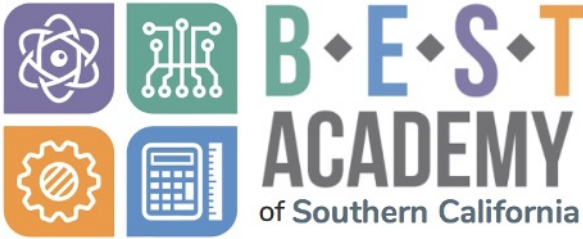# Brookfield Engineering Science Technology Academy (BEST Academy)

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

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

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

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

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

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

DataQuest

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

California School Dashboard

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

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Brookfield Engineering Science Technology Academy (BEST Academy)
Street	1706 Cape Horn
City, State, Zip	Julian, CA 92036
Phone Number	833-619-BEST (2378)
Principal	Joel Manwarren
Email Address	info@bestacademycs.com
School Website	www.bestacademycs.com
Grade Span	TK-12
County-District-School (CDS) Code	37 68163 0139402

2024-25 District Contact Information

District Name	Brookfield Engineering Science Technology Academy (B.E.S.T. Academy)
Phone Number	1-833-619-2378
Superintendent	Brian Duffy
Email Address	brian.duffy@juesd.net
District Website	https://www.bestacademycs.com/

2024-25 School Description and Mission Statement

Brookfield Engineering Science Technology Academy Charter School offers students a comprehensive, flexible learning environment and various support programs and services to ensure success. B.E.S.T. Academy is a tuition-free public charter school serving TK-12th grade students in San Diego, Orange, Riverside, and Imperial Counties. B.E.S.T. Academy opened during the 2019-2020 school year and was founded to engage students in 21st-century learning and provide access to college and career pathways combined with personalized guidance and support. Our teachers, staff, and leaders are passionate about student learning engagement and personalized academic coaching to give our students the foundational support they need to succeed. B.E.S.T. Academy's independent study program provides a customized learning experience for each student enrolled. This includes access to a rigorous and robust curriculum, varied supplemental supports, and extracurricular offerings designed to meet the specific needs of each student. Through these curricular and extra-curricular experiences, students are prepared for college and career readiness to pursue post-secondary opportunities. The school is WASC Accredited, and our high school courses are NCAA-approved.

B.E.S.T. ACADEMY MISSION
Brookfield Engineering Science Technology Charter School will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals, seeking an educational alternative that stimulates and supports independent learning, provides a strong social-emotional approach, and supports STEM college and career readiness.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	25
Kindergarten	36
Grade 1	26
Grade 2	46
Grade 3	24
Grade 4	33
Grade 5	23
Grade 6	40
Grade 7	56
Grade 8	57
Grade 9	50
Grade 10	58
Grade 11	53
Grade 12	49
Total Enrollment	469

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
American Indian or Alaska Native	0.2
Asian	1.9
Black or African American	1.1
Hispanic or Latino	79.5
White	15.1
English Learners	36.9
Foster Youth	0.9
Homeless	13.4
Socioeconomically Disadvantaged	70.6
Students with Disabilities	6

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	59.29	51.70	68.76	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.10	0.13	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	1.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	33.06	17.60	23.38	12115.80	4.41
Unknown/Incomplete/NA	0.80	7.56	4.70	6.27	18854.30	6.86
Total Teaching Positions	10.90	100.00	75.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	63.95	61.90	70.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	1.12	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.80	34.33	22.20	25.21	11953.10	4.28
Unknown/Incomplete/NA	0.20	1.65	3.00	3.50	15831.90	5.67
Total Teaching Positions	13.90	100.00	88.20	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.70	48.56	52.30	61.49	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.01	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.60	1.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.90	49.50	28.10	33.07	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.88	2.90	3.48	14303.80	5.15
Total Teaching Positions	15.90	100.00	85.00	100.00	277698.00	100.00

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

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

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.4
Local Assignment Options	3.60	4.80	7.4
Total Out-of-Field Teachers	3.60	4.80	7.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

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

B.E.S.T. Academy utilizes digital core content providers–Bright Thinker (grades K to 8) and Accelerate Education (grades 9 to 12)--for core subjects that align with the California Common Core and Next Generational Science Standards. In conjunction with core content, students can access supplemental curricula designed to pinpoint the existing gaps between current and desired learning practices. These supplemental curricula have met the Strong ESSA Rating with group studies similar to B.E.S.T Academy's student demographics. In addition to the standards-aligned courses, high school students can fulfill the A-G requirements with over 65+ approved UC and CSU courses. All courseware is updated annually to ensure the curricula are current and meet the needs of the 21st-century learner. High school students also have access to a wide range of CTE and Art course offerings through eDynamics.

The materials are available online for all students to access 24/7. Technology is provided to students to be successful. During regularly scheduled meetings and instructional times, staff supports students to ensure that technology and coursework are working properly.

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: Beable, BrainPop, Lexia Core5, Lexia PowerUp, Summit K12, myON, IXL	Yes	0
Mathematics	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: Dreambox, Freckle, Gizmos, IXL, ST Math	Yes	0
Science	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: BrainPop, Freckle, Gizmos	Yes	0

History-Social Science	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: Beable, BrainPop	Yes	0
Foreign Language	Curriculum: Accelerate Education, ASU Prep Digital	Yes	0
Health	Curriculum: Accelerate Education	Yes	0
Visual and Performing Arts	Curriculum: Accelerate Education, eDynamics, Methods Music curriculum	Yes	0

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

School Facility Conditions and Planned Improvements

B.E.S.T. Academy Charter School is a fully online charter school.

Year and month of the most recent FIT report	N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	19	19	43	40	46	47
Mathematics (grades 3-8 and 11)	7	11	29	31	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	280	96.89	3.11	18.57
Female	126	122	96.83	3.17	16.39
Male	163	158	96.93	3.07	20.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	218	213	97.71	2.29	14.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	54	93.10	6.90	27.78
English Learners	109	108	99.08	0.92	5.56
Foster Youth	0	0	0	0	0
Homeless	27	27	100.00	0.00	14.81
Military	0	0	0	0	0
Socioeconomically Disadvantaged	194	192	98.97	1.03	16.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	12.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	280	96.89	3.11	10.71
Female	126	121	96.03	3.97	9.92
Male	163	159	97.55	2.45	11.32
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	218	213	97.71	2.29	5.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	54	93.10	6.90	20.37
English Learners	109	108	99.08	0.92	2.78
Foster Youth	0	0	0	0	0
Homeless	27	27	100.00	0.00	3.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	194	191	98.45	1.55	7.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	8.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.10	17.14	14.81	31.58	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	178	175	98.31	1.69	17.14
Female	85	83	97.65	2.35	15.66
Male	93	92	98.92	1.08	18.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	152	150	98.68	1.32	15.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	17	94.44	5.56	11.76
English Learners	72	72	100.00	0.00	2.78
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	17.39
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	128	99.22	0.78	14.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

2023-24 Career Technical Education Programs

B.E.S.T. Academy's Career and Technical Education (CTE) programs bridge the gap between high school and post-secondary plans. Using Pointful Education's digital A-G curriculum, we prepare learners for job-specific industry certification exams and future careers. Career certifications include

*Certified Associate in Health Management & Information Systems
*Certified Associate in Project Management (CAPM)
*Child Development Associate (CDA)
*Cisco Certified Network Associate
*Entrepreneurship & Small Business (ESB) Certificate
*FAA Part 107 Remote Drone Pilot
*Intuit QuickBooks Certified User Online
*LEED Green Certified Associate
*Microsoft Office Specialist
- ---Excel
- ---Outlook

2023-24 Career Technical Education Programs

- ---PowerPoint
- ---Word

*Oracle Certified Associate in Java SE 8
*OSHA 30-Hour Construction
*Project Management Ready
*Social Media Strategist
*Swift Associate

Through B.E.S.T. Academy's partnership with eDynamic Learning, utilizing their CTE California credentialed instructors, students can fulfill the California 2-year sequence pathway program of study that includes Concentrator and Capstone courses. Sectors and pathways offered are

*Agriculture & Natural Resources Sector
- ---Agiscience Farming
- ---Plant & Soil Science: Horticulture Technician

*Arts, Media, & Entertainment Sector
- ---Graphic Designer
- ---Animation
- ---Photographer
- ---Game Design

*Business & Finance Sector
- ---Administration Specialist
- ---Legal Administrative Specialist
- ---Business Manager
- ---Entrepreneur
- ---Global Manager

*Education, Child Development, & Family Service Sector
- ---Child Development: Day Care Worker
- ---Family & Human Services: Social Services Worker

*Engineering & Architecture Sector
- ---Robotics Specialist

*Fashion & Interior Design Sector
- ---Cosmetology: Esthetician, Hair Stylist

*Health Science & Medical Sector
- ---Biotechnician
- ---EKG/ECG Technician
- ---Medical Office Administrator
- ---Medical Lab Assistant
- ---Allied Health Assistant
- ---Dental Assistant
- ---Emergency Medical Responder
- ---Medical Assistant
- ---Nursing Assistant
- ---Sports Medicine & Fitness Trainer
- ---Public Health Worker

*Hospitality, Tourism, & Recreation Sector
- ---Kitchen Associates Sous Chef
- ---Restaurant Manager
- ---Guest Attendant, Hotel Manager

*Information & Communication Sector
- ---Cybersecurity Specialist
- ---Network System Specialist
- ---Programmer
- ---Web Designer/Developer
- ---Game Designer

*Marketing, Sales & Service Sector
- ---Entrepreneur

2023-24 Career Technical Education Programs

- ---Marketing Specialist
- ---Sports & Entertainment Marketer
- ---Sales Representative

*Public Service Sector

- ---Officer/Investigator
- ---Forensics Specialist
- ---Emergency Medical Responder
- ---Legal Administrative Assistant

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	24
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.5%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	77.83
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	2

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	80	80	80	80	80
Grade 7	83	83	83	83	83
Grade 9	82	82	82	82	82

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents feel welcomed and have been extremely active in the learning process with the school. Parents are encouraged to support student learning by monitoring curriculum progress using a parent portal where parents can see results of state testing as well as our internal NWEA benchmark test, unofficial transcripts, and class grades. This is to ensuring all work is completed with a high level of proficiency, promoting a growth mindset at home, participating in parent meetings, and participating in ELAC meetings, School Site Council, and Parent Academies. Parent meetings are held regularly to inform parents and gather feedback to refine further the parent support provided.

Parents are given the opportunity to provide feedback about the school using web-based surveys. Based on these findings, B.E.S.T. Academy leadership then analyzes the feedback and considers adjustments, resources, and support. Because of recent feedback expressing appreciation of the learning and engagement at the meetings, B.E.S.T. Academy has scheduled monthly as a minimum. Some of the main objectives of the parent meetings are to build an understanding of the various digital platforms, Social-Emotional workshops for parents, Parent Academy led by teachers to promote learning from home, Community partners to inform parents on post-secondary options and illustrate how to support student learning and monitor progress and academic growth. Parents are invited to complete an annual school climate survey to help inform the school's LCAP Goals and actions.

Supervising teachers meet 1:1 with their students at least once a month for a "Personal Learning Time" to discuss the student's academic progress and growth areas as well as provide Reading support. Parents are invited to attend these. Parents are invited to attend monthly field trips with their children.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	37.5	30.6	19.6	33.2	31.7	20.3	7.8	8.2	8.9
Graduation Rate	54.2	63.9	80.6	30.6	25.4	41.4	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	56	44	78.6
Female	30	20	66.7
Male	26	24	92.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	48	37	77.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	24	19	79.2
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	49	39	79.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	659	635	23	3.6
Female	300	287	15	5.2
Male	359	348	8	2.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	11	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	491	469	18	3.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	132	130	4	3.1
English Learners	229	223	11	4.9
Foster Youth	--	--	--	--
Homeless	65	61	1	1.6
Socioeconomically Disadvantaged	419	405	16	4.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	49	5	10.2

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

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.6	0.97	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

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

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

2024-25 School Safety Plan

The B.E.S.T Academy board updates and reviews our safety plan annually after gathering input from our educational partners. It was last reviewed on February 28, 2024, and approved in April, 2024. And reviewed by staff in August of 2024 during our

2024-25 School Safety Plan

annual staff professional development week.   The topics of our safety plan include:

Academic Ethics
Complaint Procedures
Conduct and Communication
Bullying and Prohibited Behaviors
Discipline and Due Process for Students
Child Abuse Reporting Procedures
Youth Suicide Prevention Policy
Homelessness Policy
Procedures for Notifying Teachers of Dangerous Pupils
Opioid Overdose Response Protocol
Procedures to Respond to Dangerous, Unlawful, or Violent Activities
Provisions of a Schoolwide Dress Code
Title IX Discrimination and Harassment Policy and Uniform Complaint Procedure

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	14	3		
4	6	8		
5	10	6	2	
6	12	20	6	
Other	25	2		1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	3	5		
4	7	3		
5	12	3	2	
6	6	27		
Other	11	6	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	22		
1	7	13		
2	4	60		
3	2	8		
4	4	13		
5	3	14		
6	6	24	5	
Other	11	5	2	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	31	1	6
Mathematics	16	14		4
Science	19	14		4
Social Science	16	16	2	6

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	49	1	5
Mathematics	13	16	1	3
Science	12	18	1	3
Social Science	11	22	1	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	42	2	4
Mathematics	13	15	2	3
Science	11	18	1	3
Social Science	12	19	1	4

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,104	1,778	$10,326	$72,021
District	N/A	N/A	$10,326	$72,021
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$10,771	$79,413
Percent Difference - School Site and State	N/A	N/A	-4.2	-9.8

Fiscal Year 2023-24 Types of Services Funded

B.E.S.T. Academy staff monitors student progress through a system of online independent core curricula and supplemental curricula. Students receive synchronous instructional time, and teachers offer office hours. Learning gaps are addressed in these meetings as well. High Dosage Tutoring (small group instruction) is a service provided to students demonstrating a gap in learning. Our tiered-reengagement and Multi-Tiered System of Support (MTSS) provides tutoring and a differentiated supplemental curriculum that is aligned to the individual student learning needs. Every student received a "Student Success Plan" aligned to their learning goals. Supplementary curriculum is assigned to students that is aligned to their identified needs in their Student Success Plan. Staff collaborates weekly to analyze learning data and progress toward mastery of standards and concepts. Bi-monthly student-teacher meetings to monitor student progress of curriculum. Bi-annually, students meet with school counselors to review credit progress for graduation and coursework necessary to meet their personalized college and career goals.

B.E.S.T. Academy staff collaborate with Special Education staff and necessary providers for all students with an IEP to provide modifications and accommodations. Staff participates in annual and triennial IEP meetings and collaborate with special

Fiscal Year 2023-24 Types of Services Funded

education staff on establishing an appropriate learning environment for each student with an IEP. Specialized Academic Instruction (SAI) Related Services are funded as well.

504 support, Resources, and services, weekly SEL Advisory classes.

Students classified as English Language Learners (ELL) are continuously monitored by the English Language Development (ELD) Department. Our monitoring services include tri-annual benchmark assessments that assist in providing data to identify growth and gaps. BEST services encompass designated and integrated. ELL's are provided with a personalized learning plan.

Student Recognition Assemblies, Art classes, field trips
support for, Academic, college and career and SEL

Support for students experiencing homelessness (hotspots, laptops, headphones, community referrals)

Students are given access to a Resource Library where parents can rent materials such as novels, instruments, and other instructional materials to support their learning.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	52,000	50,757
Mid-Range Teacher Salary	76,371	75,693
Highest Teacher Salary	98,342	105,687
Average Principal Salary (Elementary)	115,000	121,443
Average Principal Salary (Middle)	115,000	132,509
Average Principal Salary (High)	115,000	133,106
Superintendent Salary	145,000	167,660
Percent of Budget for Teacher Salaries	20.9	26.17
Percent of Budget for Administrative Salaries	6.7	6.29

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Effective professional development is results-driven to what students need to be successful and what the school needs to achieve its three LCAP Goals. Upon hiring and at the beginning of every school year, B.E.S.T. Academy employees review the employee handbook's formalized policies before signing their employment contract. Teachers must participate in staff orientation and technology training related to student information, learning management, and instructional materials. Teachers all participate in a mid-year self-review and end-of-year self-review and discuss their progress toward their individual goals and the school-wide goals with the administration.

At the start of the year, teachers participate in back-to-school professional development before the students begin. Professional development occurs throughout the year, with topics determined based on the current and changing needs of the students, teachers, and the school. The school holds weekly staff meetings with administration, support and instructional staff. Additionally, Instructional staff meets weekly for professional development in Assessment, curriculum, and instruction. Professional learning communities (PLCs) meet weekly.

To create alignment and sustainability, professional development also includes time for:
- Reviewing values, goals, and objectives of the school
- Discussing pedagogical strategies
- Opportunities to observe virtual classes
- A collective review of student work to develop next steps
- Collaborative planning time to develop lessons and strategies
- Analyses of formative and summative data to determine the next instructional steps
- Proposing strategies that build student-teacher-parent relationships and partnerships (Connect2Connect)
- Determining other professional development needs

For acquiring a more extensive breadth of knowledge and skills, professional development will also extend beyond the school. Teachers have the opportunity to attend various professional conferences that align with B.E.S.T. Academy's LCAP and Charter petition goals. The charter's protocol is for conference attendees to choose topics to explore deeper and present to the staff. Then, through the Train the Trainer model of professional development, teachers take ownership of their learning by implementing new-found strategies inside their own practices and then share the most promising ones with their colleagues.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	45	40	38