



Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

To: Fresno County Board of Education

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

Subject: Committee Report Regarding Edison-Bethune Charter Academy Charter Renewal Petition

Date: September 30, 2026

The Fresno County Superintendent of Schools' (FCSS) Charter School Petition Review Committee (Charter Committee) has reviewed the Edison-Bethune Charter Academy (EBCA) Renewal Charter Petition (Renewal Petition). This committee report provides a detailed discussion of the Charter Committee's review, concerns, and findings related to the Renewal Petition.

I. BACKGROUND

Lead petitioner Rodolfo Garcia, Principal/Superintendent, is applying to the Fresno County Board of Education (FCBE) on behalf of EBCA to renew its charter school. The Renewal Petition, submitted to the FCBE on August 5, 2026, covers the period from July 1, 2027, through June 30, 2032. Each member of the FCBE has received a copy of the Renewal Petition and appendices. A public hearing was conducted on September 17, 2026. A site visit was conducted during the review of the petition on September 11, 2026.

EBCA was originally authorized by the FCBE in 1999, on an appealed initial petition from Fresno Unified School District and began serving students under FCBE authorization during the 1999-2000 school year as a conversion charter school. The EBCA was renewed for subsequent five-year terms in 2004, 2009, 2014, and 2019. Due to charter term extensions codified in [EC §47607.4](#), the most recent EBCA charter term was extended to June 30, 2027.

EBCA serves approximately 368 students in grades K-6 in a seat-based instructional program.

EBCA is located at 1616 S. Fruit Ave., Fresno, CA 93706, in southwest Fresno.

Charter School Enrollment

Multi-Year Enrollment Summary (Census Day Enrollment)

Race/Ethnicity	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27*
African American	30.3%	25.2%	25.0%	24.7%	23.1%	23.01%
Asian	3.7%	3.1%	4.5%	4.6%	5.0%	3.13%
Filipino	0.00%	0.0%	0.0%	0.0%	0.3%	0.28%
Hispanic or Latino	64.9%	69.2%	68.6%	69.6%	68.5%	70.74%
Pacific Islander	0.0%	0.2%	0.2%	0.0%	0.0%	0.00%
Two or More Races	0.7%	1.0%	0.7%	0.8%	2.1%	1.99%
White	0.4%	1.2%	0.7%	0.3%	0.9%	0.85%
All Students	456	416	420	368	337	352

*Data was provided by the charter school

Multi-Year Summary by Student Group (Census Day Enrollment)

Student Group	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27*
English Learners	19.7%	25.0%	21.9%	20.1%	17.2%	15.63%
Foster Youth	0.7%	1.0%	1.7%	0.8%	0.3%	0.57%
Homeless Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.00%
Migrant Education	6.1%	3.8%	3.1%	2.4%	0.6%	0.85%
Students with Disabilities	9.4%	8.2%	7.9%	9.0%	15.1%	15.91%
SED	96.1%	94.7%	89.3%	94.4%	94.7%	95.74%
All Students	456	416	420	368	337	352

*Data was provided by the charter school



Fresno County Enrollment Comparisons (25-26)

Student Group	EBCA	Central USD	Fresno USD	Washington USD
English Learners	17.2%	11.7%	17.1%	24.2%
Foster Youth	0.3%	0.9%	0.9%	0.5%
Homeless Youth	0.0%	0.6%	0.7%	0.9%
Migrant Education	0.6%	0.7%	1.8%	7.7%
Students with Disabilities	15.1%	12.1%	15.5%	13.5%
SED	94.7%	78.5%	89.1%	93.9%
All Students	337	16,008	66,824	2,271



II. CHARTER RENEWAL CRITERIA

The Charter Committee reviewed the EBCA Renewal Petition against the applicable standards established in Education Code (EC) section 47605, 47607, and 47607.2 which establish the criteria for granting or denying charter renewals.

47607(a)(2) A chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2. Notwithstanding subdivisions (b) and (c) and Section 47607.2, a chartering authority may deny renewal pursuant to subdivision [47607.2](e) [Fiscal, Governance, Not serving all students who wish to attend].

