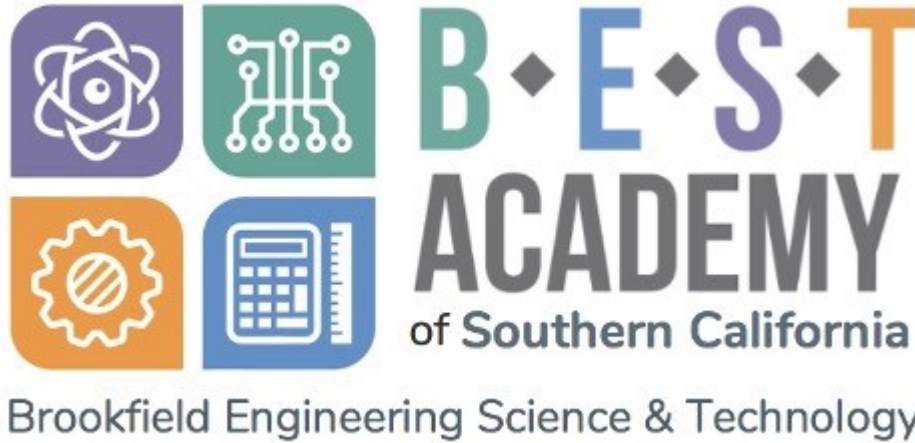


Brookfield Engineering Science Technology Academy (BEST Academy)

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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

2023-24 School Description and Mission Statement

B.E.S.T. ACADEMY MISSION

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	13
Grade 4	20
Grade 5	32
Grade 6	26
Grade 7	49
Grade 8	44
Grade 9	49
Grade 10	56
Grade 11	54
Grade 12	36
Total Enrollment	379

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6%
Male	55.4%
American Indian or Alaska Native	0.3%
Asian	0.8%
Black or African American	0.3%
Filipino	0.3%
Hispanic or Latino	93.1%
White	4.2%
English Learners	54.4%
Homeless	3.4%
Socioeconomically Disadvantaged	70.7%
Students with Disabilities	5.8%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: Beable, BrainPop, Lexia Core5, Lexia PowerUp, Summit K12, myON, IXL	Yes	0
Mathematics	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: Dreambox, Freckle, Gizmos, IXL	Yes	0
Science	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: BrainPop, Freckle, Gizmos	Yes	0
History-Social Science	Curriculum: Accelerate Education, BrightThinker Other Instructional Materials: Beable, BrainPop	Yes	0
Foreign Language	Curriculum: Accelerate Education, ASU Prep Digital	Yes	0
Health	Curriculum: Accelerate Education	Yes	0
Visual and Performing Arts	Curriculum: Accelerate Education, eDynamics	Yes	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

N/A

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
-----------	------	------	------

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	8	19	38	43	47	46
Mathematics (grades 3-8 and 11)	1	7	27	29	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	242	95.28	4.72	19.42
Female	118	111	94.07	5.93	26.13
Male	136	131	96.32	3.68	13.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	224	216	96.43	3.57	15.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	52.94
English Learners	139	134	96.40	3.60	6.72
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	159	95.21	4.79	15.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	240	94.49	5.51	6.67
Female	118	110	93.22	6.78	6.36
Male	136	130	95.59	4.41	6.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	224	214	95.54	4.46	3.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	17	85.00	15.00	29.41
English Learners	139	132	94.96	5.04	1.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	158	94.61	5.39	3.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	9	81.82	18.18	--

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	6.19	5.10	19.30	14.81	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	98	94.23	5.77	5.10
Female	47	44	93.62	6.38	6.82
Male	57	54	94.74	5.26	3.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	100	97	97.00	3.00	5.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	58	57	98.28	1.72	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	75	97.40	2.60	5.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

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

- *Autodesk Certified Professional in AutoCAD
- *Certified Associate in Health Management & Information Systems
- *Certified Associate in Project Management (CAPM)
- *Child Development Associate (CDA)
- *Cisco Certified Network Associate
- *Entrepreneurship & Small Business (ESB) Certificate
- *FAA Part 107 Remote Drone Pilot
- *Intuit QuickBooks Certified User Online
- *LEED Green Certified Associate
- *Microsoft Office Specialist
 - ---Excel
 - ---Outlook
 - ---PowerPoint
 - ---Word
- *Oracle Certified Associate in Java SE 8
- *OSHA 30-Hour Construction
- *Project Management Ready
- *Social Media Strategist
- *Swift Associate

