School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brookfield Engineering Science Technology Academy (BEST Academy)	37 68163 0139402	June 9, 2023	June 13, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The purpose of this school plan is to meet the needs of our school community as identified in our needs assessment.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Brookfield Engineering Science Technology (B.E.S.T.) Academy offers students a comprehensive, flexible learning environment, combined with a variety of support programs and services to ensure success. B.E.S.T. Academy is a tuition-free public charter school serving 3rd-12th grade students in San Diego, Orange, Riverside, and Imperial Counties.

B.E.S.T. Academy was founded out of desire to engage students in 21st century learning and provide access to college and career pathways combined with personalized guidance and support. Our teachers, counselors and leaders are passionate about student learning engagement and personalized academic coaching to give our students the foundational support 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 along with 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 21st century opportunity beyond secondary education.

Instruction, Intervention and Support efforts are aligned with the B.E.S.T. Academy LCAP Goals to ensure consistency and coherence when addressing ESSA requirements.

Goal 1: To emphasize and support literacy across all content areas to promote student academic language development.
Instruction at B.E.S.T. Academy focuses on Literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of Literacy supports will be offered to students, with specific support for all unduplicated students to develop Literacy, access curriculum, and support increased Lexile growth.

Goal 2: To support academic achievement in all content areas to promote each student's college and career readiness.
B.E.S.T. Academy supports student College and Career Readiness through a rigorous and engaging independent study curriculum. The core curriculum is aligned to all Common Core State Standards with supplemental programs that increase support for core curriculum and support career exposure and readiness.

Goal 3: To increase student, parent and community engagement to support excellence in student success.
B.E.S.T. Academy emphasizes our Connect 2 Connect philosophy, which strives to provide students with an engaging and inclusive student community through the by connecting students in curricular and extracurricular interactions at all campus activities. Teachers connect with students during interactive activities at all class meetings to provide students with both social and academic connections during class time. All staff seeks to provide positive interactions with all students and community members to foster personal connections in a digital environment.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

California Healthy Kids Survey 22-23: Is Administered to all students in grades 5, 7, 9, and 11 annually. Also administered to all parents and teachers annually. Results were analyzed by staff, students, and parents to identify areas of strength and growth.

Strengths
7th grade had a 100% response rate
9th grade had a 75% response rate
11th grade had a 33% response rate
Percentage of students that identify as Hispanic or Latinx: 7th grade 73%, 8th grade 93% and 11th grade 100%
7th and 9th graders report over 75% of academically motivated
Students feel the school does a good job in the promotion of parental involvement in school: 7th grade 72%, 8th grade 81% and 11th grade 73%.
Over 70% of students agree that they receive fair treatment from adults and teachers at BEST.
Over 70% feel they have an adult at the school who really cares about them
70% of staff feel they need more professional development to meet the social, emotional, and developmental needs of youth.
More than 70% of parents feel the school does a good job in communicating and in promoting parent involvement.
More than half of students report high academic motivation.
More than half of students in 7th and 9th report high levels of self-efficacy.
School keeps parents well informed about school activities: 94% said yes
Parents participated in a parent-teacher conference - 85% said yes
Parents - the school provides a supportive and inviting place for students to learn: 94%

Areas of Growth
Students reports low percentage of maintaining focus on schoolwork: 7th grade 25%, 8th grade 28% and 11th grade 30%
Less than half of students in each grade report meaningful participation: 7th grade 47%, 8th grade 43% and 11th grade 22%.
Students reports low percentage of maintaining focus on schoolwork: 7th grade 25%, 8th grade 28% and 11th grade 30%
58% of 11th graders report being academically motivated.
Information provided about why child is placed in particular groups: 20% said don't know. 26% said Not well
39% of students experience chronic sadness/hopelessness
40% of students report not speaking english well
42% of students feel adults at the school don't listen to them when they have something to say
68% harmful or occasional marijuana use

LCAP Survey 22-23: Administered to all Students, Parents, and Staff members annually. Feedback

from educational partners was analyzed by school leadership and used to inform LCAP and SPSA for upcoming year.
 Ongoing feedback from educational partners has been overall very positive about the programs and supports offered by BEST Academy as
outlined in the LCAP. Specific feedback of support included observations that student one on one meetings have been effective, general
appreciation for supportive BEST Academy staff members, observations of improvements in students' grades, and effective communication
with parents. Specific feedback for improvement was given for the necessity of celebrating student successes, an increase in the availability
of physical materials, more parent engagement, and an understanding of all school resources available to educational partners.

A Sample of Educational Partner Feedback from the LCAP Survey:
Goal 1:
- Motivation workshops so that students are prepared and enthusiastic about increasing literacy.
- More physical materials to boost engagement with reading.
- Amplify celebrating student successes including, but not limited to, an increase in access to local, state, and national literacy

contests.
- Continued review of supplemental programs that have shown effectiveness.
- Early implementation of NWEA prep for students including, but not limited to, free response questions.

Goal 2:
- More workshops to prepare students to improve college and career readiness for students and families.
- More motivation to boost their knowledge and develop and reach personal goals.
- Implement college and career readiness knowledge in earlier grades.
- Improvement in timely grading and feedback in a timely manner.
- Offering more CTE classes and opening AP courses.

Goal 3:
- More training and assistance for parents to increase familiarity with communication mediums and how to monitor progress.
- Offer more interactive activities and opportunities to support parent engagement.
- Necessity of current and effective communication methods with parents i.e. updated phone numbers and emails.
- Increased advertisement of School Board meetings.
- Better coordination with parents for meetings and workshops that fits their availability. Offer similar meetings at different times.
- More educational partner training in Parent Square.
- An increase in a whole community celebration of student successes.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed at least once a semester, provided feedback, as well as coaching to support teacher growth in instructional practice, following each observation. We contract with an educational partner who leads professional development twice monthly, on research based literacy and reading strategies that can be adapted to instruction in a virtual synchronous classroom. Teachers are observed to provide coaching and feedback on their effectiveness in implementing the literacy strategies they were trained on during their professional development. Teachers conduct peer observations of one another for the purpose of focusing on student learning. During PLCs teachers collaborate and discuss their peer observations as well as analyze student work. As part of the coaching and feedback of classroom instruction, teachers submit recordings of their classroom lessons.

Based on observations, a summary of our teacher's strengths. Relationship building between instructors and students, seamless access to materials, teacher's pace and energy in the sessions are positive, All students engaged in the conversations and opening discuss opportunities for growth, Reflective conversations on coursework progress
Areas of growth include a consistent and accurate use of literacy strategies learned during professional development, students in class were distracted, focused fluency goals and modeling of the goals for students. As a result, we will continue the observation and feedback teachers will receive via peers and leadership from their class recordings to Insight Advance. Teachers will participate in a coaching cycle of Preplanning, using data analyzed during PLCs, observation, and post-session feedback.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

B.E.S.T Academy uses multiple measures of state and local assessment to inform teaching and improve student achievement. Teachers use this data to inform instruction. In addition, we administer the NWEA MAP Growth assessment three times a year to monitor and respond to learning needs, track academic growth, establish SMART Goals and to check for understanding. During PLC, teachers analyze the MAP Growth test results with other local data to make informed instruction in both the classroom, individualized, and high dosage tutoring (HDT). Teachers look at individual, subgroup, and whole-class data to determine the type of intervention, including HDT, needed. Students track their own progress on the MAP Growth test. We will use CAASPP and CAST data to identify grade level proficiency in ELA, Math, and Science.

Based on student performance on the ELPAC exams, teachers form groups and adjust the curriculum to focus on areas in which the greatest skill gap is identified.
Throughout the school year, the ELD department uses multiple measures to monitor student performance, including results attained on placement exams on charter's adopted digital core curriculum as well as NWEA scores.

In order to establish appropriate support for each Special Education student, collecting applicable data and reviewing it within IEP meetings is essential. We also use the diagnostic data provided by the general education curriculum to establish goals that will help benefit the students individually. Teachers are also able to analyze the state assessments while considering all possible accommodations that are implemented to the benefit of the child in the most supportive ways. Reviewing such assessments and data is impertinent to establishing Specialized Academic Instruction and all other related services.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All instructional staff members at B.E.S.T. Academy continuously review current and prior year assessment data. Teachers utilize NWEA, CAASPP, ELPAC, and research based supplemental and core curriculum data. Through PLCs, teachers at grade level and content areas modify instruction and curriculum-embedded assessments through differentiation. Our school monitors data to evaluate performance to meet SMART goals to ensure academic growth. We monitor student G.P.A., progress reports, attendance numbers, educational partner surveys, and classroom observations to provide whole student data which directly ties into engagement with the curriculum. Teachers and administrators run assessment data on a daily basis to inform the effectiveness of student placement and ensure student engagement. Teachers use data to drive future class and individual instructional needs and to communicate to families the current progress of their students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff members, except one, are qualified, and appropriately credentialed in the areas that they are serving. Staff member is working on getting their credential. Teacher credentials are monitored to assure that staff continue to meet requirements to teach in California.

96% of teaching staff are cleared credentialed or in an induction program to clear their credential. 1 teacher is currently pursuing the Chemistry and Earth Science authorization to be highly qualified in both those subjects.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is available to teachers to provide professional growth opportunities and induction to clear teaching credentials as needed. All courses are provided with an appropriate SBE-adopted curriculum as required and all teachers have access to instructional resources and support provided by curriculum providers.

