

Edison-Bethune Charter Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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. Rodolfo Garcia
Email Address	info@myebca.com
School Website	www.myebca.org
Grade Span	K-6
County-District-School (CDS) Code	10-10108-6085112

2024-25 District Contact Information

District Name	Edison-Bethune Charter Academy
Phone Number	(559) 265-3000
Superintendent	Michele Cantwell-Copher
Email Address	mcopher@fcoe.org
District Website	http://www.fcoe.org

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	20
Kindergarten	47
Grade 1	49
Grade 2	54
Grade 3	57
Grade 4	64
Grade 5	55
Grade 6	74
Total Enrollment	420

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
Asian	4.5
Black or African American	25
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	0.7
English Learners	21.9
Foster Youth	1.7
Migrant	3.1
Socioeconomically Disadvantaged	89.3
Students with Disabilities	7.9

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.

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)	21.00	91.31	139.70	53.20	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.35	11.80	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.00	3.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.35	69.60	26.52	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	32.30	12.32	18854.30	6.86
Total Teaching Positions	23.00	100.00	262.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	22.50	86.54	148.00	54.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	1.92	6.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.85	20.60	7.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.85	69.50	25.78	11953.10	4.28
Unknown/Incomplete/NA	1.00	3.85	25.60	9.49	15831.90	5.67
Total Teaching Positions	26.00	100.00	269.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	22.50	91.84	156.00	58.95	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.08	8.00	3.02	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.08	11.70	4.43	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	64.60	24.44	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	24.20	9.14	14303.80	5.15
Total Teaching Positions	24.50	100.00	264.60	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	3.80	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

None

Year and month in which the data were collected August 2024

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 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

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

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.

School Facility Conditions and Planned Improvements

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.

The school upgraded the front entrance in 2024 to include a new gate and additional height to the kindergarten fence. These changes greatly enhance security and access to the facility. We also have updated the softball fields with new backstops and dirt infields with bleachers. In addition, we updated the fiber internet through out the whole facility to assist in a better teaching and learning environment and to be better equipped for state testing.

Year and month of the most recent FIT report

September 12, 2024

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		Kitchen - Light Out in the Walk-in Refrigerator
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom - missing baseboard in Boys Restroom by Room 20, Hole in floor of Staff Restroom by Room 20. Cafeteria Boys Restroom - missing signs and hand dryer not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Room 23 - Northside downspout - rusty and peeling paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	29	29	28	46	47
Mathematics (grades 3-8 and 11)	23	26	13	16	34	35

2023-24 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	240	99.59	0.41	28.75
Female	130	129	99.23	0.77	26.36
Male	111	111	100.00	0.00	31.53
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	66	66	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	162	161	99.38	0.62	32.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	50	98.04	1.96	8.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	212	100.00	0.00	28.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	3.33

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	241	100.00	0.00	26.14
Female	130	130	100.00	0.00	26.15
Male	111	111	100.00	0.00	26.13
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	66	66	100.00	0.00	21.21
Filipino	--	--	--	--	--
Hispanic or Latino	162	162	100.00	0.00	28.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	51	100.00	0.00	9.80
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	212	100.00	0.00	25.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	13.33

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	8.11	9.43	2.94	5.00	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00	0.00	9.43
Female	26	26	100.00	0.00	7.69
Male	27	27	100.00	0.00	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	13.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.00	0.00	8.33
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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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.

2024-25 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

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 2 times a year.

School Communications

We communicate to parents through various electronic and social media apps including: Facebook, ParentSquare, Smore (monthly newsletters), and our school website.

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. Studies show that in order to increase student performance, encourage parent involvement, reduce

2024-25 Opportunities for Parental Involvement

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. Teachers and parents can communicate through ParentSquare without the worry of a language barrier as the application instantly translates messages in respective languages. Families complete a school climate 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, EBCA partnered with Panorama Education to conduct our survey. The survey focus is on receiving parent/guardian support in understanding and improving perceptions of our school, our school environment, and any engagement barriers.

