

Edison-Bethune Charter Academy

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School Contact Information

School Name	Edison-Bethune Charter Academy
Street	1616 South Fruit Ave.
City, State, Zip	Fresno, CA 93706
Phone Number	559-457-2530
Principal	Mr. Garcia
Email Address	info@myebca.com
School Website	www.myebca.org
County-District-School (CDS) Code	10-10108-6085112

2021-22 District Contact Information

District Name	Fresno County Superintendent of Schools
Phone Number	(559) 265-3000
Superintendent	Jim Yovino
Email Address	jyovino@fcoe.org
District Website Address	http://www.fcoe.org

2021-22 School Overview

Vision

We, the learning community of Edison Bethune Charter Academy, believe all children can learn. By receiving a world class education, all students will be academically prepared to compete globally.

Mission

Edison Bethune Charter Academy's mission is to provide all students with a rigorous standards-based curriculum to achieve success. Every child is provided with resources and opportunities to reach his/her individual potential through academic preparation and personal responsibility. Working as a team of parents, staff, and students, EBCA is dedicated to providing a world class education to ensure the academic advancement of every child.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	61
Grade 2	61
Grade 3	79
Grade 4	78
Grade 5	80
Grade 6	68
Total Enrollment	480

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
Asian	2.9
Black or African American	30
Hispanic or Latino	65.8
Two or More Races	0.6
White	0.6
English Learners	20.8
Foster Youth	0.6
Socioeconomically Disadvantaged	96.3
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.0	91.3	139.7	53.2	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.3	11.8	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	9.0	3.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.0	4.3	69.6	26.5	12115.8	4.4
Unknown	0.0	0.0	32.3	12.3	18854.3	6.9
Total Teaching Positions	23.0	100.0	262.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys from Houghton Mifflin	Yes	0.0 %
Mathematics	Math Expressions from Houghton Mifflin	Yes	0.0 %
Science	Science Dimensions from Houghton Mifflin	Yes	0.0 %
History-Social Science	Studies Weekly	Yes	0.0 %

School Facility Conditions and Planned Improvements

Facility Conditions and Planned Improvements

Edison Bethune Facilities

In November of 2011 Fresno Unified started the modernization of our main building under Measure Q and was completed in the summer of 2012. As a result of this construction our entire building was reconfigured and received a much needed update. They worked on updating the Office area, workroom, staff restrooms, a new library, and modernized ten classroom areas as well as updating the boys and girls restrooms. The new layout functions much better and we are very proud to give tours to anyone who would like one. In addition the entire campus received a new coat of paint.

This school has 31 classrooms, a multipurpose room, a library, and an administration offices in the main building. The main campus was built in 1972. Additions were constructed in 1999 and 2004. 21 portable classrooms were constructed in 1999 for class size reduction.

The school opened in 1999 with all portable buildings as a charter school under the management of Edison Learning. In 2014 Edison Bethune Charter Academy became a non-profit direct funded charter and entered into an MOU with Fresno Unified to lease their facilities and use of their maintenance. The multipurpose room was built in 2004. Fresno Unified maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school facilities were rated as GOOD according to the Williams Inspection guidelines at the school site level.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 24 & 29 - Dry rot at base of building

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	309	98.1	1.9	22.33
Female	166	164	98.8	1.2	19.51
Male	149	145	97.32	2.68	25.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	97	95	97.94	2.06	11.58
Filipino	0	0	0	0	0
Hispanic or Latino	205	202	98.54	1.46	25.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	70	98.59	1.41	11.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	296	98.01	1.99	21.96
Students Receiving Migrant Education Services	11	11	100	0	9.09
Students with Disabilities	35	34	97.14	2.86	5.88

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	315	311	98.73	1.27	11.25
Female	166	165	99.40	0.60	11.52
Male	149	146	97.99	2.01	10.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	97	95	97.94	2.06	4.21
Filipino	0	0	0	0	0
Hispanic or Latino	205	203	99.02	0.98	13.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	71	100.00	0.00	7.04
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	298	98.68	1.32	11.07
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	35	34	97.14	2.86	5.88

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	13.10	N/A	13.10	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82	1.18	13.10
Female	39	39	100.00	0.00	12.82
Male	46	45	97.83	2.17	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	3.85
Filipino	0	0	0	0	0
Hispanic or Latino	54	53	98.15	1.85	16.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	81	98.78	1.22	12.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parental Involvement

Parent-Student-Teacher Cooperation

Studies have shown that students whose parents are involved in their education generally have higher grades, better attendance, higher homework submission rates, higher graduation rates, and a better chance of continuing their education after graduation. EBCA believes that a cooperative parent-student-teacher triad will narrow the achievement gap between students at-risk and those who succeed by the current standard of assessments. EBCA will work with parents to make them aware of the importance of their involvement in their child's education through the combination of the following activities:

- Parent Teacher Conferences with the parents of all students and focusing on academically low-achieving students to support the parent in providing tools to help every child succeed in the learning environment, at least 3 times a year.
- We communicate to parents through various electronic and social media apps.

Student-Teacher Status Portal

EBCA uses Aeries as our student information system which allows families to access information related to their child's performance at school. The use of Aeries allows families, students, and teachers to communicate more efficiently. Through the portal, teachers have the ability for every class to post course material, homework assignments, projects, course grade statistics, and record students' grades on quizzes, tests, class participation, and homework assignments. Students and parents use confidential passwords to log on. Families were provided with physical instructions that were mailed and phone calls provided walkthroughs to utilize the various applications of communication.