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

- *Agriculture & Natural Resources Sector
 - ---Agiscience Farming
 - ---Plant & Soil Science: Horticulture Technician
- *Arts, Media, & Entertainment Sector
 - ---Graphic Designer
 - ---Animation
 - ---Photographer
 - ---Game Design
- *Business & Finance Sector
 - ---Administration Specialist
 - ---Legal Administrative Specialist
 - ---Business Manger
 - ---Entrepreneur
 - ---Global Manger
- *Education, Child Development, & Family Service Sector
 - ---Child Development: Day Care Worker
 - ---Family & Human Services: Social Services Worker
- *Engineering & Architecture Sector
 - ---Robotics Specialist
- *Fashion & Interior Design Sector
 - ---Cosmetology: Esthetician, Hair Stylist
- *Health Science & Medical Sector
 - ---Biotechnician
 - ---EKG/ECG Technician
 - ---Medial Office Administrator
 - ---Medical Lab Assistant
 - ---Allied Health Assistant
 - ---Dental Assistant

2022-23 Career Technical Education Programs

- ---Emergency Medical Responder
- ---Medical Assistant
- ---Nursing Assistant
- ---Sports Medicine & Fitness Trainer
- ---Public Health Worker
- *Hospitality, Tourism, & Recreation Sector
 - ---Kitchen Associates Sous Chef
 - ---Restaurant Manager
 - ---Guest Attendant, Hotel Manager
- *Information & Communication Sector
 - ---Cybersecurity Specialist
 - ---Network System Specialist
 - ---Programmer
 - ---Web Designer/Developer
 - ---Game Designer
- *Marketing, Sales & Service Sector
 - ---Entrepreneur
 - ---Marketing Specialist
 - ---Sports & Entertainment Marketer
 - ---Sales Representative
- *Public Service Sector
 - ---Officer/Investigator
 - ---Forensics Specialist
 - ---Emergency Medical Responder
 - ---Legal Administrative Assistant

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	62
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	98	98	98	98	98
Grade 9	98	98	98	98	98

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents feel welcomed and have been extremely active in the learning process with the school. Parents are encouraged to support student learning by monitoring curriculum progress, ensuring all work is completed with a high level of proficiency, promoting a growth mindset at home, participating in parent meetings, and participating in ELAC meetings, School Site Council, and Parent Workshops. Optional parent meetings are held regularly to inform parents and gather feedback to refine further the parent support provided.

At every parent group meeting, parents are given the opportunity to provide feedback about the school using web-based surveys. Based on these findings, B.E.S.T. Academy leadership then analyzes the feedback and considers adjustments, resources, and support. Because of recent feedback expressing appreciation of the learning and engagement at the meetings, B.E.S.T. Academy has scheduled monthly as a minimum. Some of the main objectives of the parent meetings are to build an understanding of the various digital platforms, Social-Emotional workshops for parents, Parent Academy led by teachers to promote learning from home, Community partners to inform parents on post-secondary options and illustrate how to support student learning and monitor progress and academic growth.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	5.9	37.5	30.6	17.3	33.2	31.7	9.4	7.8	8.2
Graduation Rate	70.6	54.2	63.9	32.7	30.6	25.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	36	23	63.9
Female	15	9	60.0
Male	21	14	66.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	34	22	64.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	14	10	71.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	33	22	66.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	446	434	0	0.0
Female	202	195	0	0.0
Male	244	239	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African American	5	5	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	401	391	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	30	28	0	0.0
English Learners	235	228	0	0.0
Foster Youth	0	0	0	0.0
Homeless	28	27	0	0.0
Socioeconomically Disadvantaged	310	304	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	29	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.05	0.00	0.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The B.E.S.T Academy board updates and reviews our safety plan annually after gathering input from our educational partners. It was last reviewed on February 28, 2023. And reviewed by staff in August of 2023 during our annual staff professional development week. The topics of our safety plan include:

- Academic Ethics
- Complaint Procedures
- Conduct and Communication
- Bullying and Prohibited Behaviors
- Discipline and Due Process for Students
- Child Abuse Reporting Procedures
- Youth Suicide Prevention Policy
- Homelessness Policy

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	7	10		
4	5	14		
5	12	8	2	
6	13	12	12	
Other	24	1		1

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	3	5	0	0
4	7	3	0	0
5	12	3	2	0
6	6	27	0	0
Other	11	6	2	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	23	1	2
Mathematics	11	15	1	1
Science	12	14	1	1
Social Science	9	19	2	

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,104	1,778	\$10,326	\$72,021
District	N/A	N/A	\$10,042	
Percent Difference - School Site and District	N/A	N/A	2.8	
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	30.3	-5.1

Fiscal Year 2022-23 Types of Services Funded

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

B.E.S.T. Academy staff collaborate with Special Education staff and necessary providers for all students with an IEP to provide modifications and accommodations. Staff participates in annual and triennial IEP meetings and collaborate with special education staff on establishing an appropriate learning environment for each student with an IEP. Specialized Academic Instruction (SAI) Related Services are funded as well.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	24.79%	29.34%
Percent of Budget for Administrative Salaries	5.84%	5.99%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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

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

Professional Development

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

Professional Development

the school-wide goals with the administration.

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

To create alignment and sustainability, professional development also includes time for:

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

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

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	45	40