

# Edison-Bethune Charter Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Rodolfo Garcia

Principal, Edison-Bethune Charter Academy

### About Our School

Edison Bethune Charter Academy is committed to providing a world class education for all our students. We pride ourselves on academic excellence balanced with co-curricular and extra-curricular activities available for any student who is interested. Through support of our parents and our community we are able to model our core values of Integrity, Justice, Hope, Wisdom, Courage, Compassion, Responsibility and Respect.

Our hidden strength is in the dedication of our staff, parents and community support. These groups are intertwined and understand the importance of an education. Together we strive to make Edison Bethune Charter Academy the best school possible. Parents are encouraged to engage in many activities throughout the school year.

Edison Bethune Charter Academy prides itself in providing a safe learning environment for all our students to succeed. We work as a caring family. Our Motto is: Each One Teach One: Each One Reach One.

For more information about our school please visit [www.myebca.com](http://www.myebca.com)

### Contact

*Edison-Bethune Charter Academy*  
1616 South Fruit St.  
Fresno, CA 93706-2819

Phone: 559-457-2530  
E-mail: [info@myebca.com](mailto:info@myebca.com)

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Fresno County Office of Education
<b>Phone Number</b>	(559) 265-3000
<b>Superintendent</b>	Jim Yovino
<b>E-mail Address</b>	<a href="mailto:jyovino@fcoe.org">jyovino@fcoe.org</a>
<b>Web Site</b>	<a href="http://www.fcoe.org">http://www.fcoe.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Edison-Bethune Charter Academy
<b>Street</b>	1616 South Fruit St.
<b>City, State, Zip</b>	Fresno, Ca, 93706-2819
<b>Phone Number</b>	559-457-2530
<b>Principal</b>	Rodolfo Garcia
<b>E-mail Address</b>	<a href="mailto:info@myebca.com">info@myebca.com</a>
<b>Web Site</b>	<a href="http://www.myebca.com">http://www.myebca.com</a>
<b>County-District-School (CDS) Code</b>	10101086085112

*Last updated: 11/14/2016*

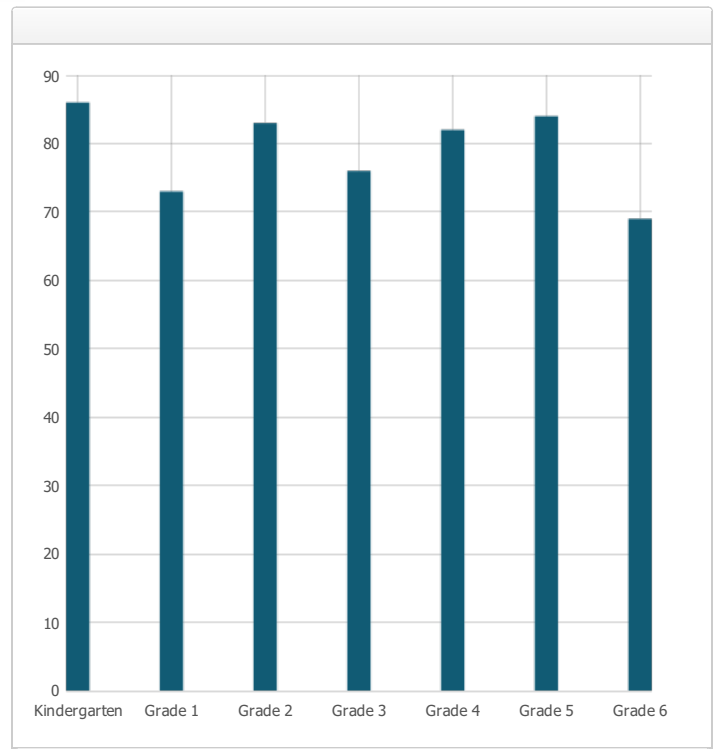
## School Description and Mission Statement (School Year 2016-17)

<p>Vision</p> <p>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.</p>
<p>Mission</p> <p>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.</p>

*Last updated: 11/14/2016*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	86
Grade 1	73
Grade 2	83
Grade 3	76
Grade 4	82
Grade 5	84
Grade 6	69
<b>Total Enrollment</b>	<b>553</b>