Parent Representation

EBCA strongly encourages parents to participate in and share the responsibility for the educational process and educational results of EBCA. These meetings were held over zoom in order to meet the health and safety guidelines of the state and local government agencies as we developed our safety plan to reopen.

Studies show that home visits can increase student performance, encourage parent involvement, reduce disciplinary problems, and increase the overall positive attitude toward school. Teachers are encouraged to reach out to parents build a positive partnership and open communication among all stakeholders for the benefit of the child. EBCA policy was adopted to allow for these parent teacher conferences to occur virtually over platforms such as Zoom, on the phone, and in person.

Families complete a survey each year evaluating the strengths and weaknesses they identify within the program at EBCA. The information is used to identify opportunities to best serve the community. This year surveys have been expanded to monitor the health and well-being of all stakeholders.

The Parent Committee is as follows:

School Site Council (SSC)

District English Learner Advisory Committee (DELAC) English Learner Advisory Committee (ELAC)

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	513	510	171	33.5
Female	264	263	91	34.6
Male	249	247	80	32.4
American Indian or Alaska Native	0	0	0	0.0
Asian	14	14	2	14.3
Black or African American	157	155	77	49.7
Filipino	0	0	0	0.0
Hispanic or Latino	334	333	86	25.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	4	4	3	75.0
English Learners	109	109	27	24.8
Foster Youth	5	5	1	20.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	494	492	169	34.3
Students Receiving Migrant Education Services	27	27	10	37.0
Students with Disabilities	55	55	18	32.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.23	0.00	5.43	0.21	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.42	4.47	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Comprehensive Safe School Plan

Edison Bethune Charter Elementary School's Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have emergency management responsibilities. The CSSP is used during all emergency incidents involving the facility.

Safe School Plan

The Safe School Plan looks at strategies for improving school safety/climate using district/school site data and plan specific strategies to minimize problems and promote a positive learning environment for all of students on campus. Below includes the following key elements:

Safe School Leadership Team

The safe school leadership team is led by the Executive Director/Incident Commander. The team consists of the C&I Director, the office manager, technology director, the Truancy Mediation Liaison Officer, and grade level lead teachers. Each person on the team is backed up by an alternate in case they are not on campus.

Threat Assessment Team/Student Wellness Team

This team is responsible for evaluating and mitigating threats posed by students or outside individuals. The principal, school nurse, school psychologists, and police officer are the members of this team.

First Aid Responders

Individuals who have been trained in cardiopulmonary resuscitation (CPR) and First Aid act as first responders at each campus.

Student Release Team

In the event of an emergency at each campus that requires the evacuation of students from the campus, this team reunites the students with their parent/guardian in a safe designated area.

Strategies for improving school safety/climate

Using district and school site data, the school plans specific strategies to minimize problems and to promote a positive learning environment for all of students on campus.

<https://www.myebsca.org/files/user/1/file/SAFETY%20PLAN%202019-Vers2.pdf>

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	17	4	
1	21	13	5	1
2	20	5	15	
3	26		15	
4	24		15	
5	28		12	1
6	24		15	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	22		3	
2	26		3	
3	26		3	
4	28		3	
5	23		3	
6	25		3	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	20	2	1	
2	20	1	2	
3	26		3	
4	26		3	
5	27		3	
6	23		3	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,675	\$1,393	\$9,282	\$75,402
District	N/A	N/A	\$11,180	\$75,402
Percent Difference - School Site and District	N/A	N/A	-18.6	0.0
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	9.5	-12.7%

2020-21 Types of Services Funded

Title I

Federal categorical program designated to ensure that all children have a fair, equal, and significant opportunity to obtain high quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can only be used to supplement the curriculum areas of Language Arts and Math. Use of funds may include any or all of the following: professional learning, supplemental reading and math tutors/materials, technology to support English Language Arts and Math instruction, parent training and parent involvement.

Title III

Federal categorical program designated for English language learners to develop proficiency in English as rapidly and as effectively as possible with specially designed curriculum and instructional strategies. Use of funds may include any or all of the following: supplemental staff (Bilingual Instructional Aides) to assist EL students in learning core curriculum, CLAD or BCLAD tutors, supplemental bilingual books, tapes and software aligned to the state standards, study tips, training materials and babysitting for DELAC/ELAC. Use of funds may include certificated tutors for instruction, supplemental academic materials, professional learning for teachers and staff, parent training/babysitting and technology that support English Language Arts, Math, Science, and Social Studies.

Title IV

Federal categorical program designed for additional services, staff, programs, or materials that are not provided with State or local resources absent federal funds. These funds can be used to improve student's academic achievement with a well rounded education, improve school conditions for improved learning and to improve the use of technology in order to improve academic achievement and digital literacy.

ESSER I, II and III

This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Professional Development

Professional development has always been a focus of Edison-Bethune Charter Academy, we have 3 days devoted before school starts and 2 days during the school year with out students. We look to provide professional development for our teachers and staff in English Learner Services, and the use of an assessment program Illuminate. We also had professional development on new technology - when we updated our classrooms with Promethean Boards. In addition, we have a weekly professional development called Wednesday University where we bring important updates and keep teachers informed on instructional strategies through out the year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5