worked at Big Picture for 2+ years as the adult school registrar and believe that Big Picture has impacted many lives in a positive way. They offer smaller classrooms with wonderful teachers for a more "1 on 1" feel for students. This is important when it comes to those students who need extra help instead of not being able to have a teacher that doesn't have enough time because of caseloads. Big Picture is a pillar of the community and it would be a huge loss if it were to close. While working for BP, I have helped hundreds of students with understanding their credits (which, in my opinion, many do not take the time to explain/have people fully understand what transcript requirements are!). Many students have come to BP in all different aspects of life and BP has always been extremely welcoming to everyone. BP is located in the heart of Fresno and again, in my opinion, IS the heart in Fresno.
4/7/2025 11:34:40	gsena@bpelementary.org	Gabrielle Sena	Staff Member	No	Big Picture is more than just a school. We are a family and a safe space for many of our students who come from various backgrounds. They recieve quality, individualized education and support from every staff member.
4/7/2025 12:26:27	kennedy.gaona1@gmail.com	Kennedy Bonilla	Parent/Guardian	No	The school has gave my kids a great place to go ahead and maintain stability. It has become a foundation grow so where we move. I was always allowed to bring my kid here so when my kid has so many changes in their life, this has been able to create lifetime, friends, and childhood friends. I'm also a foster mom who have children who have different backgrounds and not much stability and this is also theirs. It has offered parents good help for work and school and allows famlyls to strive and do better not just a student to go here.
4/7/2025 12:27:37	mai.yang@bphsf.org	Mai Yang	Staff Member	No	Big Picture is home to over 500 students.. Everyone has a role to play at Big Picture whether you are a student, teacher, admin, etc. We bring the community together.
4/7/2025 13:08:40	ecovey84@yahoo.com	Erik	Community Partner	No	Opportunities is the best advantage for anyone. Having several opportunities and including big picture is important, and that it gives growth opportunities and advantages to students and community members around big picture.
4/7/2025 14:49:12	roliver@bpelementary.org	Rebecca Oliver	Staff Member	No	Big Picture provides opportunity for students that isn't always accessible at other schools. As a school, we are good at seeing the needs of our students, families, and community. We see our students for who they are and love them like our own kids. The staff at BPEA often provide students with things they don't have at home, whether that be food, words of encouragement, or even a positive role model.

ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"</i> ?	Why is Big Picture important to you or the community?
4/7/2025 17:00:48	larryvasquez@clovisusd.k12.ca	L.A. Vasquez	Staff Member	No	I've recently been hired here and I see a great amount of potential for growth. Before I working for Clovis Unifed, I worked at West Fresno Elementary School as a Vice Principal. As an administrator, I helped get WFES out of their P.I. status. Once I accomplished that I moved over to Clovis where I helped earn two schools achieve the California Distinguished School Awards at Fancher Creek and Temperance Kutner. Big Picture Avademy can turn things around through micromanagement.
4/8/2025 7:40:54	drewrivera779@gmail.com	Andrew Rivera	Staff Member	No	Children need this school it will be such a difficult transition to another environment
4/8/2025 7:43:57	cescutiaa4@gmail.com	Crystal escutia	Staff Member	No	Yes
4/8/2025 8:40:31	monicacortez202@gmail.com	Monica cortez	Parent/Guardian	No	loving and caring staff
4/8/2025 9:32:52	allison.asahina@bphsf.org	Allison Asahina	Staff Member	No	Students are more than just a test score; more than just a data point. They are each unique individuals who have experiences and stories that need to be told in whatever form is best for them. Big Picture is an important place where students thrive socially and emotionally. They are recognized for who they are and loved and cared for by the staff members here. Staff understand that sometimes students have to endure precarious experiences just to make it to school every day, and they are given grace and patience. Kids don't get lost here- they're not just another kid stuffed in a 40+ student classroom. They will be seen and known. They will have at least a positive adult connection with a staff member.
4/8/2025 10:12:53	jhealy@bpeacademy.org	Janine Healy	Staff Member	No	Big Picture fulfills the needs of so many students (over 500) that benefit from our small classroom sizes and family - like feeling. These students want to be seen, and know that they matter as a person, and not just as a statistic. I've heard stories from countless parents and students about how they FINALLY feel like they are getting the help they need. As they begin to feel secure, and cared about, we start to see them take ownership of their learning and begin the path of being a lifelong learner. It would detrimental to close the only school that has provided so many students a feeling of finally belonging somewhere.
4/8/2025 15:26:17	talishagriffin121813@gmail.com	Talisha Griffin	Student	No	Big Picture is important to the community because they help students like me reach our intended goal too graduate; since I been at this school they help me stay focus and motivated to get it done ! so i can have my high school diploma !
4/8/2025 17:04:28	caanderson419@gmail.com	Cheryle Anderson Ed.D	Community Partner	No	BPEA provides services and supports not available at other schools. The current staff, administration and board are working diligently to make improvements and increase scores not addressed by prior administration's.
4/8/2025 18:11:40	destinie.m1995@gmail.com	Destinie Mendoza	Student	No	They help lots of individuals graduate.
4/8/2025 21:50:22	barajasrosa61@gmail.com	Rosa Barajas	Community Partner	No	It's a school that in beneficial to the community.
4/8/2025 22:24:09	michaelrv4152916@gmail.com	Michael	Parent/Guardian	No	Been around for generations. My kids and siblings attended Big picture
4/9/2025 12:32:09	zhaneross@gmail.com	Zhane Ross	Student	No	I am a student who was offered an opportunity to achieve my dream of receiving my high school diploma. Being in my 30's was not the best age to set in to want to get my diploma everyone suggested the GED which is not what I wanted. BIG PICTURE ADULT EDUCATION offered the high school diploma which gives those the opportunity to have a second chance at what they missed during their time. It will hurt others who have struggled or didn't have the chance of getting their diploma or even being able to manage having their lives and juggling school. This was the best program that had put me forward moving to Fresno, CA 2024 . Here I am 2025 graduating with a High School Diploma at 31 years old. Give those a chance. Advertisement for the better it's more people out there that feel they have to get a GED, if they knew there was a program like BIG PICTURE ADULT EDUCATION. It would have a better impact than it does today. SAVE OUR SCHOOL. Signed a Highly Favored Student!
4/9/2025 15:04:32	sanderssarah254@gmail.com	Sarah sanders	Student	No	This is the only school I prefer to go to and has helped me with a alot
4/9/2025 15:05:13	sandersbritteny109@gmail.com	Brittney Sanders	Student	No	It helps me learn and be able to get my education
4/9/2025 15:30:13	manuelvenegas24@gmail.com	manuel venegas	Parent/Guardian	No	Big Picture has really helped my son the smaller class rooms more time with Teachers
4/9/2025 17:41:27	clintphelps77@gmail.com	Clint D. Phelps	Parent/Guardian	No	Provides education.
4/9/2025 18:05:34	lizettreyna99@gmail.com	Lizett Reyna	Community Partner	No	It's important because it gives the opportunity to those who want to finish their education. Or for those who that for some reason couldn't finish school in the past and the have a second opportunity to go back and complete it to have better opportunities in life.
4/9/2025 18:14:26	adrianavillalvazo8@gmail.com	Adriana	Student	No	Because I want to become something in life and big picture has help be get there and I'm able to understand what I'm doing and be more focused on getting closer to my goal
4/9/2025 18:18:37	sfskeyspouse01@gmail.com	A. Bass	Community Partner	No	If education is key to a successful, thriving community, then offering continued opportunities for adults wanting to better their futures is imperative.
4/9/2025 18:21:57	jpriddell1993@gmail.com	Patrick Bass	Community Partner	No	Big Picture provides an opportunity for adults to achieve their educational goals.
4/9/2025 20:36:07	tgtrue@gmail.com	Theresa True	Student	No	It gives opportunities to children who may get forgotten and gives the community opportunities to set their children up for success.
4/9/2025 21:55:23	99lphelps@gmail.com	Leslie Ewy-Phelps	Parent/Guardian	No	Provides adults a way to help them get education to find a career
4/10/2025 0:15:02	dillonrank04@gmail.com	Dillon	Parent/Guardian	No	Because it allows students to thrive, and feel comfortable in their school enviornment. My cousin attends, and he loves it there !! Please do not take his education away.
4/10/2025 6:59:31	kaialn80@gmail.com	Kaia Nolen	Community Partner	No	My nephew attends Big Picture, the staff seems to truly care and take interest in the students.
4/10/2025 8:07:20	rodeo1jc@gmail.com	Edgar Correa	Parent/Guardian	No	My daughter has attended big picture since she was in kindergarten and will be graduating 8th grade this year, it's been such a great experience for both her and I.
4/10/2025 8:12:28	22cowboys.fr@gmail.com	Felipa rodriguez	Parent/Guardian	No	Big picture allows kids who need more of one on one learning to understand their material better.
4/10/2025 9:27:12	josephinegonzalez78@gmail.co	Josephina morales	Parent/Guardian	No	They teach students to be independent and on Wednesday they get to do iti which other schools don't do like my son has been training two yrs of flying an airplane at Chandler Airport so this year he is trying to get his pilot license before he graduate in june
4/10/2025 9:27:35	andreamosqueda19752020@gr	Andrea Mosqueda	Parent/Guardian	No	All my children attended and attend Big picture. At most schools my sons would have been lost in the system. They both have a reading disorder. At Big Picture, the teachers really care about the students and do way more then they have to. They really care about the students. It's more than a school, it's a community! My kids feel safe and heard here.