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

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

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

(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. Notwithstanding any other law, and beginning on July 1, 2026, standards and criteria include timelines, deadlines, and other procedures referenced in subdivision (b) of Section 47605 or subdivision (b) of Section 47605.6, as applicable.

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

...

(3) For purposes of this section and Section 47607.2, “measurements of academic performance” means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any



successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.

- (4) For purposes of this section and Section 47607.2, “subgroup” means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.*
- (5) To qualify for renewal under clause (i) of subparagraph (A) or (B) of paragraph (2), subparagraph (A) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subparagraph (A) or (B) of paragraph (2), subparagraph (B) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.*
- (6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.*

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

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

47607(e) *Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is*

demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

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

47607.2(b)(1) . . . the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).*
- (5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority for the next two subsequent renewals until June 30, 2028, for a charter school pursuant to this paragraph.*
- (6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2) and*



(3), that its decision provided greater weight to performance on measurements of academic performance.

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

47607.2(c)(1) For purposes of this section, “verified data” means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

...

Education Code section 47607 and 47605 establish the criteria for reviewing a charter renewal petition.

EC section 47607(b) states:

(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. Notwithstanding any other law, and beginning on July 1, 2026, standards and criteria include timelines, deadlines, and other procedures referenced in subdivision (b) of Section 47605 or subdivision (b) of Section 47605.6, as applicable.

According to EC section 47605(b)-(c):

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



and procedures to present evidence and testimony to respond to the staff recommendations and findings.

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

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

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

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

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

(5) The petition does not contain reasonably comprehensive descriptions of all of the [elements established in 47605(c)(5)(A-O)]

...

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

...



III. CHARTER PETITION REVIEW COMMITTEE ANALYSIS

Information regarding EBCA's performance during the current charter term has been gathered through a review of the California Dashboard, the CDE DataQuest database, the CAASPP reporting site, required statutory submissions, and ongoing communication between EBCA and FCSS. Throughout the charter term, FCSS staff conducted annual site visits pursuant to Education Code section 47604.32(b) and provided continuous oversight.

As part of the charter renewal review process, FCSS conducted a site visit on September 11, 2026. During this visit, the Charter Committee observed classroom instruction and facilitated focus groups with students, staff, parents, and EBCA's leadership team.

Student Focus Group

Students described EBCA as a safe, welcoming, and enjoyable school where they feel supported academically and socially. Students identified trusted adults who help when work becomes difficult and described challenging academics alongside available support. They demonstrated awareness of their academic progress through Aeries, report cards, teacher feedback, and classroom review. Students also provided concrete examples of student voice and described exposure to middle school, high school, college, and career pathways. Safety, friendship, inclusion, supportive teachers, field trips, sports, and school activities were recurring themes throughout the interview.

Parent Focus Group

Parents described Edison-Bethune as a highly supportive, family-oriented school where staff are responsive to students and families. Academic growth, particularly in literacy, emerged as a notable strength in parent comments. Families also highlighted accessible communication, responsiveness to requests for additional support, community connection, and preparation for students' future educational and career pathways. Parents reported recommending the school to other families and expressed interest in continued expansion of opportunities in technology, coding, presentations, and financial literacy.

Staff Focus Group

Teachers and staff described a collaborative and supportive organizational culture characterized by accessible administration, cross-department support, staff input into instructional decisions, and positive relationships among colleagues. Staff provided specific examples of teacher involvement in math and ELA decision-making and described multiple avenues for raising concerns. Participants also described using student performance information, collaboration time, SST/IEP structures, and individualized or small-group support to respond to student needs. Long-term connections with families and the surrounding community were identified as meaningful aspects of working at Edison-Bethune.