*Last updated: 11/14/2016***Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	27.1 %
American Indian or Alaska Native	0.0 %
Asian	4.3 %
Filipino	0.0 %
Hispanic or Latino	65.6 %
Native Hawaiian or Pacific Islander	0.4 %
White	1.1 %
Two or More Races	1.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.7 %
English Learners	26.9 %
Students with Disabilities	4.5 %
Foster Youth	0.4 %

*Last updated: 11/14/2016*

## A. Conditions of Learning

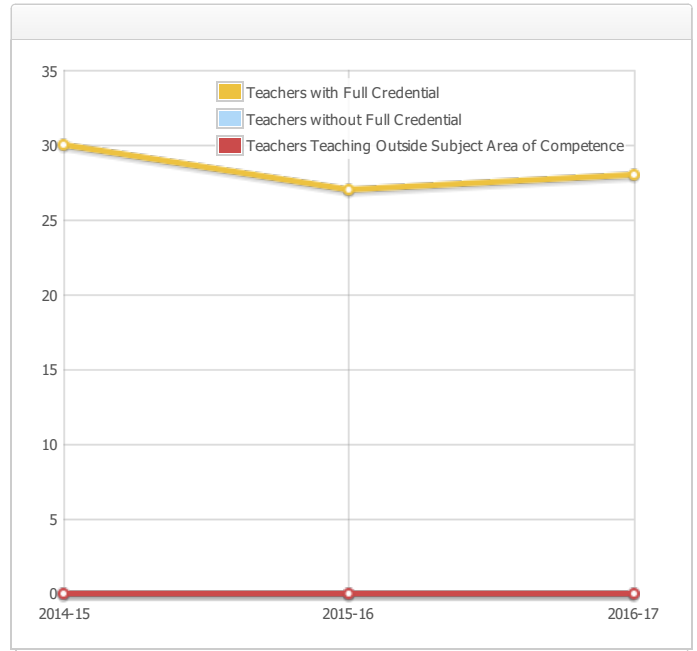
### State Priority: Basic

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

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

#### Teacher Credentials

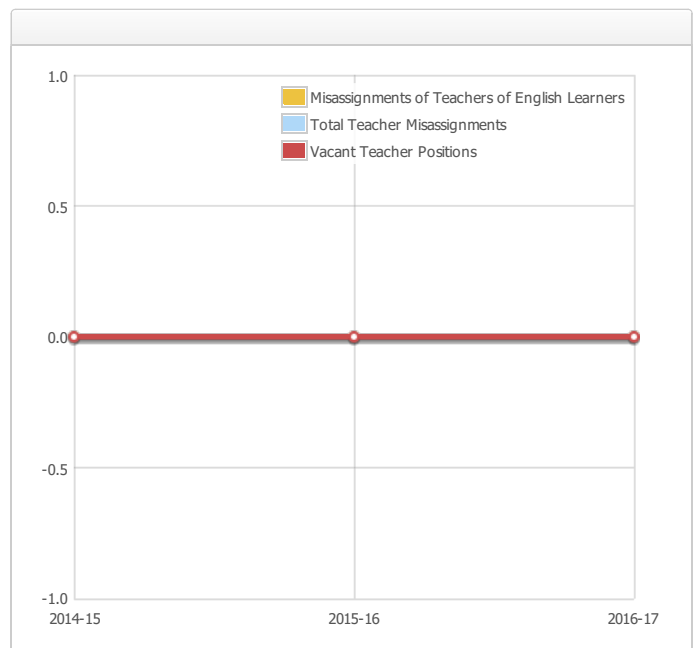
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	27	28	28
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/17/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

*Last updated: 1/17/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

Subject	Textbooks and 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	Foss Science	No	0.0 %
History-Social Science	Social Studies - Scott Foresman Consumables	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/17/2017*

## School 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. 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.

*Last updated: 1/17/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 1/17/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	32.0%	36.0%	32.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	36.0%	28.0%	36.0%	28.0%	33.0%	37.0%