B.E.S.T. Academy aims to support educationally-disadvantaged students to achieve success in education and pursue postsecondary education and obtain meaningful employment. Teacher professional development focuses on
- Assessment
- Curriculum
- Instruction
- Equity
- Professional Learning

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers participate in a variety of professional development that is aligned to NGSS, ELD, and CCSS content standards and the needs of students, based on their performance, throughout the year.   Teachers are trained on effective literacy instructional strategies for online and independent study learning. Professional development is aligned with implementing our digital curriculum and platforms with fidelity. Teachers are trained on the implementation of the NWEA MAP Growth data reports and how to use them to create student groups, differentiate instruction, and adjust their teaching in the classroom. Teachers participate in PLCs to share best practices with each other and determine how to support their students based on their student data. Teachers are provided weekly data reports of student progress in our digital curriculum which provides an effective way of measuring student growth and teacher effectiveness. Teachers attend professional development conferences and bring what they learn back to their PLCs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers participate in weekly professional development. They are trained in Instructional best practices literacy, online teaching and SEL instruction that allows our teachers to fully implement B.E.S.T Academy's adopted standards based digital curriculum, pacing guide, SMART Goals and A-G courses. Teachers benefit from an instructional coach, curriculum coordinator, and an SEL teaching expert conduct weekly professional development. Observations provide coaching and support to teachers. ELD specialists meet regularly with teachers in PLC to offer teaching strategies and support for our students in ELD.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaborative planning is a priority for B.E.S.T. Academy. Teachers utilize PLC to collaborate by grade bands. We have a grade 3-7 PLC, and a grade 8-12 PLC. PLC groupings are altered based on teacher-stated input to support the needs of their students, sometimes meeting together according to content, rather than grade level. Teachers analyze student performance data and determine what support students need.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

B.E.S.T. Academy practices standards-based grading and mastery learning practices. Within our adopted digital curriculum objectives and learner outcomes are presented at the beginning of each lesson. All curriculum is aligned to CCSS, NGSS, and ELD standards, as well as meets A-G requirements for high school.

Additionally, all the supplemental digital curriculum programs meet the students at the individual level of performance to accelerate learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with the CA CDE instructional time required for ELD, Language Arts and math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

B.E.S.T. Academy is a fully online and independent study program which allows for flexibility in scheduling virtual intervention programs both synchronous and asynchronous. Supporting students with academic needs is a priority. Student(s) are scheduled for High Dosage Tutoring and ensure our synchronous classes have intervention embedded into it. SAI is provided for students with IEPs as required. Teachers meet a minimum of once per month in 1:1 meetings with every one of their students. During the 1:1 meetings with their students teachers help keep their students accountable for their assignments, help their students make instructional goals and practice reading fluency.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students at B.E.S.T. Academy have access to and receive instruction through a charter adopted California standards aligned digital curriculum as required by the Williams Act. The high school courses are approved to meet UC "A-G" requirements. Supplementary digital curriculum is identified for students based on student needs identified by teachers.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use a curriculum that is aligned to the CA CCSS, ELD and NGSS standards. This includes a research-based supplementary curriculum that is designed to meet students where they are and schaffel instruction to accelerate learning.

To ensure that each student receives optimal instruction, their performances are constantly assessed and modifications are made to the design and goals of each of their programs to ensure that they meet or exceed the grade-level standards. Having a variety of supplementary curricula and the continued support of their teachers ensure students have access to rigorous, relevant, and coherent curricula in all content areas.

Students can access online curriculum anytime and anywhere. Students are provided the technology and resources needed to access all curriculum 24/7.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

B.E.S.T Academy ensures that effective research and evidence-based instructional strategies are being implemented through collaborative classroom observations and PLCs, MTSS, and HDT. There is a focus on reading and literacy in all content areas. Teachers are trained on and use the following:

- Close reading strategies
- Scaffolding
- Break-out rooms for small group activities strategies from John Hattie's Visible Learning for Teachers
- Accelerated learning
- Science of Reading Strategies

Our digital curriculum follows the Understanding by Design pedagogy to ensure all students are able to demonstrate learning on key standards, as outlined in CCSS and NGSS.

Our supplemental curriculum has demonstrated strong evidence for ESSA. We use research-based strategies with proven high effect sizes, such as strategies measured by Metametrics. Our PLCs meet weekly to discuss and implement these research-based learning strategies and analyze data to target specific learning and behavioral needs. These needs are addressed through our MTSS and HDT sessions with individual targeted goals. Strategies to address English learner needs (GLAD) and implemented in the classrooms through the support of our ELD Coordinator.

We are committed to improving our MTSS model based on whole student data. The data from curriculum-embedded assessments are reviewed during grade-level PLCs to determine student placement and progress, and to inform instruction.

Evidence-based educational practices to raise student achievement

Students that are underperforming are provided with additional support to help them meet grade level standards. Teachers provide tutoring for students needing help with their classwork. Students attend virtual synchronous classes for all core subjects as well as ELD and Spanish class.

Students are provided the following:
- monthly 1:1 meetings with their teacher
- Differentiated Instruction
- High Dosage Tutoring
- Meetings with Success Coaches
- SDAIE Strategies
- Integrated and Designated ELD
- SAI for students with IEPs
- MTSS and SSTs
- Summer School
- Synchronous classes

B.E.S.T. Academy maintains high-quality Special Education services for our students. Student performance data is collected in order to ensure that a proper review of possible needs is supported through SPED and related services. The goals are standard based in order to assist in filling the gaps of where the student currently is and where they are required to be via state standards. Specialized Academic Instruction and related services are then assigned to students during the IEP meeting in order to support the students' access to the curriculum and assist where the student may be underperforming.

In addition to tutoring, students are provided research-based ESSA approved "STRONG" rated digital supplemental curriculum to provide individualized academic support to accelerate learning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Students have the opportunity to participate in a variety of teacher sponsored clubs, and summer school extended learning opportunities. Workshops are provided approximately twice per month for students and parents. Assigned Success Coaches for students. Understanding the NWEA MAP Growth test.

The ELD department holds regular workshops for parents of English Learners, addressing diverse topics such as state testing, ELPAC, reclassification process, time management strategies, how to support students at home, overall EL program information and expectations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

B.E.S.T. Academy understands the importance of involving parents', the community and all educational partners in the planning and implementation of these programs. To that end both School Site Council and ELAC meet regularly to monitor the SPSA

Parent meetings, such as the ELAC, also serve to provide an understanding of the school's purpose, the schoolwide learner outcomes, and academic standards.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Students are provided with supplemental instructional materials to support student proficiency in core content courses. Additional professional and parent development resources are provided to staff and parents to provide additional ways to support at-risk students in achieving core content proficiency.

Fiscal support (EPC)

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL
The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with LEA policy:
Title I
ESSER I
ESSER II
These funds will be used as outlined in Actions and Goals contained within this report.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

We made a strategic outreach plan to reach all educational partners. Board agendas center around actions in LCAP and are re-reviewed
with members. Prior to developing the 23-24 SPSA, a comprehensive survey was sent to all students, parents, guardians, and employees of
B.E.S.T Academy asking for feedback on a wide variety of areas to inform the three LCAP Goals and implementation of Actions within the
LCAP. An overview of the SPSA, including LCAP goals, metrics, actions, and expenditures was shared with parents and community members at
open meetings, held in person via parent and student focus groups as well as a hybrid whole community meeting; the same information was

presented in English and Spanish. A similar presentation is posted on the BEST Academy Charter School website. Parents were given a
survey to provide feedback on the goals. Staff members were presented with a similar survey. This information was also messaged out to all
Parents via Parent Square. Parents on the English Learner Advisory Committee were given a presentation specifically about the support
provided for English Learner students. The same information was also shared with the members of the School Site Council at an open public
meeting. Feedback on the LCAP goals is a regular topic at parent meetings, including SSC and ELAC, which is gathered through surveys
and meeting notations. Ongoing feedback is used to inform implementation and create specific actions in the SPSA. We have established
MOUs for external providers to provide services to our educational partners. We have public board meetings agendas are posted 72 hours
before these meetings. We advertise these meetings via Social Media, Parent Square, and our school website.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Goal 1: High number of English Learner students enrolled require consistent focus on literacy development. High number of Low-income students demonstrate need for mentorship and individualized support to access literacy development activities and resources. Many students are dual-identified as both EL and Low-Income.

Goal 2: Focus on at-risk students achieving success in core content courses, with high numbers of students identified as EL, SPED, HY/FY, low-income, or dual-identified. Some students report connectivity issues, device issues, and other challenges due to online learning.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Grade3	25	20	13
Grade 4	24	27	20
Grade 5	45	34	32
Grade 6	54	54	26
Grade 7	63	58	49
Grade 8	55	61	44
Grade 9	41	50	49
Grade 10	23	61	56
Grade 11	32	36	54
Grade 12	22	38	36
Total Enrollment	384	439	379

Conclusions based on this data:

1. Elementary grades saw the largest decrease in 22-23

2. Enrollment has decreased from the 21-22 to the 22-23 school year

3. Significant enrollment growth from the 20-21 to 21-22 school years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	206	297	206	53.6%	67.7%	54.4%
Fluent English Proficient (FEP)	42	55	60	10.9%	12.5%	15.8%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. ELs represent a significant and growing portion of the student body, which is consistent across all grade levels.

2. During the 19-20 school year only 2 enrolled student qualified as an English Learner. The number of ELs grew to 206 in the following year.