Public Hearing Input

Charter Committee members attended the FCBE public hearing for EBCA on September 17, 2026. Nine individuals provided public comments. Public testimony reflected strong support for the renewal of Edison-Bethune Charter Academy (EBCA), with speakers representing school leadership, staff, parents, governing board members, community partners, and the California Charter Schools Association. Across the testimony, speakers emphasized EBCA's longstanding connection to Southwest Fresno, its family-oriented culture, stability, student opportunities, and commitment to the community. Principal/Superintendent Rodolfo Garcia described the school's culture as grounded in the expectation to "be safe, be respectful, be responsible," while acknowledging that "there's always room for improvement" and emphasizing the school's commitment to continued growth. Longtime employee and parent Marty Solis characterized EBCA as "not just an educational institution" but "a pillar of stability and excellence in our community," highlighting both the academic foundation and supportive environment his children experienced. Parent and community leader James Williams similarly described "family, community, and children" as three pillars of the school, while parent Whitney McPherson shared that her daughter "is thriving" and expressed appreciation for the education, experiences, and relationships she has developed at EBCA. Other speakers highlighted EBCA's fiscal stability, extracurricular and athletic opportunities, student support services, and recent academic improvement. Collectively, the testimony conveyed a strong sense of institutional pride, multigenerational connection to the school, and support for EBCA's continued operation and charter renewal.

Petition Compliance Review

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

EC 47605(c)(1) [Does the charter school present a sound educational program for the pupils to be enrolled in the charter school?] (Y/N/NA)
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Yes- As is noted in the subsections below, EBCA's renewal petition contains a complete description of a sound educational program, including application of the Local Control Funding Formula and corresponding Local Control Accountability Plan (LCAP). Provision is made within the Renewal Petition to address the academic needs of all students, including but not limited to students at risk of low achievement, English Learners, and students with disabilities.
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EBCA's educational program is designed to meet the diverse needs of its student population. Annual site visits and student outcomes revealed evidence of standards-based instruction through interactive, engaging, and creative learning opportunities, including the arts, PE, and computer science.



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

Yes-

Leadership

EBCA is led by an experienced leadership team that has been in place for sixteen years. The current administrative team includes:

- Rodolfo Garcia, Principal/Superintendent
- Susan Bennett, Chief Business Officer

Teachers, support staff, parents, and students commended EBCA's leadership team for their accessibility, communication, and facilitation of a family-like environment for staff, students, families, and community members.

Academic Achievement

EBCA's academic progress is demonstrated through state and local assessments, and the California School Dashboard. Student outcomes are outlined in the renewal petition on pages 22-35. Section IV of the staff report provides a detailed analysis of EBCA's academic progress.

Fiscal Management

The multi-year projection presents a solid fiscal outlook for the charter even though a steady enrollment decline has persisted in most years since 2017-18. In a positive turn, EBCA expects a 4.7% increase (16 students) in the current year. The district is proactively adjusting budgets and staffing levels in response to enrollment declines which has allowed the school to maintain healthy reserves in the face of shrinking revenues. After a short period of decreasing reserves, the ending fund balance is holding steady (well above 100%) and even growing again. Maintaining a healthy fiscal outlook amid the strong headwinds facing the charter will require vigilant and attentive leadership in the next few years.

Past Enrollment

Fiscal Year	21-22	22-23	23-24	24-25	25-26
Enrollment	456	416	420	368	337

Enrollment Projections

Fiscal Year	26-27	27-28	28-29
Enrollment	343	349	355



EC 47605(c)(3)/47605.6(b)(3) The Petition contains the number of signatures required by subdivision (a). (Y/N/NA)

NA-This is not required for renewals.

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

Yes- Affirmations and Declarations can be found on pages 16-19 of the petition.

EC 47605(c)(5)) Charter Petition Elements

Does the petition contain reasonably comprehensive descriptions of all of the following?
 (Y/N/NA)

EC 47605(c)(5)(A)(i) *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

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

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

Yes-The petition describes EBCA’s mission, student population, instructional program, services for students with additional needs, professional development, annual goals, and actions. The committee found the educational program reasonably comprehensive and consistent with EC section 47605(c)(5)(A).

Pages 36-55



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

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

Yes-The petition identifies measurable outcomes aligned with the LCAP and applicable state priorities. It also describes the state and local assessments, benchmark measures, progress monitoring, and reporting processes EBCA will use to evaluate student progress. EBCA’s Local Control and Accountability Plan is located on page 1322 of the petition and on the EBCA website.

Pages 56-66

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

Yes- The petition describes the governing board’s responsibilities, organizational structure, compliance with the Brown Act, opportunities for parent involvement, internal controls, and relationship with FCSS. The committee found the governance description reasonably comprehensive.