ATTACHMENT 4

Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture <i>"in the best interest of students"</i> ?	Why is Big Picture important to you or the community?
					<p>Big Picture is very important to me and the community that is why I am writing this response in strong support of the charter renewal for Big Picture Educational Academy (BPEA). As the founder and owner of B AWESUM, an organization dedicated to transforming retail spaces into safe, creative environments for visual artists and the community, I have had the honor of mentoring students from Big Picture High School through their outstanding mentorship program.</p> <p>Big Picture High School offers a rare and invaluable opportunity for high school students to gain hands-on experience in real-world business and creative settings. At our River Park Art Groove Gallery and Event Centers, which houses over 32 diverse visual artists, I regularly host community-focused arts events and curate meaningful exhibitions. Through our collaboration with Big Picture students, I've witnessed firsthand how the school empowers young people to explore their passions, develop their talents, and connect their education to career paths in the arts.</p> <p>The students who have joined us through BPEA's mentorship program consistently demonstrate curiosity, creativity, and a willingness to grow. I am especially moved by the school's emphasis on experiential learning—something I personally longed for during my own high school years. I can say without hesitation that their model works: these students are engaged, inspired, and motivated because their education feels relevant and connected to their personal strengths.</p> <p>As someone who works closely with youth and strives to make a positive impact through the arts, I see tremendous value in what Big Picture High School provides—not only to its students, but to our broader community. Their ability to offer alternative learning paths, particularly in underserved areas, is essential. They truly understand what it takes to keep students engaged, supported, and hopeful about their futures. I respectfully urge the Fresno County Board of Education to grant the renewal petition for Big Picture Educational Academy. The students, families, and community members who benefit from this innovative and meaningful educational approach deserve the opportunity to see it continue.</p> <p>Sincerely, Melanie Glass Founder &amp; Owner, B AWESUM River Park's Art Groove Gallery &amp; Event Centers</p>
4/10/2025 9:43:08	info@bawesum.com	Melanie Glass	Community Partner	No	
4/10/2025 9:44:01	markstandriff@gmail.com	Mark Standriff	Community Partner	No	<p>Big Picture Academy is an important partner in the Beautify Fresno's mission to make our community a cleaner, greener, more beautiful place to live. The students participate in a number of our beautification events and have adopted Fink White Park as an ongoing cleanup project. In addition, we provide leadership opportunities for students who organize, promote and run special projects. Their participation is making a substantial difference in the surrounding neighborhoods.</p>
4/10/2025 9:49:09	dengines@aol.com	Doug Rylee	Community Partner	No	<p>The mentor program is valuable tool for young people.</p>
4/10/2025 9:51:04	avaldez@crlaf.org	Armando Valdez	Community Partner	No	<p>Big Picture HS is important to me because I believe as a mentor and founder of my own nonprofit organization, it opens and/or provides new avenues of education for students to flourish and strengthens their lives. It promotes empowerment and prepares them for the future ahead.</p>
4/10/2025 10:01:50	txiong@bphsf.org	Tria Xiong	Staff Member	No	<p>I've been with Big Picture for over eight years and have seen the school grow tremendously. It offers students the opportunity to explore internships that prepare them for life after high school. Our students gain real-world skills and knowledge that set them up for success. Thanks to our small students population, we're also able to provide personalized, one-on-one support something that larger schools often can't offer. Keeping our school open allows us to support students who may struggle to thrive in larger school environments.</p>
4/10/2025 10:06:03	keckmaricela0@gmail.com	Maricela Maldonado-Keck	Parent/Guardian	No	<p>Because this school helped my son jesse alot it gave him confidence to achieve what he thought would be impossible to learn he is in the IEP program and it gave him a voice to speak up and courage to ask questions when he didn't understand what was going on</p>
4/10/2025 10:16:08	bryan@thefirstteefresno.org	Bryan Renaud	Community Partner	No	<p>Big Picture has sent us students interested in volunteering for our program. It is a great program that gives students real-world experience and prepares them for the rest of their lives.</p>
4/10/2025 10:17:21	robbleestrada13@gmail.com	Valerie Estrada	Community Partner	No	<p>I feel big picture staff enriches the lives of all students</p>
4/10/2025 10:41:49	sara.mckillip@gmail.com	Sara Mckillip	Community Partner	No	<p>The students getting real life education and developing contacts in the community is so IMPORTANT! Those heading to college have solid references and experience. Those heading for the trades have contacts and a leg up .</p>
4/10/2025 11:26:21	lstolling@ccspca.com	Linda Stolling	Community Partner	No	<p>I have had Big Picture Interns here at the CCSPCA for many years and it has always been a great experience. The kids grow in confidence, skills and work knowledge. As a part of the program I also attend the school classroom presentations. At these events I meet teachers and parents that work with the students I mentor and I have always been impressed with the quality of the staff and the individual attention they are able to provide students. If Big Picture had been around when my son was in High School I would have wanted him there.</p>