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

*Last updated: 1/17/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	75	74	99.0%	22.0%
Male	42	41	98.0%	19.0%
Female	33	33	100.0%	24.0%
Black or African American	23	23	100.0%	4.0%
American Indian or Alaska Native	--	--	--	--
Asian	3	3	100.0%	67.0%
Filipino	--	--	--	--
Hispanic or Latino	48	47	98.0%	25.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	73	72	99.0%	21.0%
English Learners	26	25	97.0%	12.0%
Students with Disabilities	3	3	100.0%	33.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/17/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	77	99.0%	31.0%
Male	47	46	98.0%	33.0%
Female	31	31	100.0%	29.0%
Black or African American	24	24	100.0%	29.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.0%	34.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	0.0%
Two or More Races	1	1	100.0%	0.0%
Socioeconomically Disadvantaged	72	71	99.0%	28.0%
English Learners	15	14	94.0%	7.0%
Students with Disabilities	4	4	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/17/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	78	100.0%	31.0%
Male	37	37	100.0%	25.0%
Female	41	41	100.0%	37.0%
Black or African American	22	22	100.0%	27.0%
American Indian or Alaska Native	--	--	--	--
Asian	4	4	100.0%	50.0%
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.0%	31.0%
English Learners	19	119	100.0%	5.0%
Students with Disabilities	6	6	100.0%	17.0%
Students Receiving Migrant Education Services	2	2	100.0%	0.0%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/17/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	66	66	100.0%	44.0%
Male	28	28	100.0%	32.0%
Female	38	38	100.0%	53.0%
Black or African American	17	17	100.0%	24.0%
American Indian or Alaska Native	--	--	--	--
Asian	5	5	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	43.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	4	4	100.0%	75.0%
Socioeconomically Disadvantaged	62	62	100.0%	45.0%
English Learners	8	8	100.0%	13.0%
Students with Disabilities	7	7	100.0%	0.0%
Students Receiving Migrant Education Services	3	3	100.0%	33.0%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/17/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

*Last updated: 1/11/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/11/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/11/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	75	75	100.0%	26.0%
Male	42	42	100.0%	26.0%
Female	33	33	100.0%	27.0%
Black or African American	23	23	100.0%	9.0%
American Indian or Alaska Native	--	--	--	--
Asian	3	3	100.0%	66.0%
Filipino	--	--	--	--
Hispanic or Latino	48	48	100.0%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.0%	25.0%
English Learners	25	25	100.0%	16.0%
Students with Disabilities	3	3	100.0%	67.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 12/15/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	78	100.0%	28.0%
Male	47	47	100.0%	41.0%
Female	31	31	100.0%	10.0%
Black or African American	24	24	100.0%	21.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	1	1	100.0%	100.0%
Two or More Races	1	1	100.0%	0.0%
Socioeconomically Disadvantaged	71	71	100.0%	26.0%
English Learners	14	14	100.0%	21.0%
Students with Disabilities	4	4	100.0%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 12/15/2016*



**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	78	100.0%	19.0%
Male	37	37	100.0%	25.0%
Female	41	41	100.0%	15.0%
Black or African American	22	22	100.0%	9.0%
American Indian or Alaska Native	--	--	--	--
Asian	4	4	100.0%	50.0%
Filipino	--	--	--	--
Hispanic or Latino	52	52	100.0%	21.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	78	100.0%	19.0%
English Learners	19	19	100.0%	26.0%
Students with Disabilities	6	6	100.0%	0.0%
Students Receiving Migrant Education Services	2	2	100.0%	0.0%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 12/15/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	66	66	100.0%	40.0%
Male	28	28	100.0%	36.0%
Female	38	38	100.0%	42.0%
Black or African American	17	17	100.0%	18.0%
American Indian or Alaska Native	--	--	--	--
Asian	5	5	100.0%	80.0%
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	43.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	4	4	100.0%	50.0%
Socioeconomically Disadvantaged	62	62	100.0%	41.0%
English Learners	8	8	100.0%	13.0%
Students with Disabilities	7	7	100.0%	0.0%
Students Receiving Migrant Education Services	3	3	100.0%	33.0%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 12/15/2016*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/11/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/11/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/11/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	54.0%	38.0%	28.0%	54.0%	38.0%	28.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	79	78	99.0%	28.0%
Male	36	35	98.0%	40.0%
Female	40	40	100.0%	18.0%
Black or African American	22	21	96.0%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	4	4	100.0%	25.0%
Filipino	--	--	--	--
Hispanic or Latino	51	51	100.0%	31.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	75	75	100.0%	28.0%
English Learners	18	18	100.0%	0.0%
Students with Disabilities	3	3	100.0%	33.0%
Students Receiving Migrant Education Services	2	2	100.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/17/2017

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/17/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.4%	20.5%	46.2%

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

Last updated: 1/17/2017



## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are invited to participate in EBCA's School Site Council (SSC), District English Language Advisory Committee (DELAC) and English Language Advisory Committee (ELAC). There are also family events held throughout the year to engage both students and parents. Some examples of our family nights include our Bi-Annual Music Performances by the entire student population and a talent show at the end of the year.