Pages 67-74

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

Yes-The petition identifies the qualifications for certificated, classified, and administrative employees and describes the school’s recruitment and evaluation practices. Staff résumés are included in the petition appendices. Teacher and Administrative staff resumes can be found in the appendix of the petition.

Pages 76-79

EC 47605(c)(5)(F) *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

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



also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.

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

Yes- The petition addresses required health and safety procedures, including employee background checks, mandated reporting, emergency preparedness, bullying prevention, suicide prevention, and annual review of the Comprehensive School Safety Plan. The school's safety plan begins on page 301 of the petition.

Pages 81-88

The Comprehensive School Safety Plan is located on page 301 of the petition.

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

Yes- The petition describes outreach and enrollment practices intended to attract a student population reflective of the surrounding community. The petition identifies outreach and enrollment practices intended to promote access for students throughout the surrounding community. EBCA's enrollment of English Learners and socioeconomically disadvantaged students is generally comparable to, or higher than, the percentages reported by nearby school districts. The English Learner and Socioeconomically Disadvantaged student groups at EBCA exceed the representative percentages of those groups at Central Unified School District.

Pages 89-90

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

Yes- The admissions section clearly outlines open enrollment procedures, lottery processes, waiting list procedures, and nondiscrimination requirements consistent with California charter school law. The policies are comprehensive, legally compliant, and provide transparency for prospective families regarding enrollment procedures and student selection when applications exceed available capacity.

Pages 91-95

Affirmations and Declarations document on pages 7-10 of the petition.



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

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

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

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

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

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

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

Yes- The petition describes the procedures for suspension, expulsion, and other involuntary removal and includes the required notice and due-process protections. It also addresses alternatives to suspension and progressive discipline.

Pages 97-119



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

Yes- The petition identifies the retirement systems available to eligible employees and addresses employee benefits. The committee found the description sufficient to meet this requirement.

Page 120

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

Yes- The petition appropriately informs families of public school attendance alternatives available within the county, satisfying the statutory requirement.

Page 121

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

Yes- The petition addresses the rights of district employees who leave district employment to work at EBCA, including any applicable leave or return rights.

Page 122

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

Yes- The petition establishes procedures for resolving disputes between EBCA and FCSS, including efforts to resolve disagreements before initiating formal proceedings.

Page 123-124

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

Yes- The petition describes the steps EBCA will take in the event of closure, including notification, transfer of student records, completion of a final audit, payment of liabilities, and disposition of assets.

Page 125-128



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

Yes- The petition includes a signed declaration that **Edison-Bethune Charter Academy** shall be deemed the exclusive public-school employer of the employees of EBCA for the purposes of the Educational Employment Relations Act.

Page 7



IV. CHARTER SCHOOL ACADEMIC PERFORMANCE

Has the Charter School met academic performance requirements specified in EC section 47607(c)(1), and 47607.2(b)(1)-(2)? (Y/N/NA)

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

...

47607.2(b)(1) . . . the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(b)(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

Yes- In considering the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter committee has determined that the charter school's academic performance meets the requirement for renewal. Section IV provides EBCA's outcomes on the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, as represented on the [California Accountability Dashboard](#).

2026 Charter School Performance Report Tier: Middle

California Education Code section 47607(c) requires authorizers to consider a charter school's placement within the state's performance categories—High, Middle, or Low—when evaluating a charter renewal. These categories are determined using results from the two most recent California School Dashboards and provide presumptive guidance regarding renewal or non-renewal.

The California School Dashboard reports both academic and non-academic state indicators. Academic indicators include English Language Arts/Literacy (ELA), Mathematics, the English Learner Progress Indicator (ELPI), Science, and the College/Career Indicator (CCI). Non-academic indicators include Chronic Absenteeism, Graduation Rate, and Suspension Rate. Two criteria, applied in sequence, determine a charter school's placement.

Under **Criterion 1**, the state evaluates a school's performance colors on all state indicators across the two most recent Dashboard years.

- **High Performance-** If a charter receives Blue and/or Green on all indicators for both years, there is a presumption of renewal (5-7 years).
- **Low Performance-** category if it receives Red and/or Orange on all indicators for both years, creating a presumption of non-renewal.

Schools that do not meet either threshold proceed to **Criterion 2** for further analysis.