4/10/2025 12:12:21	ellen.powell@aaccfcsj.org	Ellen Powell	Community Partner	No	<p>Over the past four years, I have had the privilege of mentoring and working with many students from Big Picture Charter School at the Scotts Family Farm. They eagerly anticipate their internships at the farm, and we genuinely enjoy and appreciate their contributions. Their behavior is exemplary, and the work they produce is outstanding. We have developed a strong and positive relationship with both the students and staff. Big Picture Charter School is a valuable asset to the community." The students are benefitting immensely from this collaboration.</p>
4/10/2025 14:37:05	evalinrb559@gmail.com	Evaline Barner	Student	No	<p>They are really good with us they work with us when needed and I just feel like they are very work able and patience and understanding.</p>
4/10/2025 15:21:33	deziraegonzalez1@gmail.com	Dezira Gonzalez	Student	No	<p>Easy to get diploma</p>
4/10/2025 15:52:37	zackrix@gmail.com	Zack Rix	Community Partner	No	<p>My company has participated as a mentor for Big Picture HS's internship program for going on 3 years now. We currently sponsor 2 student internships and have hired former Big Picture student-interns as fulltime employees. Without question, Big Picture's internship program has provided these students with invaluable opportunities to experience real-world work environments, develop useful trade-specific skillsets, better their communication skills, work ethic and accountability as well as an avenue to open doors for future employment opportunities they otherwise may not benefit from in a classroom. This program not only gives these students a glimpse at what they can expect following graduation; it also gives them a head start at becoming productive members of our community. From the employer perspective, this program has also benefited our business in that it has been instrumental in helping us to develop and fine tune our own communication, management, training and procedural development skills which makes this program truly a win-win. In the spirit of "paying it forward", I would encourage any employer, business owner or individual who has ever needed a little help along the way to voice your support in favor of keeping Big Picture and its internship program funded &amp; open. With the evolution of technology, social media, and the instant gratification "drive-thru" society we now live in... these kids need a place free from these distractions; they need this program!</p>
4/10/2025 16:49:07	jdelrosario@yli.org	Johnsen Del Rosario	Community Partner	No	<p>Big Picture is important because it provides an alternative, student-centered education model that emphasizes real-world learning, internships, and individualized pathways. It's a space where students—many of whom may not thrive in traditional school settings—can explore their interests, develop critical skills, and connect with local industries and mentors. I've had the privilege of hosting a couple of students at my organization, and they have been some of the most hard-working, passionate, and determined students I've ever had the opportunity to work with. Closing Big Picture would be a mistake.</p>
4/10/2025 17:06:35	imarquez@yli.org	Ivette Marquez	Community Partner	No	<p>Big Picture is important to the community because it is in a severely underserved area of Fresno and closing down this school will greatly affect the community.</p>
4/10/2025 17:10:40	2017dequishasmith@gmail.com	Dequisha Smith	Student	No	<p>for me and other young adults to be able to go back to school in finish with a high school diploma</p>
4/10/2025 17:16:18	keniyahjohnson00@gmail.com	Andrea	Student	No	<p>Because I am apart of big picture and it is a great school I love my teacher and staff at big picture adult high school they are for all people of age color and or disability, also kid friendly love the school lots.</p>
4/10/2025 18:27:11	martinaisland@gmail.com	Martina Island	Community Partner	No	<p>Big Picture High School's (BPHS) emphasis on personalized learning (one student at a time), community engagement through internships and support for underserved populations makes it a vital school option in Fresno. There are not many schools in Fresno that offer exploration in the various industries like BPHS does.</p>
4/10/2025 20:37:27	clarisamendez90@gmail.com	Clarisa Mendez	Parent/Guardian	No	<p>I have been taking my son to Big Picture since his 3rd grade of elementary school and he is now to graduate. Without the support of big picture staff and team, I would not say that he would be where he is now in his senior year. They have been of great support and it was due to their staff and team we also realized he had other medical conditions that needed attending to. I now have my 5 year old in kinder with big picture elementary and would love for him to experience the same amount of care, academic teaching and caring teachers my older son received as he grows his mind and learning abilities. They have been great at showing my boys that even with learning disabilities, no one person is different and they are treated equally.</p>
4/11/2025 4:20:45	tanell.herbert@gmail.com	Tanell Herbert	Community Partner	No	<p>This is a school that impacts students positively. The teachers are caring, excellent at their job and see progress in each student. The students are engaged, learning and have changed lives because of Big Picture. Please don't take that away from them.</p>
4/11/2025 11:14:51	kissagomez2@gmail.com	Callista gomez	Student	No	<p>Their helping further education</p>
4/11/2025 11:20:44	jkeck@bphsf.org	Jesse keck	Student	No	<p>This school has changed me in many ways they made me love going to school and make me want to learn. Without them I wouldn't be where I'm at today if I didn't go to that school</p>
4/11/2025 12:05:25	lknanaki54@gmail.com	Teresa Ramos	Parent/Guardian	No	<p>My children get the help needed to get the education they need.</p>
4/11/2025 12:05:53	jcordova383@gmail.com	Jessica Cordova	Community Partner	No	<p>Helps students who may struggle in bigger classrooms. Helps give students more 1 on 1 time with teachers and advisors.</p>
4/11/2025 12:38:17	chelimurillo333@gmail.com	Araceli Murillo	Parent/Guardian	No	<p>This school has helped our child thrive, feel safe and happy. As our child has faced deep depression, the community in this school, and all the help she has gotten, has helped her move forward to a more positive outlook. It has helped with her learning and flourish in the things she is good at.</p>