Bilingual newsletters are sent home keeping parent informed of upcoming events, automated and customized phone calls are also made before important events and the bilingual marquee sign in the front of the school is updated with important announcements. Parents can connect via a downloadable application on their smart phones to view upcoming events, connect with teachers, and view school documents.

Parent-Teacher-Child conferences are held three times a year. All classes are encouraged to have 100% participation at the conferences. The students' goals for the next quarter are made in conjunction with all in attendance at this time.

Parent Involvement is essential to the success of Edison Bethune Charter Academy. Parents can be volunteers in their child's classroom, our art room, and library. In addition, parents are encouraged to go on school field trips with their child and help with fundraisers. Parents are also encouraged to participate in workshops offered to educate them on topics such as computer literacy, health, motivating their students, etc. These workshops are offered in the fall and spring semesters on a weekly basis.

### State Priority: Pupil Engagement

*Last updated: 1/17/2017*

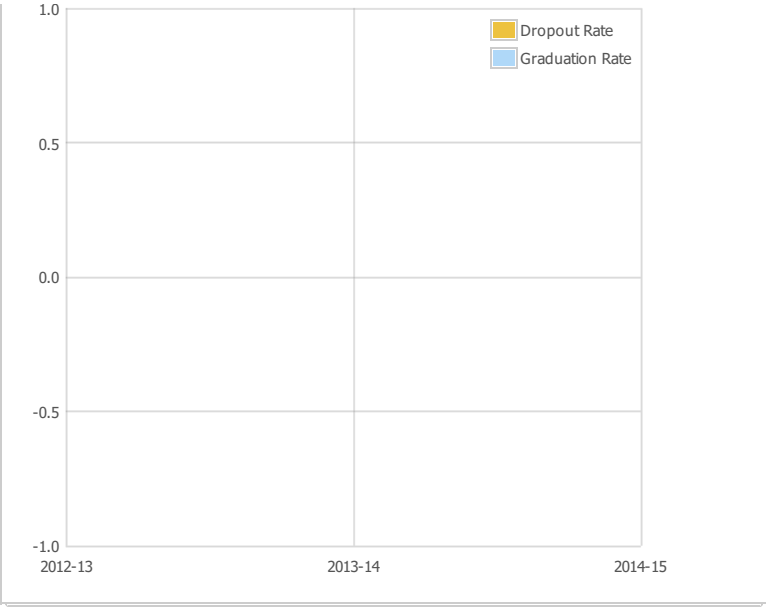
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	--	--	--	--	--	--	11.4%	11.5%	10.7%
Graduation Rate									

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/17/2017*

**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	0	85
Black or African American	--	0	77
American Indian or Alaska Native	--	0	75
Asian	--	0	99
Filipino	--	0	97
Hispanic or Latino	--	0	84
Native Hawaiian or Pacific Islander	--	0	85
White	--	0	87
Two or More Races	--	0	91
Socioeconomically Disadvantaged	--	0	77
English Learners	--	0	51
Students with Disabilities	--	0	68
Foster Youth	--	0	--

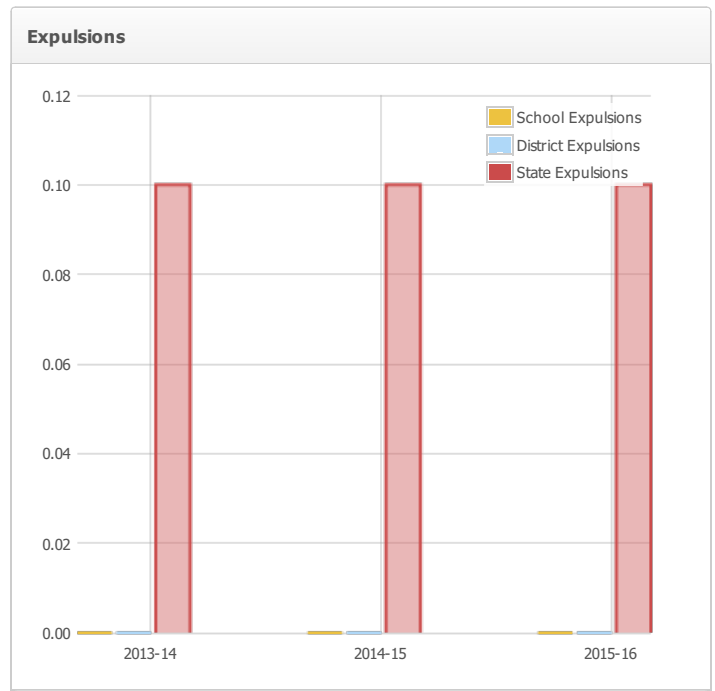
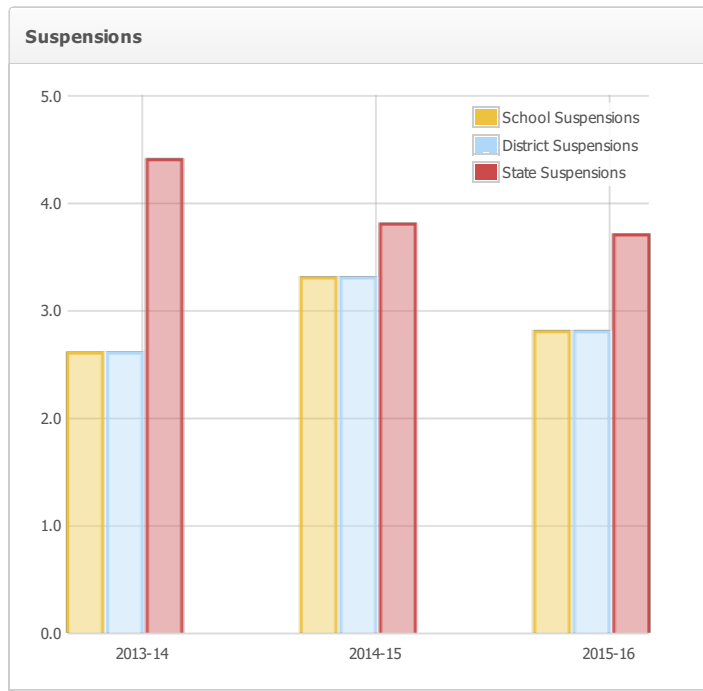
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.6	3.3	2.8	2.6	3.3	2.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/17/2017

## School Safety Plan (School Year 2016-17)

### 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, the school nurse, technology director, the School 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. This team develops the Safe School Plan for their school site.

### 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.

**2016-17 Drill Schedule**

Fire, earthquake, and lockdown drills are conducted yearly. Drills are conducted during instructional, recess, or lunch times to ensure adequate preparation in case of an actual occurrence.

*Last updated: 1/17/2017*

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1%

Note: Cells with NA values do not require data.

Last updated: 1/17/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	3	1	0	18.8	4	0	0	23.3	0	3	0
1	18.8	4	0	0	21.0	1	3	0	23.7	0	3	0
2	20.5	1	3	0	19.0	4	0	0	20.5	2	2	0
3	20.3	3	1	0	20.3	3	1	0	25.0	0	3	0
4	22.0	0	3	0	27.0	0	3	0	26.0	0	3	0
5	20.0	1	2	0	24.0	0	3	0	26.0	0	3	0
6	21.3	1	2	0	21.7	1	2	0	22.0	0	3	0
Other	0.0	0	0	0	20.0	1	0	0	13.0	1	0	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/17/2017

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Last updated: 1/17/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/17/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8959.1	\$1644.4	\$7314.7	\$60752.0
District	N/A	N/A	\$0.0	\$65374.0
Percent Difference – School Site and District	N/A	N/A	0.0%	-7.6%
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	37.6%	-20.1%

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

Last updated: 1/17/2017

**Types of Services Funded (Fiscal Year 2015-16)****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.

*Last updated: 1/17/2017*

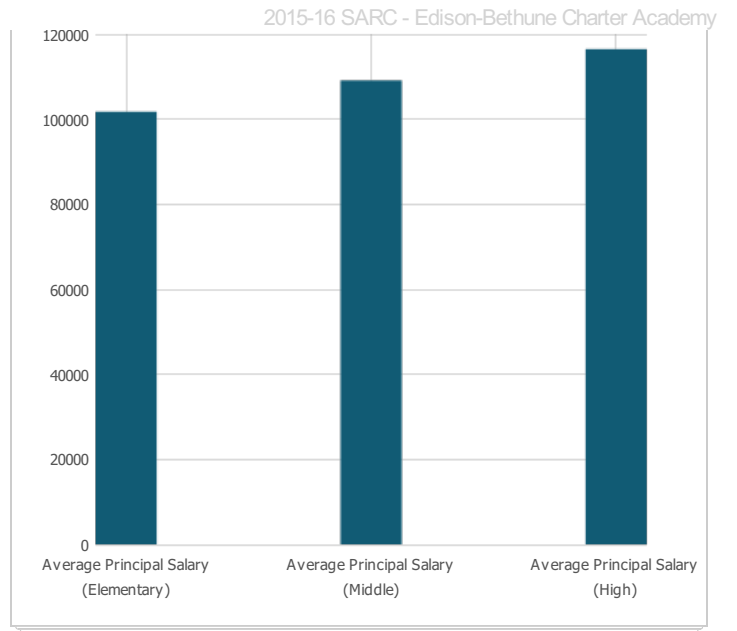
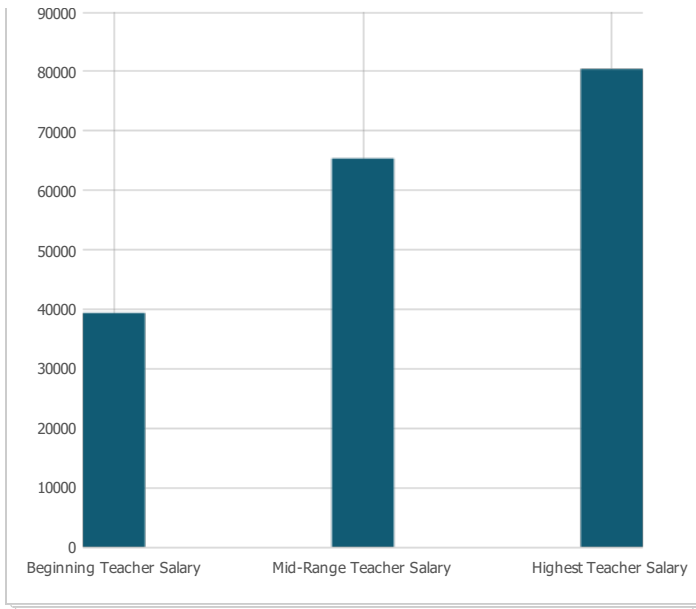
**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,382	\$
Mid-Range Teacher Salary	\$65,374	\$
Highest Teacher Salary	\$80,440	\$
Average Principal Salary (Elementary)	\$101,747	\$
Average Principal Salary (Middle)	\$109,117	\$
Average Principal Salary (High)	\$116,474	\$
Superintendent Salary	\$234,382	\$
Percent of Budget for Teacher Salaries	38.0%	0.0%
Percent of Budget for Administrative Salaries	7.0%	0.0%

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

**Teacher Salary Chart****Principal Salary Chart**





*Last updated: 1/17/2017*

**Advanced Placement (AP) Courses (School Year 2015-16)**

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

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

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

*Last updated: 1/17/2017*

**Professional Development**

Five days a year are set aside for professional development: three before school starts and 2 during the school year. In addition, the teachers have 60 minutes of professional development each Wednesday after school and 40 minutes each day Monday thru Thursday for professional collaboration under the direction of the grade level lead teacher. Professional growth, development and collaboration are taken very seriously by the school. Staff and teachers are constantly striving to improve themselves, their students, their teaching and the student learning.

The administration and Curriculum Coordinators also visit classes and grade levels during professional development time to offer advice, support and training.

*Last updated: 1/17/2017*