Criterion 2 focuses exclusively on the academic indicators and uses each school's Status (current-year performance) compared to the statewide average.

- **High Performance** -To qualify for High Performance category under Criteria 2, the school's overall Status on each academic indicator meets or exceeds the statewide average. The state then removes any student groups whose performance is already at or above statewide levels—most recently including White, Asian, Filipino, and Two or More Races student groups—to avoid masking performance gaps. After removing these groups, the school must have at least two remaining student groups with performance color results across both Dashboard years. For each academic indicator in each year, a majority of these remaining student groups must outperform their respective statewide averages. If these conditions are met, the school is placed in the **High Performance** category.
- **Low Performance**- A charter may be categorized Low Performing under Criterion 2 if its overall Status is at or below the statewide average, and if a majority of its remaining student groups—after higher-performing groups have been removed—score below their respective statewide averages across both years and across at least two academic indicators.

Schools that do not meet the requirements for either the High or Low performance categories under Criterion 1 or 2 are automatically placed in the **Middle Performance** category.

It is important to note that Dashboard Alternative School Status (DASS) schools follow separate renewal criteria and do not receive performance category placements. Only non-DASS charter schools are assigned to the High, Middle, or Low categories.

Academic Performance Analysis

Edison-Bethune Charter Academy (EBCA) demonstrates several positive academic trends across multiple state indicators between 2022 and 2025. While overall student achievement remains below statewide averages in English Language Arts (ELA), the school has shown measurable improvement over time, particularly among several historically underserved student groups. Mathematics performance compares favorably with statewide subgroup performance and neighboring districts, and improvements in school climate indicators provide additional context for the school's academic progress.



English-Language Arts-Dashboard Comparison to CA Statewide Performance

Groups	EBCA 2024	CA 2024	STATUS	EBCA 2025	CA 2025	STATUS
All Students	-49.9 points	-13.2 points	Below	-42.7 points	-8.1 points	Below
English-Learner	-70.6 points	-67.6 points	Below	-79.3 points	-59.9 points	Below
SED	-51.8 points	-40.9 points	Below	-45.9 points	-35.3 points	Below
African American	-65.9 points	-58.9 points	Below	-63.5 points	-51.3 points	Below
Hispanic	-45.7 points	-39.3 points	Below	-37.4 points	-33.7 points	Below

English-Language Arts-Distance from Standard

Groups	2021-22	2022-23	2023-24	2024-25	Change
Schoolwide	-49 points	-50 points	-49.9 points	-42.7 points	+6.3 points
English Learner	-67.8 points	-66.2 points	-70.6 points	-79.3 points	-11.5 points
SED	-52.7 points	-51.9 points	-51.8 points	-45.9 points	+6.8 points
African American	-70.4 points	-75.2 points	-65.9 points	-63.5 points	+6.9 points
Hispanic	-43.5 points	-42.1 points	-45.7 points	-37.4 points	+6.1 points

2025 ELA Distance from Standard District Comparison

Groups	Central USD	Fresno USD	Washington USD	EBCA
All Students	-19.5 points	-40.2 points	-43.9 points	-42.7 points
English Learner	-19.5 points	-71.6 points	-66.4 points	-79.3 points
SED	-28.4 points	-48.3 points	-47.5 points	-24.3 points



Groups	Central USD	Fresno USD	Washington USD	EBCA
African American	-51.1 points	-78 points	-70.3 points	-63.5 points
Hispanic	-27.0 points	-44.9 points	-46.9 points	-32.2 points

2025 ELA Distance from Standard School Comparison

Grade Level	All Students	English Learner	SED	African American	Hispanic
EBCA	-42.7 points	-79.3 points	-45.9 points	-63.5 points	-37.4 points
Columbia Elem	-80.7 points	-81.4 points	-81.1 points	-100.4 points	-77.6 points
Kepler Charter	-16.8 points	No Data	-24.3 points	No Data	-32.2 points
ML King Elem	-82.1 points	-84.4 points	-83.5 points	-94.9 points	-76.8 points
Lincoln Elem	-49.9 points	-53.4 points	-49.9 points	-85.3 points	-46.5 points
Sunset Elem	+4.9 points	-42.3 points	-6.9 points	No Data	-1.1 points