The Parent Committee is as follows:

At EBCA, our English Learner Advisory Committee (ELAC) voted on merging our School Site Council and our English Learner Advisory Committee into one wildcat parent committee. Monthly meetings are held with a written agenda. Meeting notes are posted on the school website. Meeting invites are sent through online school communication (e.g. ParentSquare, School Newsletter (Smore), and Facebook) in respective languages, and also paper flyers sent home with students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	470	445	130	29.2
Female	227	219	55	25.1
Male	243	226	75	33.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	1	5.0
Black or African American	120	116	40	34.5
Filipino	--	--	--	--
Hispanic or Latino	320	301	86	28.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	103	95	24	25.3
Foster Youth	11	8	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	449	429	128	29.8
Students Receiving Migrant Education Services	13	13	3	23.1
Students with Disabilities	54	52	26	50.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.8	4.96	3.19	2.11	3.45	3.28	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.19	0.00
Female	2.20	0.00
Male	4.12	0.00
Non-Binary	--	0.00
American Indian or Alaska Native	--	0.00
Asian	--	0.00
Black or African American	8.33	0.00
Filipino	--	0.00
Hispanic or Latino	1.25	0.00
Native Hawaiian or Pacific Islander	--	0.00
Two or More Races	--	0.00
White	--	0.00
English Learners	2.91	0.00
Foster Youth	--	0.00
Homeless	--	0.00
Socioeconomically Disadvantaged	3.34	0.00
Students Receiving Migrant Education Services	--	0.00
Students with Disabilities	7.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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. Last Updated in December 2018 - and EBCA is the process of updating the plan.

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 Curriculum & Instruction Director, Chief Business Officer, 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.

2024-25 School Safety Plan

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.

Our plan is located on our website: https://myebca.org/wp-content/uploads/2024/09/Edison_Bethune_Charter-Academy-School-Safety-Plan-2.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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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
TK	13	1		
K	17	3		
1	17	3		
2	19	3		
3	18	3		
4	23		3	
5	26		3	
6	27		3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
TK	11	1		
K	15	3		
1	18	2	1	
2	18	3		
3	18	3		
4	18	3		
5	24		3	
6	24		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	19	1		
K	16	3		
1	16	3		
2	18	3		
3	19	2	1	
4	21		3	
5	18	3		
6	25		3	

2023-24 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	420

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$17,719	\$5,846	\$11,873	\$81,854
District	N/A	N/A	\$13,418	\$93,070
Percent Difference - School Site and District	N/A	N/A	-12.2	-12.8
State	N/A	N/A	\$11,921	\$95,160
Percent Difference - School Site and State	N/A	N/A	-0.4	-15.0

Fiscal Year 2023-24 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. Edison Bethune uses the funds for salaries for various services that support supplemental instruction for under performing students (teacher, instructional aides, and library), and for improvement in attendance and behavior support (Truancy Mediation Liaison).

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

Fiscal Year 2023-24 Types of Services Funded

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. Edison Bethune uses these funds for additional time for our primary grade level instructional aide positions and for professional development

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. Edison Bethune transfers all these funds into Title I to support those services, and any qualify expenses are paid through general funds.

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. Edison Bethune uses the funds to support all the requirements that came from COVID-19, including but not limited to supplies, cleaning services, staffing for health purposes, technology needed for Distance Learning Instruction. We will also be using the funds to improve technology connectivity on campus.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,660	\$56,573
Mid-Range Teacher Salary	\$84,095	\$87,186
Highest Teacher Salary	\$116,317	\$119,665
Average Principal Salary (Elementary)	\$135,547	\$148,486
Average Principal Salary (Middle)	\$138,723	\$154,835
Average Principal Salary (High)	\$160,569	\$170,008
Superintendent Salary	\$355,144	\$338,699
Percent of Budget for Teacher Salaries	32.17%	31.41%
Percent of Budget for Administrative Salaries	5.45%	4.86%

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5