3. 20 students are eligible to re reclassified as Fluent English proficient in the 22-23 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22	22		0	20		0	20		0.0	90.9	
Grade 4	22	34		0	29		0	29		0.0	85.3	
Grade 5	42	32		0	29		0	29		0.0	90.6	
Grade 6	51	54		0	52		0	52		0.0	96.3	
Grade 7	53	54		0	47		0	47		0.0	87.0	
Grade 8	44	67		0	60		0	60		0.0	89.6	
Grade 11	30	38		0	32		0	32		0.0	84.2	
All Grades	264	301		0	269		0	269		0.0	89.4	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2285.			0.00			0.00			20.00			80.00	
Grade 4		2370.			0.00			10.34			17.24			72.41	
Grade 5		2365.			3.45			3.45			6.90			86.21	
Grade 6		2364.			0.00			1.92			9.62			88.46	
Grade 7		2425.			0.00			6.38			23.40			70.21	
Grade 8		2444.			1.67			10.00			21.67			66.67	
Grade 11		2462.			3.13			12.50			21.88			62.50	
All Grades	N/A	N/A	N/A		1.12			6.69			17.47			74.72	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		0.00			21.15			78.85	
Grade 7		6.38			38.30			55.32	
Grade 8		3.33			45.00			51.67	
Grade 11		0.00			59.38			40.63	
All Grades		1.86			41.64			56.51	

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		0.00			11.54			88.46	
Grade 7		0.00			34.04			65.96	
Grade 8		1.67			26.67			71.67	
Grade 11		0.00			34.38			65.63	
All Grades		0.37			26.02			73.61	

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		1.92			46.15			51.92	
Grade 7		2.13			68.09			29.79	
Grade 8		3.33			60.00			36.67	
Grade 11		9.38			53.13			37.50	
All Grades		2.97			58.74			38.29	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		0.00			48.08			51.92	
Grade 7		2.13			51.06			46.81	
Grade 8		5.00			56.67			38.33	
Grade 11		6.25			62.50			31.25	
All Grades		3.72			50.56			45.72	

Conclusions based on this data:

1. 8% of students scoring at or above standard on ELA CAASPP. Proficiency on CAASPP Exams continues to be an area of focus.

2. NWEA MAP Growth testing was offered to provide information to teachers and families about student performance and progress toward core content mastery.

3. Students have shown growth on NWEA MAP testing, but are still scoring overall below grade level on CAASPP testing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	\# of Students Enrolled			\# of Students Tested			\# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22	22		0	21		0	21		0.0	95.5	
Grade 4	22	34		0	29		0	29		0.0	85.3	
Grade 5	42	32		0	29		0	29		0.0	90.6	
Grade 6	51	54		0	52		0	52		0.0	96.3	
Grade 7	53	54		0	47		0	47		0.0	87.0	
Grade 8	44	67		0	60		0	60		0.0	89.6	
Grade 11	30	38		0	32		0	32		0.0	84.2	
All Grades	264	301		0	270		0	270		0.0	89.7	

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2315.			0.00			0.00			28.57			71.43	
Grade 4		2352.			0.00			0.00			20.69			79.31	
Grade 5		2353.			0.00			0.00			10.34			89.66	
Grade 6		2361.			0.00			3.85			5.77			90.38	
Grade 7		2392.			0.00			0.00			14.89			85.11	
Grade 8		2409.			1.67			1.67			11.67			85.00	
Grade 11		2421.			0.00			0.00			3.13			96.88	
All Grades	N/A	N/A	N/A		0.37			1.11			12.22			86.30	

Overall Achievement for All Students

Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		1.92			9.62			88.46	
Grade 7		0.00			14.89			85.11	
Grade 8		0.00			26.67			73.33	
Grade 11		0.00			9.38			90.63	
All Grades		0.37			15.19			84.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		0.00			23.08			76.92	
Grade 7		0.00			36.17			63.83	
Grade 8		3.33			41.67			55.00	
Grade 11		0.00			43.75			56.25	
All Grades		0.74			31.48			67.78	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		*			*			*	
Grade 5		*			*			*	
Grade 6		0.00			34.62			65.38	
Grade 7		0.00			46.81			53.19	
Grade 8		0.00			38.33			61.67	
Grade 11		0.00			56.25			43.75	
All Grades		0.00			41.85			58.15	

Conclusions based on this data:

1. 1% of students scoring at or above mastery on Math CAASPP. Proficiency on CAASPP assessments continues to be an area of focus.

2. NWEA MAP Growth testing was offered to provide information to teachers and families about student performance and progress toward core content mastery.

3. Students have shown growth on NWEA MAP testing, but are still scoring overall below grade level on CAASPP testing.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	1428.7	1431.9		1407.0	1420.9		1450.1	1442.6		14	12	
4	1463.9	1472.1		1460.2	1450.9		1467.2	1492.8		13	19	
5	1432.7	1456.8		1406.3	1430.0		1458.6	1483.3		24	22	
6	1470.3	1462.7		1458.7	1442.6		1481.2	1482.3		18	37	
7	1474.5	1489.8		1463.9	1477.1		1484.6	1502.1		31	30	
8	1488.5	1496.9		1473.5	1488.3		1503.3	1504.9		20	29	
9	1511.4	1498.4		1493.9	1478.4		1528.3	1517.9		16	34	
10	1478.7	1495.5		1448.5	1467.2		1508.2	1523.2		12	33	
11	1491.9	1500.8		1461.5	1478.1		1521.8	1522.8		22	15	
12	1521.8	1530.1		1488.2	1515.9		1554.9	1543.4		12	15	
All Grades										182	246	

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	0.00	9.09		14.29	9.09		14.29	18.18		71.43	63.64		14	11	
4	7.69	21.05		15.38	10.53		30.77	31.58		46.15	36.84		13	19	
5	4.35	4.55		0.00	18.18		17.39	18.18		78.26	59.09		23	22	
6	5.88	2.70		5.88	10.81		47.06	29.73		41.18	56.76		17	37	
7	12.90	0.00		9.68	25.00		12.90	42.86		64.52	32.14		31	28	
8	5.00	6.90		20.00	17.24		40.00	41.38		35.00	34.48		20	29	
9	12.50	5.88		12.50	17.65		25.00	35.29		50.00	41.18		16	34	
10	16.67	3.03		0.00	27.27		16.67	15.15		66.67	54.55		12	33	
11	9.09	0.00		13.64	20.00		22.73	40.00		54.55	40.00		22	15	
12	8.33	6.67		8.33	46.67		41.67	0.00		41.67	46.67		12	15	
All Grades	8.33	5.35		10.00	19.75		25.56	28.81		56.11	46.09		180	243	

Overall Language — Percentage of Students at Each Performance Level for All Students

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	0.00	18.18		14.29	9.09		21.43	9.09		64.29	63.64		14	11	
4	15.38	26.32		23.08	21.05		15.38	15.79		46.15	36.84		13	19	
5	4.35	9.09		13.04	22.73		4.35	18.18		78.26	50.00		23	22	
6	11.76	8.11		23.53	24.32		35.29	21.62		29.41	45.95		17	37	
7	16.13	7.14		19.35	42.86		6.45	21.43		58.06	28.57		31	28	
8	20.00	10.34		25.00	34.48		20.00	20.69		35.00	34.48		20	29	
9	25.00	5.88		18.75	38.24		6.25	17.65		50.00	38.24		16	34	
10	16.67	9.09		0.00	24.24		16.67	15.15		66.67	51.52		12	33	
11	13.64	0.00		22.73	26.67		9.09	33.33		54.55	40.00		22	15	
12	8.33	26.67		41.67	26.67		8.33	6.67		41.67	40.00		12	15	
All Grades	13.33	10.70		20.00	28.81		13.33	18.52		53.33	41.98		180	243	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	0.00	0.00		7.14	18.18		28.57	9.09		64.29	72.73		14	11	
4	0.00	5.26		7.69	21.05		30.77	31.58		61.54	42.11		13	19	
5	4.35	9.09		0.00	4.55		17.39	13.64		78.26	72.73		23	22	
6	0.00	0.00		5.88	8.11		11.76	24.32		82.35	67.57		17	37	
7	3.23	0.00		6.45	0.00		22.58	53.57		67.74	46.43		31	28	
8	0.00	0.00		5.00	10.34		45.00	41.38		50.00	48.28		20	29	
9	12.50	0.00		6.25	17.65		18.75	35.29		62.50	47.06		16	34	
10	0.00	0.00		16.67	15.15		25.00	33.33		58.33	51.52		12	33	
11	0.00	0.00		13.64	6.67		27.27	40.00		59.09	53.33		22	15	
12	8.33	0.00		8.33	20.00		41.67	33.33		41.67	46.67		12	15	
All Grades	2.78	1.23		7.22	11.52		26.11	32.92		63.89	54.32		180	243	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	14.29	9.09		21.43	18.18		64.29	72.73		14	11	
4	15.38	16.67		53.85	33.33		30.77	50.00		13	18	
5	4.35	9.09		47.83	36.36		47.83	54.55		23	22	
6	5.88	2.70		58.82	43.24		35.29	54.05		17	37	
7	6.45	0.00		32.26	50.00		61.29	50.00		31	28	
8	10.00	0.00		55.00	68.97		35.00	31.03		20	29	
9	0.00	2.94		50.00	47.06		50.00	50.00		16	34	
10	8.33	3.03		16.67	45.45		75.00	51.52		12	33	
11	0.00	0.00		50.00	46.67		50.00	53.33		22	15	
12	8.33	0.00		75.00	53.33		16.67	46.67		12	15	
All Grades	6.67	3.72		45.56	46.28		47.78	50.00		180	242	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	0.00	27.27		35.71	18.18		64.29	54.55		14	11	
4	15.38	15.79		38.46	47.37		46.15	36.84		13	19	
5	4.35	20.00		13.04	25.00		82.61	55.00		23	20	
6	25.00	21.62		37.50	29.73		37.50	48.65		16	37	
7	31.03	39.29		13.79	28.57		55.17	32.14		29	28	
8	25.00	31.03		40.00	31.03		35.00	37.93		20	29	
9	43.75	35.29		6.25	29.41		50.00	35.29		16	34	
10	25.00	33.33		8.33	12.12		66.67	54.55		12	33	
11	23.81	28.57		19.05	35.71		57.14	35.71		21	14	
12	16.67	53.33		33.33	13.33		50.00	33.33		12	15	
All Grades	21.59	30.42		23.30	27.08		55.11	42.50		176	240	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	7.14	0.00		28.57	18.18		64.29	81.82		14	11	
4	0.00	5.26		30.77	47.37		69.23	47.37		13	19	
5	4.35	9.09		17.39	22.73		78.26	68.18		23	22	
6	5.88	2.70		0.00	18.92		94.12	78.38		17	37	
7	9.68	0.00		12.90	35.71		77.42	64.29		31	28	
8	15.00	10.34		20.00	20.69		65.00	68.97		20	29	
9	18.75	11.76		18.75	29.41		62.50	58.82		16	34	
10	8.33	12.12		33.33	39.39		58.33	48.48		12	33	
11	4.55	0.00		40.91	33.33		54.55	66.67		22	15	
12	16.67	20.00		33.33	46.67		50.00	33.33		12	15	
All Grades	8.89	7.41		22.22	30.45		68.89	62.14		180	243	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
3	0.00	0.00		35.71	27.27		64.29	72.73		14	11	
4	0.00	5.26		38.46	52.63		61.54	42.11		13	19	
5	0.00	4.55		17.39	36.36		82.61	59.09		23	22	
6	0.00	0.00		70.59	51.35		29.41	48.65		17	37	
7	3.23	0.00		38.71	67.86		58.06	32.14		31	28	
8	0.00	0.00		55.00	72.41		45.00	27.59		20	29	
9	0.00	0.00		50.00	52.94		50.00	47.06		16	34	
10	0.00	0.00		33.33	45.45		66.67	54.55		12	33	
11	0.00	0.00		45.45	46.67		54.55	53.33		22	15	
12	8.33	0.00		58.33	60.00		33.33	40.00		12	15	
All Grades	1.11	0.82		43.33	53.09		55.56	46.09		180	243	

Conclusions based on this data:

1. Overall student results show 25.1% of students scored a 3 or 4 in Overall Language. This data indicates that support for English Learners is a area of need for B.E.S.T. Academy. Data shows a 5% increase from previous year.

2. Student showed promising results in Oral Language Domains. Overall Oral Language results show 39.51% of students scoring a 3 or 4 overall, with 50% of students scoring 3 or 4 in the Listening Domain and 57.5% of students scoring 3 or 4 in the Speaking Domain.

3. Students results indicate Written Language Domains are an area of need. Overall Written Language results show 113.75% of students scoring a 3 or 4 overall. This represents a 3.5% growth from the previous year but still shows much growth is needed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
439	**71.8**	**67.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Brookfield Engineering Science Technology Academy (BEST Academy).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	297	67.7
Foster Youth		
Homeless	3	0.7
Socioeconomically Disadvantaged	315	71.8
Students with Disabilities	17	3.9

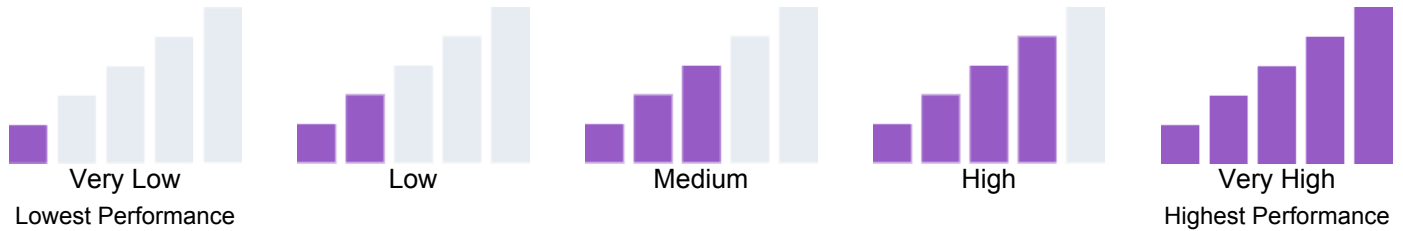| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	1	0.2
Asian	1	0.2
Filipino	1	0.2
Hispanic	422	96.1
Two or More Races		
Pacific Islander	1	0.2
White	11	2.5

Conclusions based on this data:

1. 71.8% of students qualify as Socioeconomically Disadvantaged, an area of focus to provide support for students.

2. 67.7% of students are classified as English Learners, an area of focus to provide support for students.

3. Many students are dual-identified as both English Learner and Socioeconomically Disadvantaged, indicating a need for support to address needs of both student groups.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low — Lowest Performance
Low
Medium
High
Very High — Highest Performance

2022 Fall Dashboard Overall Performance for All Students

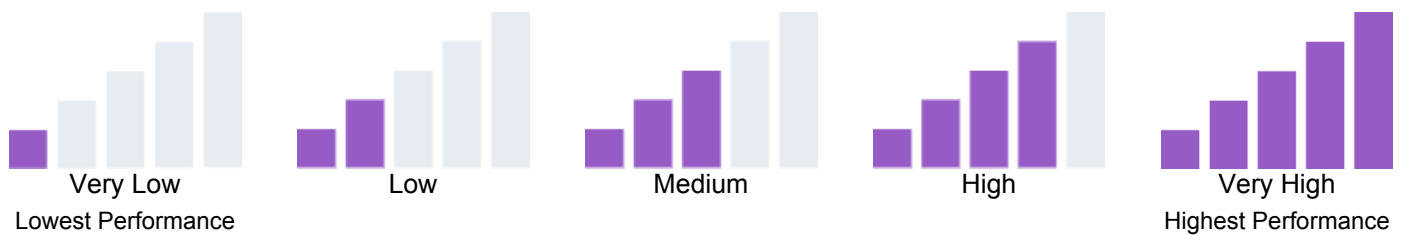| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Very Low	**Suspension Rate** Very Low
Mathematics Very Low	**Chronic Absenteeism** Very Low	
English Learner Progress VeryLow		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. zero students were suspended in 22-23

2. Chronic Abseentism is very low

3. 20 students were reclassified as fluent english proficient.
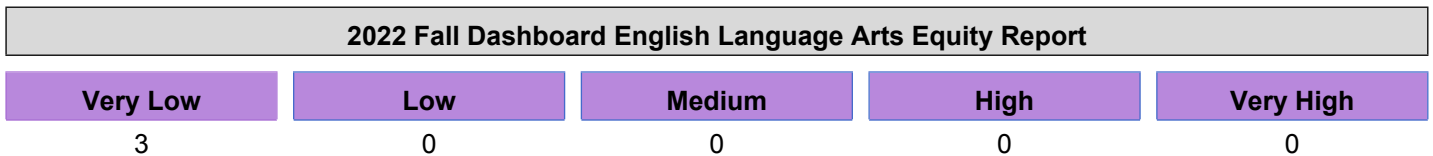
School and Student Performance Data

Academic Performance
English Language Arts
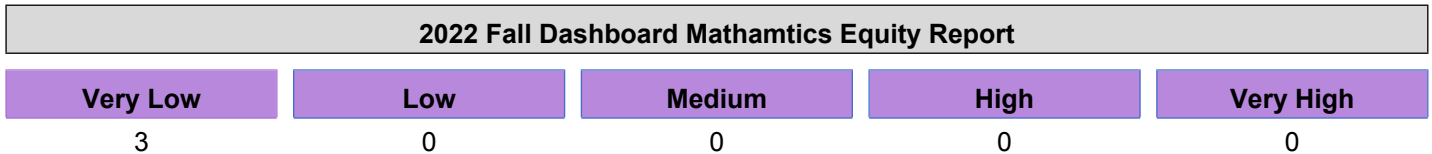
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
133.1 points below standard	154.2 points below standard	
202 Students	138 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
2 Students	131.5 points below standard	6 Students
	150 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

African American

No Performance Level
1 Student

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

Very Low
134.0 points below standard
196 Students

White

No Performance Level
4 Students
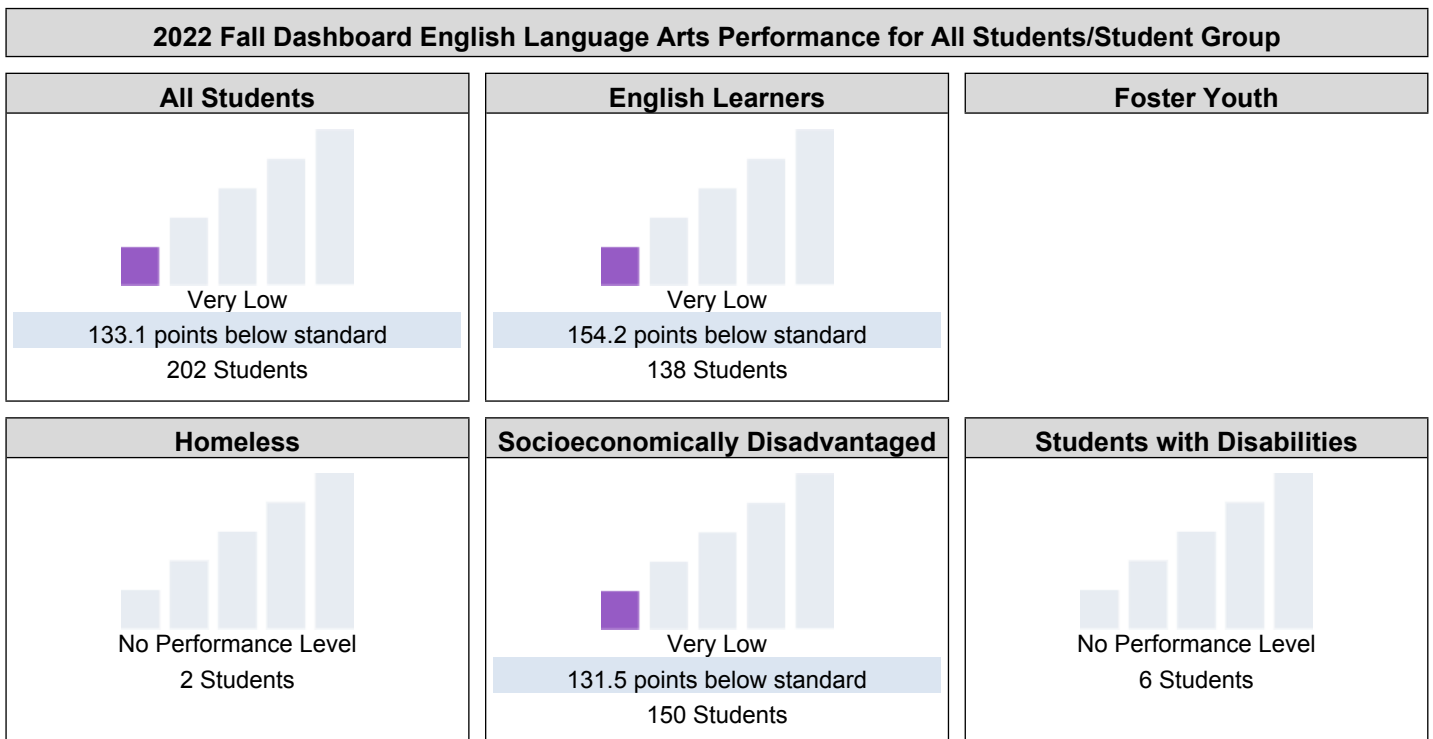
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
169.5 points below standard	18.7 points below standard	93.7 points below standard
124 Students	14 Students	45 Students

Conclusions based on this data:

1. There are 3 student groups that are identified as very low in ELA

2. Our current English Learner population, reclassified English Learner and English only all scored below standard

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
175.2 points below standard	186.2 points below standard	
202 Students	138 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
2 Students	170.0 points below standard	6 Students
	150 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

African American

No Performance Level
1 Student

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

Very Low
174.7 points below standard
196 Students

White

No Performance Level
4 Students
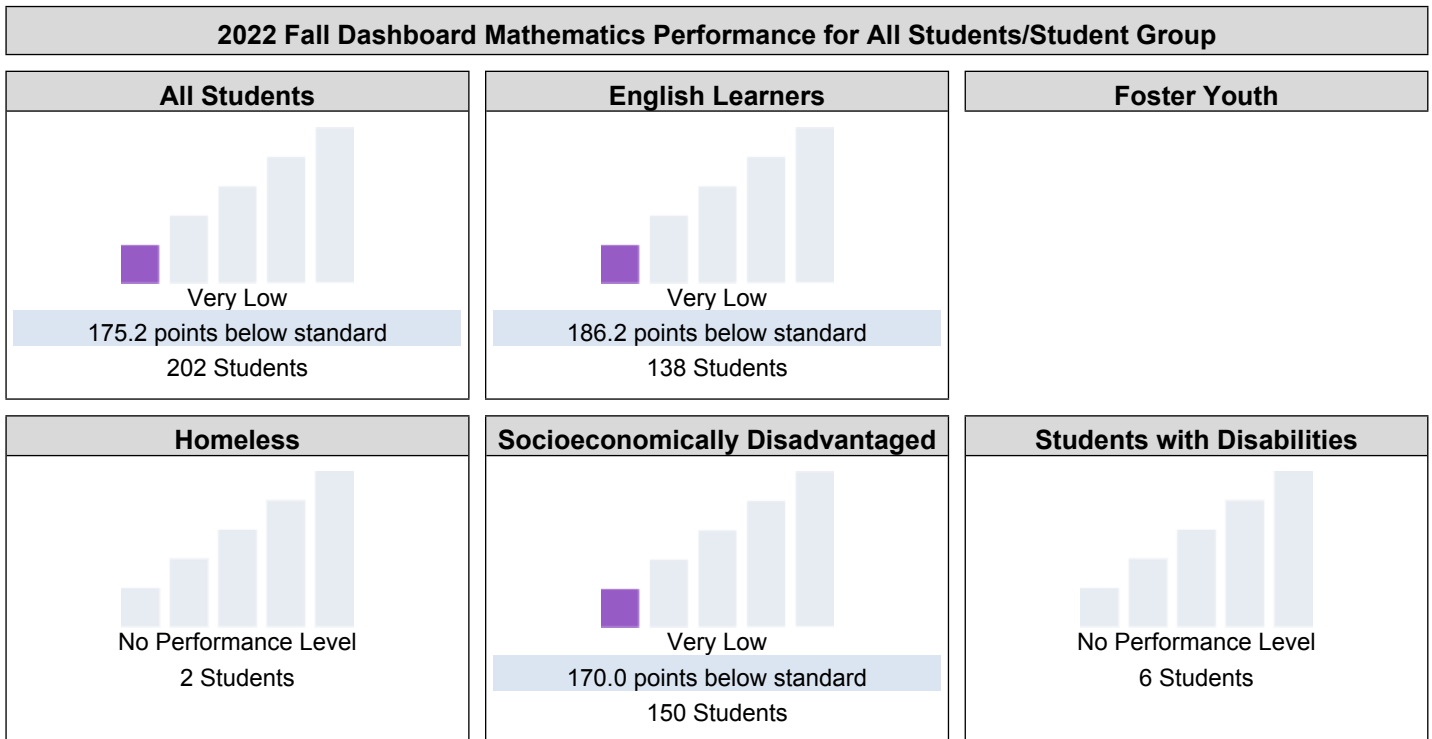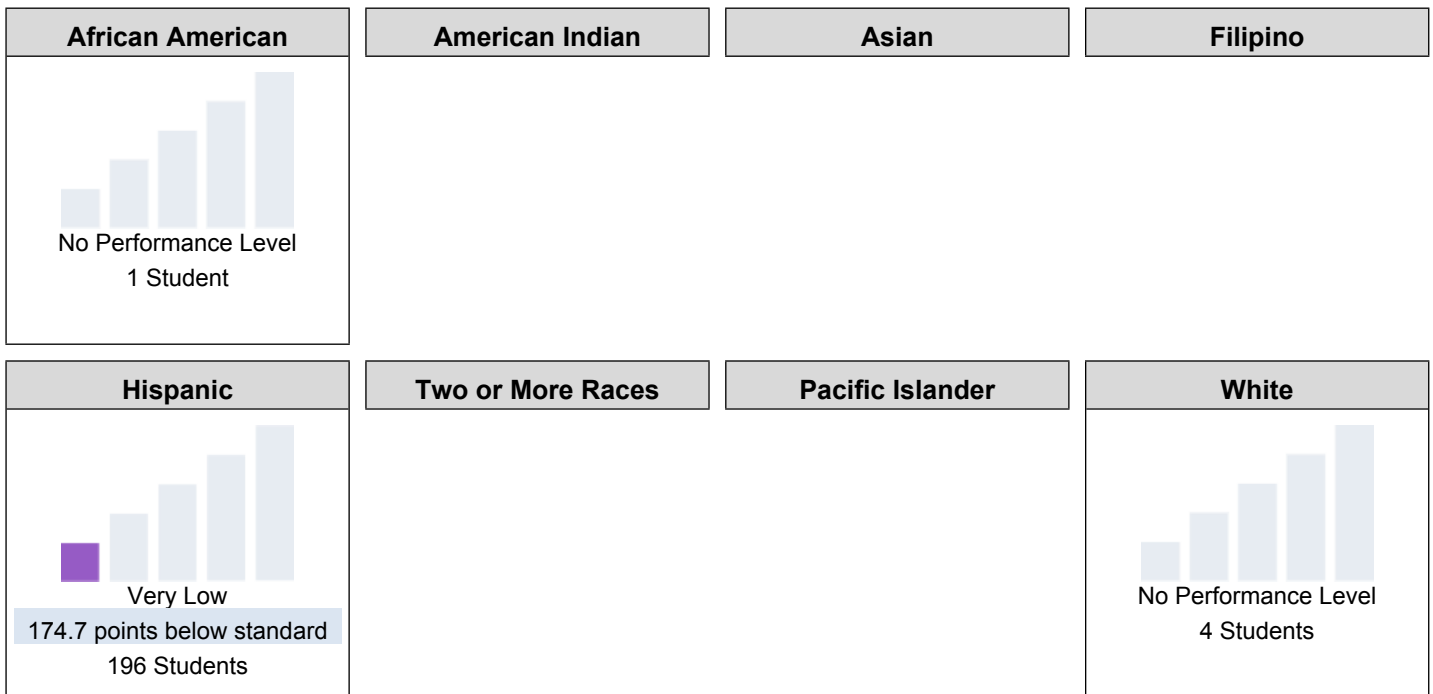
This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
200.4 points below standard	60.4 points below standard	160.7 points below standard
124 Students	14 Students	45 Students

Conclusions based on this data:

1. There are 3 student groups that are identified as very low in ELA

2. Current English Learner students, Reclassified Learners, and English only scored below standard.

3. N/A

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
VeryLow
32.4 making progress towards English language proficiency
Number of EL Students: 145 Students
Performance Level: 1
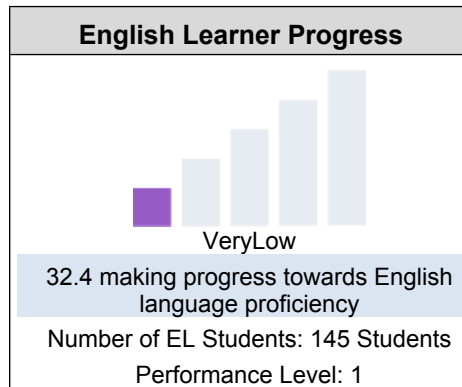
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
13.1%	54.5%	1.4%	31.0%