English-Language Arts Growth-Distance from Standard- Comparison

School	2021-22	2022-23	2023-24	2024-25	Change
EBCA	-49 points	-50 points	-49.9 points	-42.7 points	+6.3 points
Central USD	-24.8 points	-23.4 points	-25 points	-19.5 points	+5.3 points
Fresno USD	-51.5 points	-49.8 points	-47.1 points	-40.2 points	+11.3 points
Washington USD	-47.8 points	-51.3 points	-51.5 points	-43.9 points	+3.9 points
CA Statewide	-12.2 points	-13.6 points	-13.2 points	-8.1 points	+4.1 points

Schoolwide ELA performance improved from -49.0 points below standard in 2022 to -42.7 points in 2025, representing a 6.3-point improvement over the four-year period. Although the school's overall performance remains below the statewide average (-8.1), EBCA's improvement exceeded the statewide rate of improvement during the same period (+6.3 points compared with +4.1 points statewide). Among student groups, socioeconomically disadvantaged students

improved 6.8 points, African American students improved 6.9 points, and Hispanic students improved 6.1 points between 2022 and 2025. English Learners were the only reported subgroup that did not demonstrate similar improvement, with ELA Distance from Standard declining over the same period, indicating an area for continued instructional focus.

When compared with neighboring elementary schools serving similar student populations, EBCA's 2025 ELA performance was stronger than several local schools. The school's overall Distance from Standard (-42.7) exceeded Columbia Elementary (-80.7), ML King Elementary (-82.1), and Lincoln Elementary (-49.9). Similar patterns are reflected across several student groups, particularly among Hispanic and African American students, whose performance generally exceeded comparable nearby schools.

English-Learner Progress Indicator (ELPI)--Dashboard Comparison to CA Statewide

Groups	EBCA 2024	CA 2024	STATUS	EBCA 2025	CA 2025	STATUS
English-Learner	38.2%	45.7%	Lower	56.6%	46.4%	Higher

English Learner outcomes present mixed results across academic indicators. While English Learners experienced declining ELA achievement on the California Dashboard, the English Learner Progress Indicator (ELPI) showed substantial improvement. The percentage of English Learners making progress toward English proficiency increased from 38.2 percent in 2024 to 56.6 percent in 2025, exceeding the statewide average of 46.4 percent. These results indicate improvement in English language acquisition while also identifying continued need to translate language growth into stronger academic achievement in English Language Arts.

Mathematics--Dashboard Comparison to CA Statewide Performance

Groups	EBCA 2024	CA 2024	EBCA STATUS	EBCA 2025	CA 2025	EBCA STATUS
All Students	-57.8 points	-47.6 points	Lower	-45.9 points	-42.2 points	Lower
English-Learner	-67.2 points	-93.4 points	Higher	-60.8 points	-86.1 points	Higher
SED	-59.8 points	-78.2 points	Higher	-48.6 points	-72.9 points	Higher
African American	-77.9 points	-102.2 points	Higher	-69 points	-95.8 points	Higher
Hispanic	-49.2 points	-79.2 points	Higher	-36.3 points	-73.6 points	Higher

Math-SBAC-Distance from Standard

Student Group	2021-22	2022-23	2023-24	2024-25	Change
Schoolwide	-49 points	-52 points	-57.8 points	-45.9 points	+3.1 points
English Learners	-67.8 points	-65.6 points	-67.2 points	-60.8 points	+7 points
SED	-43.5 points	-53.8 points	-59.8 points	-48.6 points	-5.1 points
African American	-70.4 points	-74.8 points	-77.9 points	-69 points	-1.4 points
Hispanic	-43.5 points	-44 points	-49.2 points	-36.3 points	+7.2 points

2025 Mathematics Distance from Standard-District Comparison

Student Group	Central USD	Fresno USD	Washington USD	EBCA
All Students	-56.3 points	-71 points	-93 points	-45.9 points
English Learner	-74 points	-92 points	-112.1 points	-60.8 points
SED	-65.4 points	-78.7 points	-95.2 points	-48.6 points
African American	-91.7 points	-114.2 points	-113.9 points	-69 points
Hispanic	-67.2 points	-76.3 points	-97.5 points	-36.3 points