Timestamp	Email Address	My name is	I am a	Is CLOSING Big Picture "in the best interest of students"?	Why is Big Picture important to you or the community?
4/11/2025 18:47:03	micalovestrucks@gmail.com	Domenica carrizales	Parent/Guardian	No	<p>Big picture has been so important to my family and has become our family. all my children have attended big picture and two of my children have graduated from big picture high school.I still have my two boys that are part of the big picture family. for a long period in my life I was a single mom and super overprotective of my children. Big picture gave me the comfort to know that my children were safe. As you already know big picture is a smaller School than a public school which gave more one-on-one time with my kids when it came to their education. As a mother who was not very good in school my reading is not that great so it was hard for me to help my children learn basic education. So for my kids to go to a school that is more Hands-On helped my children learn better than I did. I have a son that is in second grade who is a bubbly little person and so full of joy and loves making friends. He loves the fact that he goes to school and he knows everybody and everybody knows him. Big picture has been his only School and when I have to talk to him about big picture possibly closing down it breaks his heart. He asked Mom where will my friends go where will my teachers go I will miss them and I know they'll miss me. I don't want to go to a new school this is my school this is my home. Mom I feel safe here if I have to go to a new school they won't make me feel safe like they make me feel safe at big picture. The ladies that work in the office at big picture are some of the most important people in my life Karen has been in all of my children's life she's always on top of things anything that happens with my kids she's the first one to call she knows how busy I am as a mom she knows that I work a full-time job my husband is over The road trucker so without her a lot of the time I wouldn't be able to get things done. Then there's Miss Jenny such a beautiful soul there has been times where I have forgotten something that was happening at school and I will call her and she will let me know. If my son is having a bad day at school or had an episode when it came to his health Karen and Jenny call me right away. There are days when my son comes home from school and he talks about everything that happened at school and you can hear the joy and his voice when I tell my son that it's the weekend or if it's a holiday or a day they're just not having school my son gets sad he's just tells me I just want to go to school I like it there. So if you haven't understood yet big picture is a safe place for a lot of our children many of our children that go to school at big picture don't come from the best of neighborhoods don't come from the best of homes a lot of them have parents that are single parents and big picture is a big help to single parents big picture helps our kids stay on the right path stay out of trouble and don't fall to the bad things that are in our area of where we live such as gangs drugs. Closing down big picture will be a big hit to our community we don't have very many places that are positive for our kids to go we don't have very many people that treat our children the way big picture does. In bigger schools a lot of things fall through the cracks not all teachers take the time out to actually to get to know our children their families and actually care like big pictures family does. The staff at big picture are challenged everyday with many different situations with a lot of different backgrounds of which big pictures children come from which makes it challenging at time but one thing I can honestly say about big picture staff is a never back down from a challenge to make a child's life great big picture staff care about our kids. One thing that I've always loved about big picture is the way they do things it's not like a regular school they make learning fun they make learning interesting I like to say they take out all the extra that's unnecessary and make it to where it's going to help our kids as they become adults as they go through life needing the skills to be able to be successful and productive in society. I have never seen another school like big picture and any chance I get I tell people about big picture and how it is changed my life and my kids is life. I hear all the horror stories of some of my coworkers younger children and what they go through in their schools and I tell them that does not go on at big picture and I've had a few of my coworkers put their children into big picture because of the way big picture is and how comfortable they feel and taking their children there. So I'm hoping you reconsider and keep big picture around for many many years to come for me my children my children's children and other peoples children. Big picture is a wonderful program my son goes to big picture High School he loves his school this year he got to start his internship my son wants to be a diesel mechanic he loves the opportunity he has been given because it helps him to move forward in accomplishing his goal other schools do not provide this program the job readiness is everything for our family because once again I come from a family we're there are not a lot of positive examples of success stories we come from neighborhoods that you see kids grow into adults that never become anything that's not what I want for my children so for big picture to provide an opportunity like this for my oldest son means so much he has made great friends he likes his teachers how many teenagers can actually say that my son can and I hope and pray that he congratulate from Big picture high School like my two oldest daughters he doesn't want to go to a regular high School gives him anxiety he feels overwhelmed just even thinking about it so as you go and look over everything to make your decision please keep in mind all the families and children you are going to affect how many hearts will be broken because everything they know since they started school and everything that has provided something positive in their life will possibly go away and that is devastating to many kids that go to big picture so I hope you reconsider and keep big picture open</p>
4/11/2025 23:45:49	tvining75@gmail.com	Tuwana Vining	Parent/Guardian	No	<p>Big Picture give students who struggle in a brick and mortar environment more freedom to grow. It also allows those with other responsibilities the ability to work while finishing their high school education. Personally speaking, I am happy with the positive changes my son has made while attending Big Picture, both emotionally and academically. It would hinder students who need an environment which allows them to thrive while being supported during their education. There are no benefits to closing Big Picture.</p>
4/11/2025 23:57:24	dorianvining0601@gmail.com	Dorian Vining	Student	No	<p>Education is the very foundation, a privilege, and a luxury to be able to experience, learn, continue to grow and develop plans for the future. To be able to have a high functioning, and productive place to learn from, such as Big Picture High School/Adult School, it's an honour and an inspiration. I have learned, grown, and developed the skills and knowledge to be who I am now, compared to who I was before. To proudly say that I have graduated from a perfect school, and I'd most definitely recommend this school for anyone who prefers a more positive and productive school, I can say from experience. I am proud to say that I am a student of Big Picture. I humbly ask for Big Picture to remain open for many years to come, thank you.</p>
4/12/2025 8:25:28	cesarcontreras1233@gmail.com	Cesar Contreras	Community Partner	No	<p>It give students a better opportunity to grow and learn in a safe space and with amazing teachers and staff members.</p>
4/12/2025 10:44:26	tonysfusionfoods@gmail.com	Gladys Martinez	Community Partner	No	<p>Big Picture is important because it allows students to engage in the community and be mentored by community leaders. This program sets students up for success and allows them to gain skills before they even enter the professional world.</p>
4/12/2025 14:04:20	jimenezchristina589@gmail.com	Christina Jimenez	Parent/Guardian, Staff Member	No	<p>Big Picture has been part of my family structure and community for 13 years. All five of my children have been in attendance and have had such an amazing educational experience. They have learned the importance of community, engagement &amp; preparation for success that schools in FUSD do not offer. My two oldest have gone on to college...throughout their educational journey at Big Picture they gained great knowledge in life readiness, communication skills, and community awareness. Through Big Picture all five of my children have thrived in mathematics, English language and social emotional skills. This establishment is important to my family because it gives us the opportunity to be involved in our children's education at an intimate level, with small class settings that support close relationships with teachers, friends &amp; staff and helps them build bonds and learn lessons that last a lifetime. The foundation set forth by Big Picture is irreplaceable and brings tremendous pride to our community. We pray that you see the values this school offers to all of our families &amp; children that have the privilege to experience it. Thank you.</p>
4/13/2025 14:12:49	balljess2010@gmail.com	MaryJane Ball	Parent/Guardian	No	<p>Safe place</p>
4/13/2025 17:58:23	sarah.villa010@gmail.com	Sarah Villa	Parent/Guardian	No	<p>Big Picture is important because of all the students and staff that come here everyday to learn and support students.</p>
4/14/2025 7:18:11	eli.leah.ah@gmail.com	Amanda Sanchez	Parent/Guardian	No	<p>As a former Employee, I have seen the impact of Big Picture Educational on students, parents and staff members they offer a one on one experience that I never seen in my entire career. Helping feed families minds with Education and learning opportunities.</p> <p>As a parent, I couldn't be more grateful for the opportunity for my daughter to improve her education skills and her teachers and staff and</p>
4/14/2025 8:23:47	boole@bpelementary.org	Betty Cole	Staff Member	No	<p>Big Picture Elementary is dedicated to supporting the individual student. It is one student at a time! Our students are the students who are forgotten or thought of as "not worth helping" at regular public schools. Here at Big Picture each student is seen as essential to the whole class and is given the support he/she needs to be successful.</p>

Timestamp	Email Address	Mi nombre es	Yo soy un/una	¿Es CERRAR Big Picture "en el mejor interés de los estudiantes"?	¿Por qué es importante Big Picture para usted o para la comunidad?
4/3/2025 14:05:32	mariselabucio34@gmail.com	Marisela Bucio	Padre/Tutor	No	Mis hijos son felices en la escuela big Picture los han enseñado a aprender mucho y como madre amo Mucho la escuela .  Translation: My children are happy at the Big Picture school. They have taught them to learn a lot and as a mother I love the school very much.
4/3/2025 14:09:26	pausilva2008@gmail.com	Paulina Silva	Estudiante	No	Brinda una oportunidad para quienes llegamos sin conocimiento del lenguaje inglés y así poder buscar mejores oportunidades laborales .  Translation: It provides an opportunity for those of us who arrive without knowledge of the English language and thus to be able to seek better job opportunities.
4/3/2025 14:56:41	nsandoval@bphsf.org	Nancy Sandoval	Miembro del Personal	No	Big Picture es una buena oportunidad, no solo para mi como miembro del personal pero tambien para la comunidad y para los estudiantes en especial, yo eh trabajado para Big Picture por poco mas de 12 anos, y a sido una experiencia inolvidavle, eh mirado muchos estudiantes graduarse y asistir a una Universidad, yo misma tuve la gran oportunidad de cursar mi High School en el programa de adultos, tuve un promedio de 4 en mi GPA seria una lastima que todas estas oportunidades se terminen, es muy triste que aya prisiones abriendo y escuelas serrando, si unimos nuestros esfursrzos yo creo que podemos hacer un cambio. Muchas gracias  Translation: Big Picture is a good opportunity, not only for me as a staff member but also for the community and especially for the students. I have worked for Big Picture for a little more than 12 years, and it has been an unforgettable experience. I have seen many students graduate and attend a University. I myself had the great opportunity to complete my High School in the adult program, I had a 4.0 GPA average. It would be a shame if all these opportunities would end. It is very sad that prisons are opening and schools are closing. If we unite our efforts, I believe we can make a change. Thank you very much.
4/3/2025 15:54:43	ggilmer369@gmail.com	Gilmer Garcia	Estudiante	No	Porque nos ha ayudado demasiado en el aprendizaje del idioma inglés. Es una escuela de principios y valores con buenos maestros..  Translation: Because it has helped us tremendously in learning the English language. It is a school of principles and values with good teachers.
4/3/2025 15:59:33	armandolandscape06@gmai	Jose Machique	Socio Comunitario	No	Big Pictures nos ayuda todos en la comunidad porque nos da escuela para los estudiantes, trabajo a los maestros, y nos train comida cada mes los meircoles  Translation: Big Pictures helps all of us in the community because it provides school for students, jobs for teachers, and they bring us food every month on Wednesdays
4/3/2025 16:20:20	krysrosales.cr@gmail.com	Cristina	Padre/Tutor	No	Por la buena educación y atención a los estudiantes  Translation: For good education and attention to students
4/3/2025 22:31:14	maoma8a@gmail.com	Omaray Ochoa	Padre/Tutor	No	Por qué es una escuela en la que confío, y he tenido muy buenas experiencias ahí. Mis hijos han. Asistido a Big picture y lo mejor que puedo decir que nuestra experiencia en el tiempo que tenemos de asistir a la escuela ha sido muy buena. Amamos big picture.  Translation: Because it's a school I trust, and I have had very good experiences there. My children have attended Big Picture and the best I can say is that our experience in the time we have been attending the school has been very good. We love Big Picture.
4/4/2025 16:49:20	honercitoarreola@gmail.com	Maria D Madris Duque	Estudiante	No	Porque es a través del conocimiento que se impaciente en la escuela como nos vamos a preparar y ser una sociedad integra ,trabajadora y dando excelentes resultados  Translation: Because it is through the knowledge imparted in school that we will prepare ourselves and become an honest, hardworking society that delivers excellent results.
4/4/2025 17:39:35	candybustos2005@gmail.cor	Candy Bustos	Padre/Tutor	No	Nos ayuda a mejorar nuestra comunicación  Translation: It helps us improve our communication
4/4/2025 17:45:16	rosaquiteno4@gmail.com	Rosa magdalena quiteno	Miembro del Personal	No	mi nombre es Rosa Quiteño la escuela primaria de Big pitcher ocupa un lugar especial en mi corazón por que representa más que un simple lugar donde los estudiantes son vistos escuchados y apoyado en cada aspecto de su crecimiento en Ford que educativo personalizado en la escuela apoyo cada niño hacen sentirse valorado y comprendido lo que formente la confianza y un amor por él por aprendizaje para todo la vida comunidad de Fresno de la escuela primaria Big Picture es un ejemplo de oportunidades en una ciudad de fuerzas idades de la escuela ofrece un un entorno enriquecedor que apoya sólo el éxito académico sino también hablen There emocional y social comenta a las familias en en poda empoderar a los maestros y forman Are relaciones Solís entre la escuela de la comunidad esto crea una efecto dominio que fortalece los los vecindarios y formen el liderazgo futuro desde una edad temprana a la escuela primaria Big Picture es importante por que da esperanzas de un a nuestros comunidad de la de la esperanza en que cada niño tiene él potencial de tener éxito cuando se le brinda el apoyo y él en torno adecuado  Translation: My name is Rosa Quiteno. The Big Picture elementary school holds a special place in my heart because it represents more than just a place where students are seen, heard, and supported in every aspect of their growth. The personalized educational approach at the school helps each child feel valued and understood, which fosters confidence and a lifelong love of learning. The Big Picture elementary school community in Fresno is an example of opportunities in a city of diverse ages. The school offers an enriching environment that supports not only academic success but also emotional and social development. It empowers families, empowers teachers, and forms solid relationships between the school and community. This creates a ripple effect that strengthens neighborhoods and fosters future leadership from an early age. Big Picture elementary school is important because it gives hope to our community - hope that every child has the potential to succeed when provided with the appropriate support and environment.
4/4/2025 18:26:09	marielaberebustos@gmail.co	Mariela Bustos	Estudiante	No	Es una escuela donde nos apoyan y nos dirigen bastante para poder aprender cada día más , la comunidad necesita más escuelas como esta , no que la quiten  Translation: It is a school where they support us and guide us extensively so we can learn more each day. The community needs more schools like this one, not to take it away.
4/9/2025 17:03:41	adrian2024hm@gmail.com	Adrian	Estudiante	No	Es importante porque nos lleva cumplir un sueño en El futuro.  Translation: It is important because it helps us fulfill a dream in the future.

Anabel Burgos

To Fresno County Superintendent of school 4/3/25

Big Picture Educational Academy

Creémos que la escuela debe permanecer  
Abierta ya que tien programa que ayudan a la  
Comunida y sus alrededores esta escuela probe la  
oportunida para muchas persona que por muchas  
Rozones no pudiero completar sus estudios y esta  
escuela nos eta dondo la oportunidad de poder sacar  
un diploma de preparatoria asi como tambien  
ofrese chases de Ingles con un horario  
flecsible para muchos adultos que trabajamos  
en lo compds y para mam~~as~~ solteras que  
Tienen que trabajar y sino fuera por esta  
escuela ~~&~~ No seria posible el poder venir  
y aprender pienso que si la sierran  
No solo cerraran la escuela tambie con ello  
cieran lo oportunidad y los Sueños de todos  
sus <sup>estudiantes</sup> ~~estudiantes~~ que estan luchando dia a dia  
en un pais de habla ingles

Creo que todos tenemos derecho a la  
educación y un suño de una vida mejor  
No nos quiten esta oportunidad

Anabel Burgos

TO. Fresno County Superintendent of School

Arturo Burgos  
4-325

Big picture Educational Academy

creemos la escuela debe permanecer abierta

Ya que los programas que tiene son muy buenos  
nos otorgando la oportunidad de aprender  
el idioma ya que el no saber el idioma nos  
dificulta muchas cosas por eso le pedimos

de favor que nos permita la oportunidad de que nos

ayuden a aprender ya que si aprendo el idioma

se me abrirían muchas puertas en todo los

sentidos como en trabajos en comunicarme con mis hijos

ya que al saber el idioma a muchos problemas

con los hijos como este programa ayuda a nosotros

Los adultos el horario también está perfecto ya que

trabajamos todo el día así se puede porque nos da la

Oportunidad después de cumplir con nuestro trabajo si

se cierra la escuela o el programa se cerrarían muchos

sueños muchas ilusiones le pido de favor que

queno nos quite la oportunidad

Arturo Burgos

Re: Petition for Big Picture High School

Date: April 9, 2025

**To Whom It May Concern:**

I am writing this letter in strong support of the charter renewal for Big Picture Educational Academy (BPEA). As the founder and owner of B AWESUM, an organization dedicated to transforming retail spaces into safe, creative environments for visual artists and the community, I have had the honor of mentoring students from Big Picture High School through their outstanding Internship program.

Big Picture High School offers a rare and invaluable opportunity for high school students to gain hands-on experience in real-world business and creative settings. At our River Park Art Groove Gallery and Event Centers, which houses over 32 diverse visual artists, I regularly host community-focused arts events and curate meaningful exhibitions. Through our collaboration with Big Picture students, I've witnessed firsthand how the school empowers young people to explore their passions, develop their talents, and connect their education to career paths in the arts.

The students who have joined us through BPEA's mentorship program consistently demonstrate curiosity, creativity, and a willingness to grow. I am especially moved by the school's emphasis on experiential learning—something I personally longed for during my own high school years. I can say without hesitation that their model works: these students are engaged, inspired, and motivated because their education feels relevant and connected to their personal strengths.

As someone who works closely with youth and strives to make a positive impact through the arts, I see tremendous value in what Big Picture High School provides—not only to its students, but to our broader community. Their ability to offer alternative learning paths, particularly in underserved areas, is essential. They truly understand what it takes to keep students engaged, supported, and hopeful about their futures.

I respectfully urge the Fresno County Board of Education to grant the renewal petition for Big Picture Educational Academy. The students, families, and community members who benefit from this innovative and meaningful educational approach deserve the opportunity to see it continue.

Sincerely,

**Melanie Glass**

Founder & Owner, B AWESUM

River Park's Art Groove Gallery & Event Centers

| Express Explore and Experience the Arts!

(559) 840-8886 | [melanie@bawesum.com](mailto:melanie@bawesum.com)

116 E Via Del Parque Fresno CA 93720

[www.bawesum.com](http://www.bawesum.com).









Stephanie Hinton &lt;stephanie.salazar@bpeacademy.org&gt;

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**(no subject)**

2 messages

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**Gilmer García** <ggilmer369@gmail.com>  
To: stephanie.hinton@bpeacademy.org

Fri, Apr 4, 2025 at 3:52 PM

**Warning: Unusual sender** <[ggilmer369@gmail.com](mailto:ggilmer369@gmail.com)>

You don't usually receive emails from this address. Make sure you trust this sender before taking any actions.

Hello, good afternoon. I wanted to share my thoughts about the Big Picture Educational Academy. It's helped us with the adult program, which we didn't have the opportunity to learn at a younger age. But now the school and its teachers gave us that opportunity to study. And it would affect us all if they close the school. These are my thoughts. Thank you.

---

**Stephanie Hinton** <stephanie.salazar@bpeacademy.org>  
To: Gilmer García <ggilmer369@gmail.com>  
Cc: stephanie.hinton@bpeacademy.org

Fri, Apr 4, 2025 at 3:53 PM

I received your message. Thank you.

Sincerely,

*Stephanie Hinton*, MS, MBA

Executive Director/CEO

(559) 764-3619

**BPEA** Visit us online: [bpea.school](http://bpea.school)

[Quoted text hidden]

April 5, 2025

Fresno County Board of Education  
1111 Van Ness Ave.  
Fresno, CA 93721

Dear Members of the Fresno County Board of Education,

I am writing this letter of support on behalf of my son and our family as a parent of a student at Big Picture Elementary School.

Since my son enrolled at Big Picture, he has truly found his path. A recent highlight was his experience at 6th-grade camp, where he had the opportunity to learn about nature, our solar system, and much more. The camp also helped him develop greater self-awareness, as he was able to attend without parental supervision. Additionally, he participated in team-building exercises, including his first time zip lining. When he returned home, he was bursting with excitement, eager to share everything he had learned and experienced. He even said, "Zip lining was the scariest and most exciting thing I've ever done in my life!" I am incredibly proud of him for embracing new challenges, and I am deeply grateful to the school for making such an enriching experience possible for our students.

At Big Picture, there is only one 6th-grade classroom, which makes this trip even more meaningful. The shared experience of the camp has undoubtedly created lasting memories and strengthened the bonds between the students. As they continue on to 7th and 8th grade, and eventually to Big Picture High School, the sense of camaraderie they have built will serve them well. With such small classrooms and a single grade per class, students have the unique opportunity to grow together, support one another, and celebrate each other's accomplishments.

For some of our students, Big Picture is more than just an educational institution—it is a second family. For others, the teachers and staff represent their only source of safety and support. That's why our school remains open during winter and spring breaks, as well as the summer. We provide tutoring, shelter, and meals to students who may not have access to these essentials otherwise.

What I want to emphasize is that Big Picture Educational Academy is so much more than just a school. It plays a vital role in the lives of our students, offering the support of a concerned parent, a trusted confidant, and a safe place to connect with friends.

Thank you for your time and consideration.

Sincerely,

  
Viviana Hernandez

To Fresno County Superintendent of School

Yo opino que es muy  
importante que la escuela  
este abierta porque he aprendido  
un poco y no se hablar ingles  
gracias ala maestra Alamo he aprendido  
un poco y quiero seguir aprendiendo  
los dias y los horarios son buenos  
asi da tiempo de trabajar en el dia  
y ~~esta~~ en la tarde venir a clases  
quiero que se mantenga abierta  
la escuela Poder seguir estudiando  
y Poder hablar bien el ingles

Jose Cuahua

To: Fresno County Superintendent  
of School

Es importante que la escuela permanezca abierta por que tenemos persona que queremos aprender a comunicarnos con los de mas por ejemplo y trabajo en cocina y se me dificulta mucho entender a las persona que ablan ingles y yo acudo a esta escuela por que es gratis las clases y tenemos personas que no podemos pagar unas clases privadas

Maria'san Juana Perez Flores

To Whom It May Concern,

I am writing to express my deep concern about the potential closure of our elementary school. As a proud member of the staff, I've had the privilege of seeing just how special and important this school is to the children, families, and team members who are part of it every single day. Our school is not just a place where students learn how to read, write, and do math it is a safe, loving, and welcoming environment where young children begin building confidence, social skills, and a lifelong love for learning. For many of our students, this school is their second home. They are greeted by familiar, caring faces, and they know they are supported and believed in from the moment they walk through the doors. Our staff cares deeply not only about academics, but also about the emotional and social growth of each child. We know their names, their stories, and what makes them shine. Closing our school would take away more than just a building it would take away a strong, supportive community. It would disrupt the stability and relationships that are so critical for young learners. Many of our students rely on this school for consistency, encouragement, and safety. These things matter even more during the early years of education, when children are forming their foundation for the future. While I understand that difficult decisions sometimes need to be made, I truly believe that keeping our elementary school open is what's best for the students, families, and staff who make up this wonderful community we are more than just test scores or numbers on a chart. With continued support, we can keep growing together and providing a safe, loving space where children can thrive. Thank you for considering the voices of those who care deeply about our school and its future.

Sincerely,

Jasline Aguilera



To whom it may concern

Big Picture serves many families from the students to the staff. As a staff member, I understand the test scores shown aren't the best, but please consider a couple of things. The background most of our students come from are low income, homeless, and gang affiliated. That makes school more challenging for these individuals to learn because in the street world school isn't considered "fun" it's considered "lame", and I strongly back this up as I grew up 45 mins west of Fresno (San Joaquin, Ca) and many of my classmates followed this street code they also didn't perform well in school; acting up, and getting bad grades, so they won't be made fun of or bullied by any one because deep down they actually liked school. One thing our school BIG PICTURE EDUCATIONAL ACADEMY does differently than the school district I grew up in, is actually getting to know a student, being able to work with them one on one. Another thing to consider is our new leadership team who have done a great job at trying to make our school be an even better place for our students, if only there was a way to show data in the changes in our students behavior with our new leadership team, and other staff who have also joined the BPEA TEAM you would be blown away with the change. Some high school students hated coming to school. Now, there are students showing up as early as 7am to be in our ELOP class and leaving till 6:30pm from our Extended learning program. Which is amazing to see because a lot of our students are now striving to do better in class so they are rewarded with different after school program activities such as Folklorico, boxing class, arts and crafts, sports, and field

trips. Our Extended learning program is awesome, but we also offer our High school students a “learning through internship” class which our students love. This class helps our students consider a future career when they are out of highschool, and gets them a taste of the real world and different careers they may consider going to college for. Although we may have opportunities for our High school students, we also have a great Adult high school program. This program helps adults who face difficult challenges especially those adults who work 2 jobs, but want to get their GED. They also offer an English speaking learning program that helps non-English adult speakers learn the language, so they are able to look for a job. These are only a couple of things our BPEA programs offer to our students. Please with a heavy heart I ask not to shut down our school! This school has been my very first job that gave me the opportunity to grow and has shaped me since I graduated from Fresno Pacific University at 19 years old with my Bachelors in Criminology getting shut away from Fresno Probation department from my dream job as a probation officer since I wasn’t 21 years old yet. I am now 23 years old. So yes, When I say Big Picture means a lot to me it very much does.

Thank you,

Kassandra Gonon

4-3-25  
To: Fresno county superintendent of school  
ES muy importante mantener la Escuela  
Abierta: Big Picture Educational Academy  
ES muy buena ESCUELA Y ES importante  
Aprender ingles porque tienes mas oportunidad  
Detener un mejor trabajo conocer mas personas  
Tienen muy buenos maestros  
Enseñan muy bien

Para mi es muy importante que siga  
Abierta por que me interesa mucho  
Aprender el ingles para poderme comunicar  
con mas personas y con mi hijo que el  
si habla el ingles

Gracias por tomarse su tiempo en  
leer esta carta:

Atte: Maria del Rosario Madris Duque

TO. FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
POR MEDIO DE LA PRESENTE ME DIRIJO A USTEDES  
PARA SOLICITAR DE SU VALIOSO APOYO QUE CON-  
SIDEREN DEJAR ABIERTA LA ESCUELA.

### BIG PICTURE EDUCATIONAL ACADEMY

YA QUE ES DE GRAN IMPORTANCIA LA LABOR FUNDAMEN-  
TAL QUE ES LA ENSEÑANZA A LOS ADOLE-  
CENTES, JOVENES Y ADULTOS, EN ESTA ESCUELA  
SE FORJAN LOS PROFECIONISTAS DEL MAÑANA, DAN-  
DO OPORTUNIDAD DE SEGUIR Y TERMINAR LOS ES-  
TUDIOS QUE POR DIFERENTES RAZONES ALGUNAS  
PERSONAS DE NO SER POR ESTA ESCUELA LES SERÁ  
IMPOSIBLE DAR CONTINUIDAD, TERMINAR Y CONVER-  
TIRSE EN PERSONAS DE TRABAJO YA QUE LA SO-  
CIEDAD DEMANDA GENTE CON PREPARACIÓN ACA-  
DEMICA PARA COMPETIR EN LA SOCIEDAD COMPE-  
TENTE EN LA QUE VIVIMOS.  
CUANDO LAS PERSONAS VAN A LA ESCUELA SE MANTI-  
ENEN EN CONSTANTE CONOCIMIENTO, EN LA BUSQUEDA  
DE AVANZAR ASI ES UNA FORMA DE EVITAR QUE  
ADOLESCENTES, JOVENES TOMEN DECISIONES EQUI-  
VOCADAS, COMO, LAS DROGAS, LOS SUICIDIOS, BAN-  
DALISMO, LA ESCUELA ES LA MAYOR INSTITUCIÓN  
PARA TENER UNA SOCIEDAD, TRABAJADORA, INVES-  
TIGACIÓN, DEPORTES, DAR ORIENTACIÓN HACIA  
LAS DIFERENTES Y DIVERSAS LICENCIATURAS,  
INGENIERIAS, MEDICINA, TRABAJO SOCIAL, DOCEN-  
CIA, HISTORIA, BIOLOGIA, ECONOMIA,  
ES TIEMPO PARA AVANZAR NUNCA RETROCEDER  
PORQUE EN EL CONOCIMIENTO QUE TIENE CADA  
PERSONA SERA EL RESULTADO DE UN VIVIR MEJOR.

MARTHA D MADRIS DUQUE  04/03/2025

To Whom It May Concern,

I am writing this letter in support of the continuation of the charter for Big Picture Educational Academy. I realize that there has been a recent recommendation to not renew the school's charter, and I believe this is in error, and will wind up hurting the students in our community, rather than helping them.

Big Picture is a unique school that is able to give students unique opportunities. Each student is approached as a valuable individual, and is given the chance to approach their learning in an individualized fashion. Big Picture's teachers know their students, and this gives them the ability to help each student grow and succeed in the ways that help them most. This kind of attention is usually only possible with private schooling or tutoring, and is being offered to the students of our city at no charge, instead of costing them thousands of dollars.

The adult high school is also unique. Students have the ability to learn at their own pace, and be supported by caring and qualified advisors who both aid and supervise their learning. Adults who have been failed by the standard school system can come to Big Picture and start their road out of struggle and toward success. Again, this is provided at no cost to the student.

Beyond this, Big Picture works to connect students with programs and resources that can help them both in school and in their lives. Workforce Connect, Shine Together, the Fresno Food Bank, and other groups work with Big Picture to help students get what they need and learn what they need to learn.

Big Picture Educational Academy is a valuable resource for our students and our community. It offers needed options to students who may struggle, or fail, in other educational settings. Allowing Big Picture to keep going is the right choice for our community and our students.

Thank you,

Jordan Morgan

To Whom it May Concern,

My name is Theresa True and I am extremely proud to say that I am a graduate of Big Picture High School. I cannot begin to explain how my life has changed for the better since receiving my diploma. I pretty much had given up on ever attaining my diploma and had reached out to so many other schools who made it feel almost impossible to receive, some schools telling me that it would be easier if I just got my GED. I really felt defeated, until one night I was talking to my daughter who was so excited because she was going back to school for her diploma and said she was going to Big Picture. She told me that I should try it out because they make it attainable to get your diploma, even if you work full time. I have to say I was very skeptical, but I gave it a shot. I called and made an appointment the very next day and they said I could come that same day to learn about the program. Needless to say I loved everything about it! Everyone was so kind and inviting and I immediately felt like part of a family. Before I left there that day I enrolled and went to my car and cried because I finally found the perfect fit for me.

When I started I was so nervous because it had been over 30 years since being in school, but no one treated me any different and they offered so much support. Don't get me wrong you have to put in the work, but with all the support you get it's almost impossible not to achieve your goals. I really worked hard and always made sure that I went to class and I did really well, getting A's in all my classes. I was inspired and it made me want to do better and be better. I set goals for myself and Big Picture helped me meet them and they are still helping me meet goals. My diploma has created so many opportunities for me and has made me more confident and made my goals



attainable. Since getting my diploma I have graduated from Fresno City College with an associate's degree in child development, as well as a Certificate in Early Intervention, specializing in children with ASD. I will also be a graduate of Fresno State University in the year 2026, with a bachelor's degree in behavioral science.

I am also an employee of Fresno Unified as a Paraprofessional, and an employee for CARD (California Center for Autism and Related Disorders. I am also very proud that I was asked to become a board member of Big Picture. This is so important to me because I feel like it is just a little way for me to give back and support a school that is such a big part of my success.

I honestly don't know where or what I would be doing right now without having Big Picture in my life. I am such a different person now and I take every opportunity I get to talk about and tell people about what a wonderful experience this has been for me and my family. My wish would be that all schools would adopt the values and beliefs of Big Picture because I truly believe that more children would want to go to school and more of our children would be well educated, loved and set up for success!

Thank you for your time.

Sincerely,

Theresa True

(High School Graduate)

April 5, 2025

Fresno County Board of Education  
1111 Van Ness Ave.  
Fresno, CA 93721

Dear Members of the Fresno County Board of Education,

I am writing to express my wholehearted support for the charter renewal of **Big Picture Educational Academy**. As the Community School Coordinator, I have witnessed firsthand the profound and positive impact this school has had on our students, families, and the broader community. I firmly believe that Big Picture's continued presence in our area is essential for the ongoing support and well-being of all who benefit from its services.

In November 2024, Big Picture Educational Academy organized a community event that exemplified its commitment to both educational excellence and community well-being. This event saw the participation of **98 local families**, a testament to the trust and support the school has cultivated over the years. During this event, we were proud to provide **free produce** to attendees, further strengthening our community's access to healthy food options. Additionally, a **mobile health unit** was on-site, offering **free flu and COVID-19 shots**, as well as **free immunizations** for children under 18. This initiative not only addressed immediate health needs but also demonstrated Big Picture's unwavering commitment to the health and safety of our students and their families.

Beyond this event, Big Picture Educational Academy has consistently demonstrated a deep dedication to meeting the broader needs of our community. We have implemented a **monthly food and clothing distribution**, which is open and free to everyone in the community, regardless of their affiliation with the school. This ongoing initiative ensures that families facing hardships have access to essential resources, contributing to a healthier, more stable community overall.

Big Picture's efforts go far beyond the classroom, and the impact of these services cannot be overstated. The school has become a cornerstone of support for families, offering more than just an education—it provides a sense of community, care, and belonging. This holistic approach to

student and family support is a key reason why I, along with many others, wholeheartedly support the renewal of the school's charter.

I ask that you consider the invaluable contributions of Big Picture Educational Academy as you make your decision. This school is a vital resource in our community, and its renewal is crucial for continuing the positive work that benefits so many.

Thank you for your attention to this important matter and for your ongoing support of our students and families.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Viviana Hernandez', with a long, sweeping horizontal line extending to the right.

Viviana Hernandez  
Community School Coordinator  
Phone: (559) 854-3089  
Big Picture Educational Academy  
1207 S. Trinity Street Fresno, CA 93706



Stephanie Hinton &lt;stephanie.salazar@bpeacademy.org&gt;

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## Save Our School

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zhane ross <zhaneross1@gmail.com>  
To: stephanie.hinton@bpeacademy.org

Wed, Apr 9, 2025 at 12:38 PM

**Warning: Unusual sender** <zhaneross1@gmail.com>

You don't usually receive emails from this address. Make sure you trust this sender before taking any actions.

My name is Zhane. Normally I would like to be anonymous but this is something that kind of have put a big impact on my life in a major way. I am a student who was offered an opportunity to achieve my dream of receiving my high school diploma. Being in my 30's was not the best age to set in to want to get my diploma everyone suggested the GED which is not what I wanted. I have a 7yr old daughter who I want to accomplish everything in the world she sets her mind to and to not give up in the world we live in today may not be as bad as I felt it was back then. BIG PICTURE ADULT EDUCATION offered the high school diploma which gives those the opportunity to have a second chance at what they missed during their time. It will hurt others who have struggled or didn't have the chance of getting their diploma or even being able to manage having their lives and juggling school. This was the best program that had put me forward moving to Fresno, CA 2024. Here I am 2025 graduating with a High School Diploma at 31 years old. Showing my daughter I did it and mommy didn't give up and I kept my promise the day I signed up and the reason from day 1 the reason I enrolled into the school. Thank you Ms. Yang & Mr. Yang & Big Picture Staff and anyone who's been there for me or who's even made conversations when I had to bring my child when no child care was available. Give those a chance. If Advertisement is for the better it's more people out there that feel they have to get a GED and don't even apply themselves if they knew there was a program like BIG PICTURE ADULT EDUCATION. It would have a better impact than it does today. SAVE OUR SCHOOL.

Signed An Appreciate Student.  
Zhane Ross