Conclusions based on this data:

1. 32.4% making progress towards english proficiency

2. Majority of students maintained their ELIP level from previous year.

3. 31% progressed at least one ELPI level

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
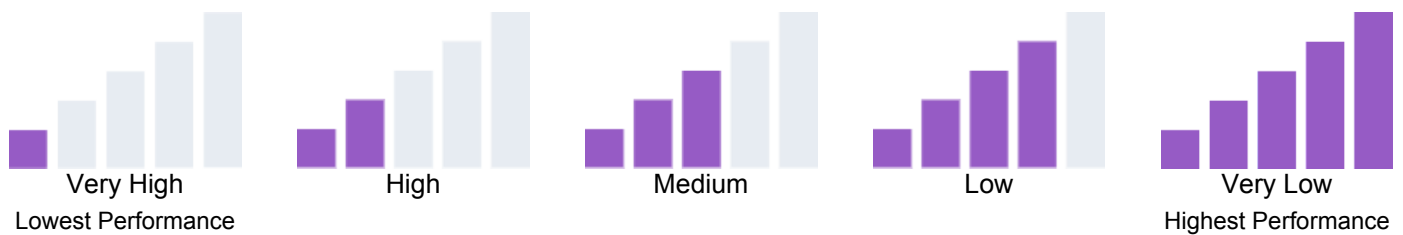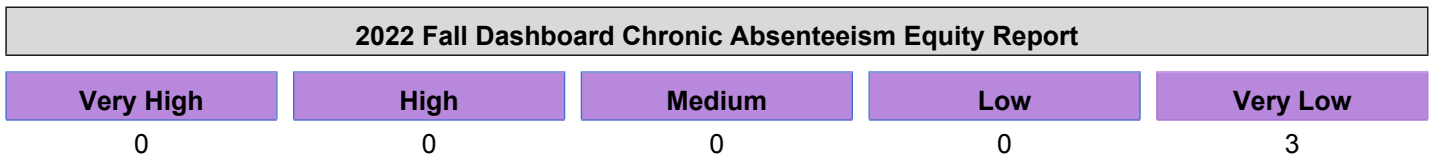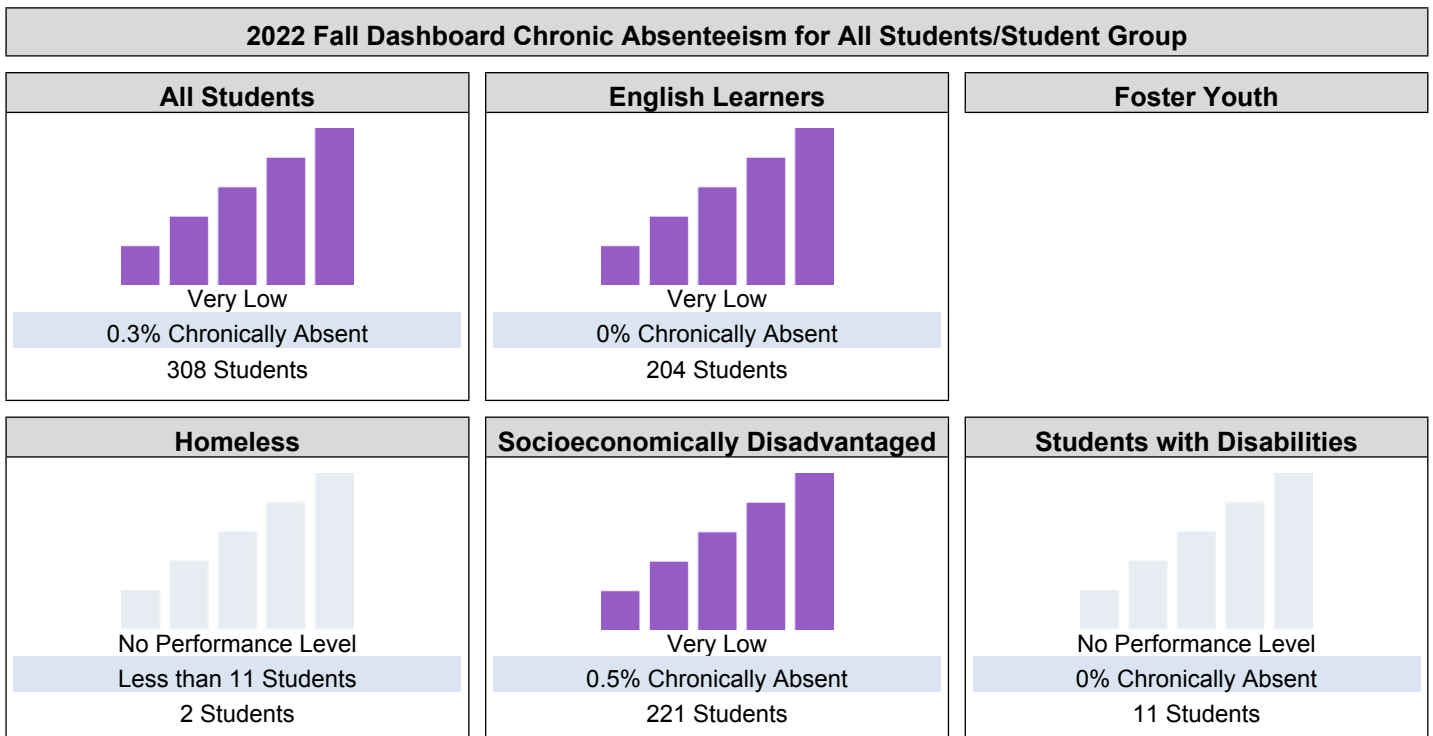
Conclusions based on this data:

1. Eligible cohort of 23 students represents a small sample size for statistical analysis of college/career readiness trends.

2. Students can now complete a complete CTE pathway and/or can now take college courses concurrently while in high school

3. B.E.S.T. Academy received WASC Certification and subsequent A-G authorization in 20-21. Students can now graduate with A-G completion

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 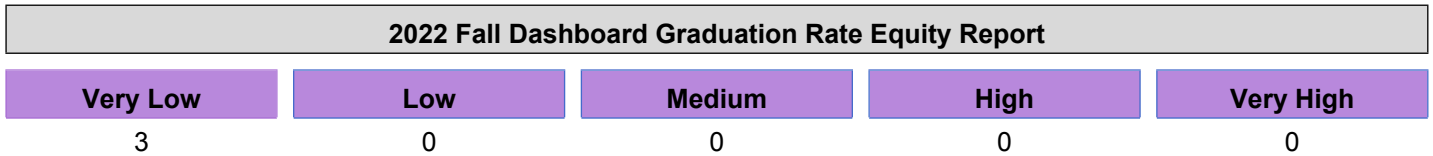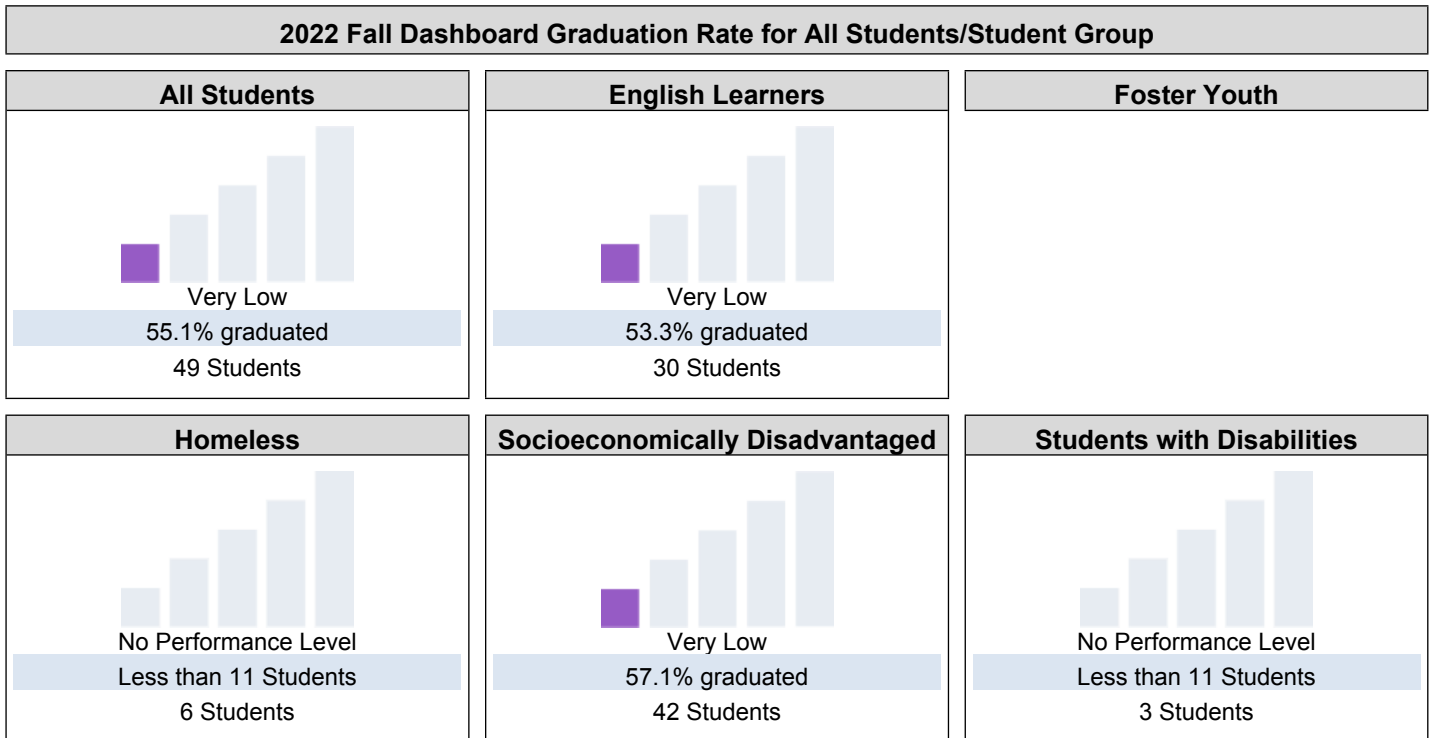note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	3

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	
0.3% Chronically Absent	0% Chronically Absent	
308 Students	204 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
Less than 11 Students	0.5% Chronically Absent	0% Chronically Absent
2 Students	221 Students	11 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino

African American

No Performance Level

Less than 11 Students

2 Students

Hispanic	Two or More Races	Pacific Islander	White

Hispanic

Very Low

0% Chronically Absent

294 Students

Two or More Races

No Performance Level

Less than 11 Students

2 Students

Pacific Islander

No Performance Level

Less than 11 Students

1 Student

White

No Performance Level

Less than 11 Students

9 Students

Conclusions based on this data:

1. Chronic Absenteeism is very low

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
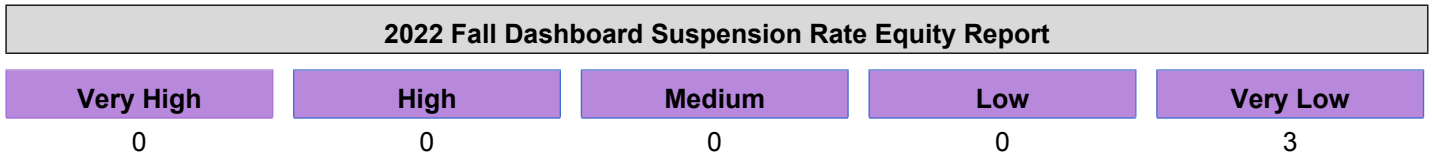## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
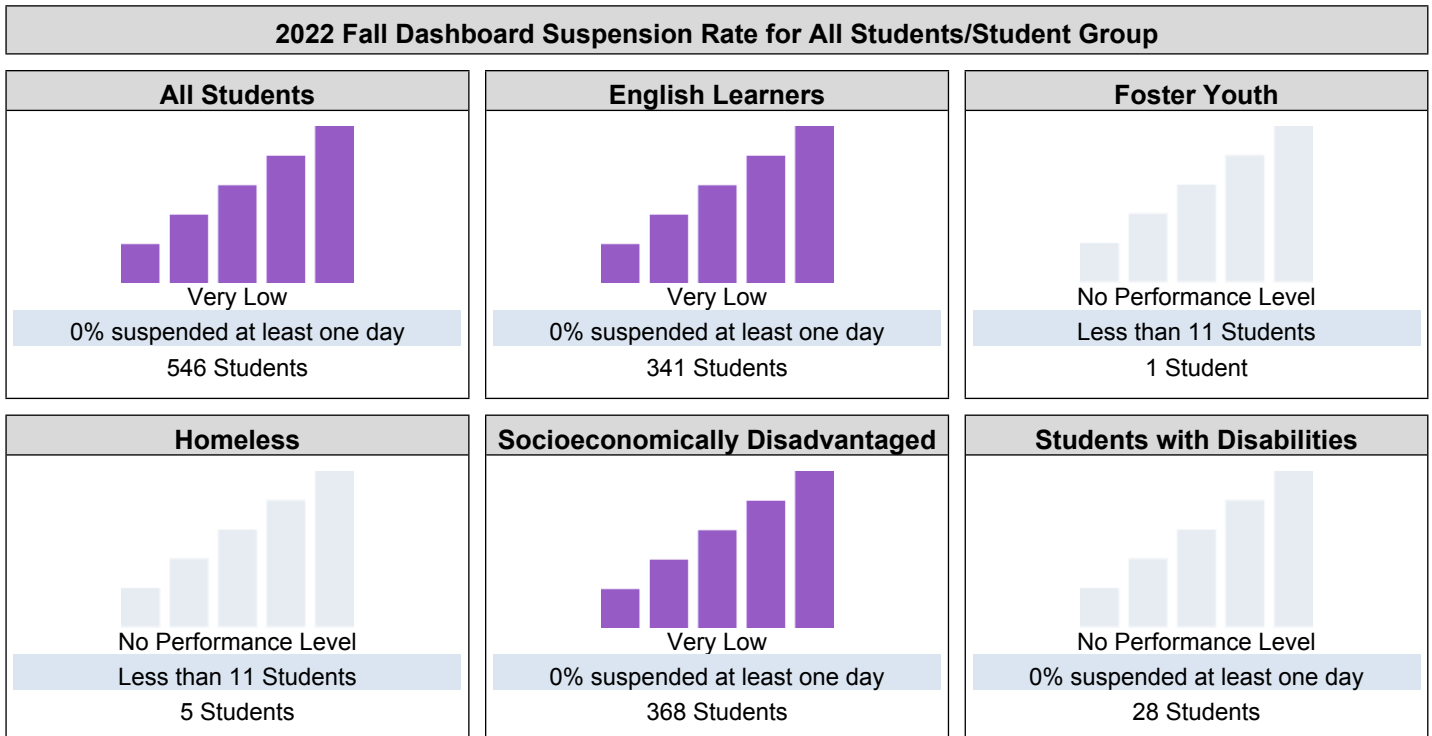
Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High
3	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
55.1% graduated	53.3% graduated	
49 Students	30 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
Less than 11 Students	57.1% graduated	Less than 11 Students
6 Students	42 Students	3 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level		
	Less than 11 Students		
	1 Student		

Hispanic	Two or More Races	Pacific Islander	White
Very Low			No Performance Level
53.3% graduated			Less than 11 Students
45 Students			3 Students
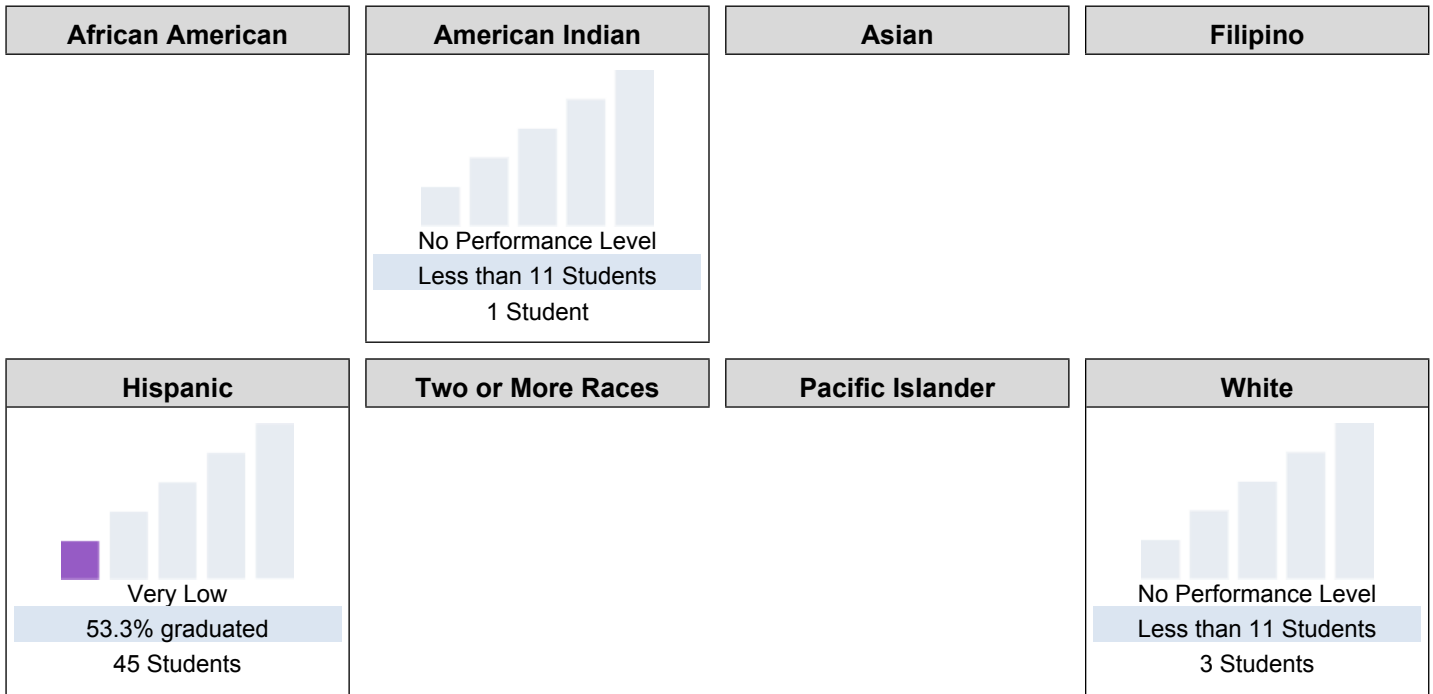
Conclusions based on this data:

1. 55.1% of eligible students graduated in 2022. B.E.S.T. Academy assisted students with completing high school graduation requirements that were begun at a different education institution.

2. 2021 was the first year for B.E.S.T. Academy to graduate students, and this will continue to be an area of growth for the school.

3. Percentages of Hispanic and Socioeconomically Disadvantaged students completing graduation requirements mirror overall student trends.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0% suspended at least one day	0% suspended at least one day	Less than 11 Students
546 Students	341 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
5 Students	368 Students	28 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American
No Performance Level
Less than 11 Students
3 Students

American Indian
No Performance Level
Less than 11 Students
1 Student

Asian
No Performance Level
Less than 11 Students
3 Students

Filipino
No Performance Level
Less than 11 Students
1 Student

Hispanic
Very Low
0% suspended at least one day
514 Students

Two or More Races
No Performance Level
Less than 11 Students
2 Students

Pacific Islander
No Performance Level
Less than 11 Students
1 Student

White
No Performance Level
0% suspended at least one day
21 Students

Conclusions based on this data:

1. suspension rate was zero for 2022 school year.

2. N/A

3. N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Literacy

LEA/LCAP Goal

To emphasize and support literacy across all content areas to promote student academic language development.

Goal 1

Instruction at B.E.S.T. Academy focuses on Literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of Literacy supports will be offered to students, with specific support for all unduplicated students to develop Literacy, access curriculum, and support increased Lexile growth.

Identified Need

Support for at-risk students, specifically English Learners, to develop Literacy in all content areas and professional development for staff members to more effectively support at-risk students in Academic Language Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA RIT Language Exam	Grade levels that not have met targets: Language: 25% of 3rd grade students, 32% of 4th grade students, 35% of 5th grade students, 18% of 6th grade students, 39% of 7th grade students, 34% of 8th grade students, 35% of 9th grade students, 48% of 10th grade students, and 46% of 11th grade students met mid-year growth projections, failing to meet the target of 50%.	85% of students will score results representing a full years' growth, 40% of student will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth.
NWEA RIT Reading Exam	Grade levels that met targets: Reading: 54% of 12th grade students met mid-year growth projection, exceeding the target of 50%. Grade levels that not have met targets:	85% of students will score results representing a full years' growth, 40% of student will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	40% of 3rd grade students, 30% of 4th grade students, 23% of 5th grade students, 33% of 6th grade students, 39% of 7th grade students, 23% of 8th grade students, 39% of 9th grade students, 36% of 10th grade students, and 46% of 11th grade students met mid-year growth projections, failing to meet the target of 50%.	
Lexia English	67% of students completed at least 212 units, representing 1 year's growth, failing to meet the target of 85%. 50% of students completed at least 265 units, representing 1.5 year's growth, and 38% of students completed at least 318 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.	85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth
Lexia Core 5	83% of students completed at least 115 units, representing 1 year's growth, failing to meet the target of 85%. 64% of students completed at least 175 units, representing 1.5 year's growth, and 57% of students completed at least 210 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.	85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth
Lexia PowerUp	Word Study: 60% of students completed at least 60 units, representing 1 year's growth, failing to meet the target of 85%. 44% of students completed at least 75 units, representing 1.5 year's growth, and 33% of students completed at least 90 units, representing 2 year's growth,	85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	exceeding the targets of 40% and 10% respectively. Grammar: 21% of students completed at least 60 units, representing 1 year's growth, 11% of students completed at least 75 units, representing 1.5 year's growth, and 4% of students completed at least 90 units, representing 2 year's growth, failing to meet the targets of 85%, 40% and 10% respectively. Reading: 68% of students completed at least 60 units, representing 1 year's growth, failing to meet the target of 85%. 59% of students completed at least 75 units, representing 1.5 year's growth, and 55% of students completed at least 210 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.	
Proficiency rates on ELPAC exams	16 students reclassified as Fluent English Proficient in the 21-22 school year. Average Overall ELPAC Proficiency of 1.81. 7.8% of students scored 4, 15.1% of students scored 3, 23.4% of students scored 2 and 49.3% of students scored 3 on Overall ELPAC Proficiency.	Sustained increase in proficiency rates on ELPAC results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Students with an IEP, Homeless/Foster Youth, and Low Income Students

Strategy/Activity

Supplemental support to support student Academic Language Development and literacy development by providing individual support to students and families through mentorship and outreach to support individual student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50000	Title I 5000-5999: Services And Other Operating Expenditures Tutoring and academic mentorship

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplemental program subscription to supplement core ELD curriculum and increase content scaffolding, support Integrated ELD and student engagement. This support will also be offered as needed to any student reading below grade level, with specific attention paid to Unduplicated students. No additional expense to this part of our plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10133	Title III 5000-5999: Services And Other Operating Expenditures Supplemental Program Subscriptions

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was implemented as intended. All action items were implemented as outlined in the SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as intended. All action items were implemented as outlined in the SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Feedback will be implemented to refine and improve actions, and supplemental program subscriptions adjusted to address feedback from Educational Partners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Academic achievement in all content areas to support College and Career Readiness

Goal 2

BEST Academy Charter School supports student College and Career readiness through a rigorous and engaging independent study curriculum. Core curriculum is aligned to all Common Core State Standards with supplemental programs that increase supports for core curriculum and support Career exposure and readiness.

Identified Need

Support for at-risk students in achieving proficiency in core content courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA Math Growth Test	Grade levels that met targets: 52% of 4th grade students and 57% of 10th grade students met mid-year growth projection, exceeding the target of 50% Grade levels that not have met targets: 23% of 3rd grade students, 48% of 5th grade students, 29% of 6th grade students, 39% of 7th grade students, 25% of 8th grade students, 43% of 9th grade students, 38% of 11th grade students, and 48% of 12th grade students met mid-year growth projections, failing to meet the target of 50%.	85% of students will score results representing a full years' growth, 40% of student will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth.
NWEA Science Growth Test	Grade levels that met targets: 55% of 10th grade students met mid-year growth	85% of students will score results representing a full years' growth, 40% of student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	projection, exceeding the target of 50% Grade levels that not have met targets: 15% of 3rd grade students, 45% of 4th grade students, 24% of 5th grade students, 27% of 6th grade students, 41% of 7th grade students, 36% of 8th grade students, and 44% of 9th grade students met mid-year growth projections, failing to meet the target of 50%.	will score results representing a 1.5 years' growth, and 10% of student will score results representing a 2 full years' growth.
Beable	58% of students completed at least 25 units, representing 1 year's growth, failing to meet the target of 85%. 56% of students completed at least 38 units, representing 1.5 year's growth, and 53% of students completed at least 50 units, representing 2 year's growth, exceeding the targets of 40% and 10% respectively.	85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth
DreamBox	63% of students completed at least 80 units, representing 1 year's growth, and 27% of students completed at least 100 units, representing 1.5 year's growth, failing to meet the targets of 85% and 40% respectively. 13% of students completed at least 120 units, representing 2 year's growth, exceeding the target of 10%.	85% of students will complete lessons representing a full years' growth, 40% of student will complete lessons representing a 1.5 years' growth, and 10% of student will complete lessons representing a 2 full years' growth

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Students with an IEP, Homeless/Foster Youth, and Low Income Students

Strategy/Activity

Support staff to implement intervention programs to support all students' achievement in core content classes. Student Intervention Coordinator will monitor student data and support students, parents, and staff in coordinating effective intervention programs to support student success in core content classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
74000	Title I 5000-5999: Services And Other Operating Expenditures Student Intervention Coordinator

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental program subscription to supplement core curriculum and address student content needs in core curriculum classes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Title I 5000-5999: Services And Other Operating Expenditures Supplemental Program Subscriptions

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was implemented as intended. All action items were implemented as outlined in the SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as intended. All action items were implemented as outlined in the LCAP. Only minor changes in costs to action steps due to adjusted student enrollment.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Supplemental programs data support will be provided to teachers, students, and parents to strengthen implementation and increase student success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connect 2 Connect

LEA/LCAP Goal

To increase student, parent and community engagement to support excellence in student success

Goal 3

BEST Academy Charter School strives to provide students with an engaging and inclusive student community by connecting students in curricular and extracurricular interactions at all school activities. Teachers connect with students during interactive activities at all class meetings to provide students with both social and academic connections during class time. All staff seeks to provide positive interactions with all students and community members to foster personal connections in a digital environment.

Identified Need

Increased educational partner engagement to support student and parent support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Digital interactions and activities in Goal 3 were able to be implemented as planned. In-person interactions and activities were delayed and limited due to the ongoing pandemic, particularly in the beginning of the year. Limited in-person interactions were possible near the end of the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Digital interactions and activities in Goal 3 were able to be implemented as planned. In-person interactions and activities were delayed and limited due to the ongoing pandemic, particularly in the beginning of the year. Limited in-person interactions were possible near the end of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In subsequent LCAP items, B.E.S.T. Academy hopes to expand and continue to implement in-person engagement opportunities to complement the currently provided digital opportunities. Parents feedback on topics for workshops and ways to better engage a wider audience will be implemented to continue to improve in coming years. Items in this goal are able to be implemented with alternate one-time funding.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$123,473.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$143,133.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$133,000.00
Title III	$10,133.00

Subtotal of additional federal funds included for this school: $143,133.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $143,133.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	123,473	-9,527.00

Expenditures by Funding Source

Funding Source	Amount
Title I	133,000.00
Title III	10,133.00

Expenditures by Budget Reference

Budget Reference	Amount
5000-5999: Services And Other Operating Expenditures	143,133.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Title I	133,000.00
5000-5999: Services And Other Operating Expenditures	Title III	10,133.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,133.00
Goal 2	83,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Joel Manwarren	Principal
Margaret Compton	Classroom Teacher
Mariano Lozano-Soto	Classroom Teacher
Darin Mensen	Classroom Teacher
Celeste Danner	Other School Staff
Mabet Paredes Guerra	Parent or Community Member
Zaida Morales	Parent or Community Member
Jose Rosales	Parent or Community Member
Osman Javier Ramirez	Secondary Student
Andres Salguero	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Cynthia Kent	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/9/2022.

Attested:

Joel Manwarren	Principal, Joel Manwarren on 6/9/2023
Mariano Lozano	SSC Chairperson, Mariano Lozano-Soto on 6/9/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

 1. Ensure that those students' difficulties are identified on a timely basis; and

 2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019