2025 Mathematics Distance from Standard-School Comparison

School	All Students	English Learner	SED	African American	Hispanic
EBCA	-45.9 points	-60.8 points	-48.6 points	-69 points	-36.3 points
Columbia Elem	-86.4 points	-82.5 points	-86.8 points	-119.5 points	-79.9 points
Kepler Charter	-57.7 points	No Data	-71.3 points	No Data	-72.6 points
ML King Elem	-85.8 points	-89.2 points	-87 points	-111 points	-80 points
Lincoln Elem	-37.8 points	-35.5 points	-37.9 points	-99.4 points	-32.2 points
Sunset Elem	+1.6 points	-35.2 points	-5.1 points	No Data	-1.6 points

Mathematics-SBAC-Distance from Standard-District Comparison

School	2021-22	2022-23	2023-24	2024-25	Change
EBCA	-49 points	-52 points	-57.8 points	-45.9 points	+3.1 points
Central USD	-64.6 points	-63.6 points	-60.6 points	-56.3 points	+8.1 points
Fresno USD	-88.7 points	-80.6 points	-75.8 points	-71 points	+17.7 points
Washington USD	-106.6 points	-103.4 points	-94 points	-93 points	+13.6 points
CA Statewide	-51.7 points	-49.1 points	-47.6 points	-42.4 points	+9.3 points

Mathematics results reflect continued improvement and comparatively stronger performance relative to similar student populations. Schoolwide mathematics performance improved from -57.8 points in 2024 to -45.9 points in 2025, representing an improvement of 11.9 points in one year and 3.1 points since 2022. Although overall performance remained below the statewide average (-42.2), each reported student subgroup performed above the statewide average for the same subgroup. English Learners, socioeconomically disadvantaged students, African American students, and Hispanic students all demonstrated higher mathematics performance than their statewide peers. Likewise, EBCA exceeded Central Unified, Fresno Unified, and Washington Unified School Districts across all reported mathematics student groups in 2025.

Science--Dashboard Comparison to CA Statewide Performance

Groups	EBCA 2024	CA 2024	EBCA STATUS	EBCA 2025	CA 2025	EBCA STATUS
All Students	-24.6 points	-13.5 points	Lower	43 science points	52.6 science points	Lower
English-Learner	-29.7 points	-25.6 points	Lower	44.9 science points	41.1 science points	Higher
SED	-25.6 points	-19.1 points	Lower	42.7 science points	47.1 science points	Lower
African American	No Score			39.7 science points (no color)	43.4 science points	Lower
Hispanic	-23.5 points	-19.3 points	Lower	44.8 science points	47.1 science points	Lower

Science is the newest academic indicator on the California School Dashboard, and the results were reported differently across the two years: the 2024 Dashboard used Distance from Standard, while the 2025 Dashboard reported science points. In 2024, EBCA performed below the statewide results schoolwide and for each student group with a reported score; in 2025, EBCA also remained below the state schoolwide and for socioeconomically disadvantaged, African American, and Hispanic students. English Learners were the exception in 2025, earning 44.9 science points compared with 41.1 points statewide.

Suspension Rate (2023-2025)

Student Group	2023	2024	2025	Change 2023-2025
Schoolwide	5%	3.2%	1.5%	-3.5%
English Learners	5.2%	2.9%	1.2%	-4.0%
SED	5%	3.3%	1.3%	-3.7%
Students with Disabilities	2.2%	7.4%	0%	-2.2%
African American	6.9%	8.3%	0.9%	-6.0%
Hispanic	4%	1.3%	1.4%	-2.6%



Suspension Rate – Comparison to Districts

School	2022-23	2023-24	2024-25
EBCA	5%	3.2%	1.5%
Central USD	5.2%	3.3%	3.4%
Fresno USD	7.3%	6.6%	5.9%
Washington USD	5.6%	3.9%	4%
CA Statewide	3.5%	3.2%	2.9%

Suspension Rate – District Student Group District Comparison (2025)

Student Group	Central USD	Fresno USD	Washington USD	EBCA
All Students	3.4%	5.9%	4%	1.5%
English Learners	2.4%	4.5%	3.1%	1.2%
SED	3.6%	6.4%	4.1%	1.3%
Students with Disabilities	4.9%	9%	7.3%	0%
African American	9.1%	14.9%	9.2%	0.9%
Hispanic	3.3%	5.5%	4%	1.4%

Suspension Rate – 2025 School Subgroup Comparison

School	English Learners	SED	Students with Disabilities	African American	Hispanic	All Students
EBCA	1.2%	1.3%	0%	0.9%	1.4%	1.5%
Columbia Elem	1.9%	2.6%	4.2%	7.8%	1.8%	2.6%
Kepler	No Data	1.6%	0%	0%	1%	1.5%
ML King Elem	0.6%	2.3%	2.2%	2.1%	2.5%	2.2%



School	English Learners	SED	Students with Disabilities	African American	Hispanic	All Students
Lincoln Elem	3.5%	4.6%	7.9%	10.4%	3.5%	4.5%
Sunset Elem	0%	0%	0%	No Data	0%	0%

School climate indicators also demonstrate consistent improvement during the review period. Schoolwide suspension rates declined from 5.0 percent in 2023 to 1.5 percent in 2025, with reductions observed across every reported student group. African American students experienced the largest decrease, from 6.9 percent to 0.9 percent, while the suspension rate for students with disabilities declined to 0 percent in 2025. By comparison, EBCA's suspension rates were lower than neighboring districts across every reported subgroup.

Chronic Absenteeism – EBCA Schoolwide and Student Group

Student Group	2021-22	2022-23	2023-24	2024-25	Change
Schoolwide	45.6%	30.7%	29.2%	21.2%	-24.40%
English Learners	43.4%	28.9%	25.3%	11.7%	-31.70%
SED	47.0%	31.5%	29.8%	22.2%	-24.80%
Students with Disabilities	51.0%	37.0%	50.0%	26.2%	-24.80%
African American	47.1%	33.1%	34.5%	33.7%	-13.40%
Hispanic	43.8%	30.6%	28.6%	17.0%	-26.80%

Chronic Absenteeism – School Subgroup Comparison

School	English Learners	SED	Students with Disabilities	African American	Hispanic	All Students
EBCA	11.7%	22.2%	26.2%	33.7%	17%	21.2%
Columbia Elem.	16.6%	35%	38.4%	46.3%	33.5%	34.7%
Kepler	No Data	32.9%	17.1%	37.1%	31.1%	26.9%



School	English Learners	SED	Students with Disabilities	African American	Hispanic	All Students
ML King Elem	20.9%	28.2%	30.7%	28.7%	29.9%	27.7%
Lincoln Elem.	16.2%	28%	35.1%	65.6%	25.1%	27.9%
Sunset Elem	10%	12.8%	9.1%	No Data	12%	12%

Chronic absenteeism also improved considerably over the past four years. Schoolwide chronic absenteeism decreased from 45.6 percent in 2021-22 to 21.2 percent in 2024-25, a reduction of 24.4 percentage points. Improvements were evident across all reported student groups, including a 31.7 percentage-point reduction among English Learners and a 26.8 percentage-point reduction among Hispanic students. In 2025, EBCA reported lower chronic absenteeism than most neighboring comparison schools across several student groups.

Summary

Overall, the state and local performance indicators show a pattern of incremental academic improvement at EBCA. The school demonstrated gains in schoolwide ELA achievement, maintained mathematics performance that compares favorably with similar student populations, substantially improved English Learner language acquisition, and reduced both suspension rates and chronic absenteeism across multiple student groups. At the same time, the data identify continued opportunities for improvement, particularly in English Language Arts achievement for English Learners and in raising overall student performance toward statewide standards.

V. CHARTER PETITION REVIEW COMMITTEE FINDINGS

Over the course of this petition review, the Committee performed an extensive review of the EBCA petition and supporting documents, audit reports, the California Accountability Dashboard, and CDE's DataQuest reporting system. Additionally, committee members attended the FCBE Public Hearing for EBCA on Thursday, September 17, 2026.

The Charter Committee has determined that the Renewal Petition meets the Education Code requirements for charter renewal and recommends that the Fresno County Board of Education **APPROVE** Edison-Bethune Charter Academy's Petition for charter renewal for **FIVE** years.

4933-9489-4292, v. 1



Fresno County
Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent