

# Brookfield Engineering Science Technology Academy (BEST Academy)

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Brookfield Engineering Science Technology Academy (B.E.S.T. Academy)
<b>Phone Number</b>	833-619-BEST (2378)
<b>Superintendent</b>	Alex Soriano
<b>Email Address</b>	info@bestacademycs.com
<b>District Website Address</b>	<a href="https://www.bestacademycs.com/">https://www.bestacademycs.com/</a>

## 2021-22 School Overview

Brookfield Engineering Science Technology Academy Charter School 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 opened during the 2019-2020 school year and was founded in in 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, staff 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.

### 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	25
Grade 4	24
Grade 5	45
Grade 6	54
Grade 7	63
Grade 8	55
Grade 9	41
Grade 10	23
Grade 11	32
Grade 12	22
Total Enrollment	384

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.8
Male	60.2
American Indian or Alaska Native	0.5
Asian	0.3
Black or African American	3.1
Filipino	0.3
Hispanic or Latino	86.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.6
White	6.5
English Learners	53.6
Homeless	0.3
Socioeconomically Disadvantaged	79.7
Students with Disabilities	2.9

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	6.5	59.3	51.7	68.8	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.1	0.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	1.0	1.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.6	33.1	17.6	23.4	12115.8	4.4
<b>Unknown</b>	0.8	7.6	4.7	6.3	18854.3	6.9
<b>Total Teaching Positions</b>	10.9	100.0	75.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.6
Total Out-of-Field Teachers	3.6

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students at B.E.S.T. Academy receive instruction through the Accelerate Education and Bright Thinker suite of core content classes. Accelerate Education is the board-approved (2020) curriculum for grades 6-12 and courses are currently aligned to meet California state standards and are designed to meet UC “A-G” requirements. Bright Thinker is the board-approved curriculum for grades 3-5 and courses are currently aligned to meet California state standards. One of the reasons for going through the WASC process to have our high school courses certified A-G. The Accelerate Education and Bright Thinker courses give all students access to a challenging menu of academic courses that require students to use critical thinking and problem-solving skills to apply to real-world scenarios. Students are assigned relevant and meaningful activities that require students to understand, apply, analyze, evaluate, discuss, and present their findings. These tasks assist in preparing them to earn a high school diploma and transition directly into the next level of their educational or career path.

To compete and be successful in today’s job market, students require specialized education and up-to-date skills training. B.E.S.T. Academy has partnered with eDynamics and Pointful Education to provide A-G approved courses for Career Ready Program that puts students on a clearly defined, national standards-aligned path to explore career options and acquire the technical knowledge and skills to work towards industry-recognized certification. B.E.S.T Academy offers two career clusters for students: IT & Applied Technology and Health Science Programs, with a combined five career pathways leading towards an extensive variety of certifications. BEST Students also have access to research and standards-based programs such as Dreambox, Beable, BrainPop, and Lexia to personalize student learning to support college and career standards.

<b>Year and month in which the data were collected</b>	January 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Curriculum: Accelerate Education/2020 and Bright Thinker/2021 Other Instructional Materials: Beable/2020, BrainPop/2020, Lexia/2020 and Lexia English/2020	Yes	0
<b>Mathematics</b>	Curriculum: Accelerate Education/2020 and Bright Thinker/2021	Yes	0

	Other Instructional Materials: Dreambox/2020		
<b>Science</b>	Curriculum: Accelerate Education/2020 and Bright Thinker/2021 Other Instructional Materials: BrainPop/2020	Yes	0
<b>History-Social Science</b>	Curriculum: Accelerate Education/2020 and Bright Thinker/2021 Other Instructional Materials: Beable/2020, BrainPop/2020	Yes	0
<b>Foreign Language</b>	Curriculum: Accelerate Education/2020		
<b>Health</b>	Curriculum: Accelerate Education/2020	Yes	0
<b>Visual and Performing Arts</b>	Curriculum: Accelerate Education/2020	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Other Instructional Materials: Gizmos/2021	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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				N/A
<b>Interior:</b> Interior Surfaces				N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				N/A
<b>Electrical</b>				N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				N/A
<b>Safety:</b> Fire Safety, Hazardous Materials				N/A
<b>Structural:</b> Structural Damage, Roofs				N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	264	NT	NT	NT	NT
<b>Female</b>	98	NT	NT	NT	NT
<b>Male</b>	166	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	228	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	18	NT	NT	NT	NT
<b>English Learners</b>	149	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	191	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	NT	NT	NT	NT
Female	98	NT	NT	NT	NT
Male	166	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	228	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	18	NT	NT	NT	NT
English Learners	149	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA Growth Student Groups	NWEA Growth Total Enrollment	NWEA Growth Number Tested	NWEA Growth Percent Tested	NWEA Growth Percent Not Tested	NWEA Growth Percent At or Above Grade Level
All Students	321	302	94.1	5.9	30.1
Female	131	125	95.4	4.6	34.4
Male	190	177	93.2	6.8	27.1
American Indian or Alaska Native	2	2	100	0	50

<b>Asian</b>	2	2	100	0	50
<b>Black or African American</b>	14	12	85.7	14.3	16.7
<b>Hispanic or Latino</b>	255	245	96.1	4.9	25.7
<b>Native Hawaiian or Pacific Islander</b>	5	4	80	20	25
<b>White</b>	31	25	80.6	19.4	64

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA Growth Student Groups</b>	<b>NWEA Growth Total Enrollment</b>	<b>NWEA Growth Number Tested</b>	<b>NWEA Growth Percent Tested</b>	<b>NWEA Growth Percent Not Tested</b>	<b>NWEA Growth Percent At or Above Grade Level</b>
<b>All Students</b>	321	309	96.3	3.7	37.2
<b>Female</b>	131	126	96.2	3.8	38.9
<b>Male</b>	190	183	96.3	3.7	26.8
<b>American Indian or Alaska Native</b>	2	2	100	0	50
<b>Asian</b>	2	2	100	0	50
<b>Black or African American</b>	14	14	100	0	35.7
<b>Hispanic or Latino</b>	255	249	97.6	2.4	34.1
<b>Native Hawaiian or Pacific Islander</b>	5	4	80	20	75
<b>White</b>	31	26	83.9	16.1	53.8

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	NT	NT	NT	NT
Female	37	NT	NT	NT	NT
Male	68	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	58	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

B.E.S.T. Academy partners with eDynamics to provide several A-G approved Career Technical Education (CTE) courses and career certifications, like:

### Design, Visual, and Media Arts

- o Digital Media
- o Adobe Illustrator
- o Adobe InDesign
- o Adobe Photoshop

### Residential and Commercial Construction Pathways

- o Construction: Fundamentals and Careers
- o Building Maintenance Technology 1
- o Building Maintenance Technology 2

### Financial Services Pathways

- o Introduction to Business & Finance
- o Career Exploration in Finance
- o Fundamentals of Bitcoin & Cryptocurrency
- o Personal Finance

### Entrepreneurship/Self-Employment

- o Introduction to Business Entrepreneurship
- o Business Law
- o Entrepreneurship & Small Business
- o Startups and Innovation

### Child Development Pathway

- o Introduction to Education & Teaching
- o Early Childhood Education 1
- o Early Childhood Education 2

### Architectural Design Pathway

- o Principles of Architecture
- o Architectural Design 1
- o Architectural Design 2
- o LEED Green Associate

### Operations

- o Transportation Technologies
- o Drones: Remote Pilot
- o Smart Cities: Technology and Applications

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

Parents feel welcomed and have been extremely active with the school in the learning process. 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 further refine parent supports provided.

At every parent group meeting, parents are given the opportunity to provide feedback about the school using web-based surveys. B.E.S.T. Academy leadership then analyzes the feedback and considers adjustments, resources, and support based on these findings. Because of recent feedback expressing appreciation of the learning and engagement at the meetings, B.E.S.T. Academy has scheduled these meetings to be held monthly. Some of the main objectives of the parent meetings are to build an understanding of the various digital platforms, illustrating 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate			5.9	23.6	27.6	17.3	9.0	8.9	9.4
Graduation Rate			70.6	45.8	28.2	32.7	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	12	70.6
Female	--	--	--
Male	--	--	--
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	16	11	68.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	12	7	58.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	17	12	70.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	385	39	10.1
Female	175	154	14	9.1
Male	272	231	25	10.8
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	13	11	1	9.1
Filipino	2	1	0	0.0
Hispanic or Latino	387	333	35	10.5
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	6	6	0	0.0
White	32	27	2	7.4
English Learners	256	220	27	12.3
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	331	307	32	10.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	11	11	3	27.3

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions		0.00	0.52	0.05	3.47	0.20
Expulsions		0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.18	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

B.E.S.T. Academy Comprehensive School Safety Plan is updated annually. The Board approved the most recent update to the School Safety plan on January 6th, 2021. Our staff is diligent in building trusting relationships with students to not only improve student learning but to monitor changes in student behavior and demeanor. Teachers analyze written responses to look for words or phrases that may cause concern. Teachers communicate to the administration any concerning information they may gather and are supported to contact the Child Abuse Hotline when necessary. Being a fully virtual school and independent study school, we communicate with students on an individual basis. This allows us to effectively monitor written content, change in engagement behavior, and online demeanor. We effectively monitor cyberbullying through our virtual classes by controlling the engagement tools and only allowing for the student to student interaction when prompted by the teacher.

### 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3	3	3		
4	7	3		
5	8	6		
6	14	6	4	

## 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
K				
1				
2				
3	7	10		
4	5	14		
5	12	8	2	
6	13	12	12	
Other	24	1		1

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	6	1	2
Mathematics	20	4	2	2
Science	26	3		3
Social Science	20	5		3

## 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	

## 2020-21 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
<b>Pupils to Academic Counselor</b>	

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$10,042	\$590	\$9,452	\$57,550
<b>District</b>	N/A	N/A	\$10,042	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.1	
<b>State</b>			\$8,444	\$72,352
<b>Percent Difference - School Site and State</b>	N/A	N/A	11.3	-22.8

## 2020-21 Types of Services Funded

The primary responsibility of a B.E.S.T. Academy teacher is to monitor individual student progress through our system of online independent curriculum and supplemental instruction. Staff collaborate on a weekly basis to analyze learning data and progress towards master of standards and literacy. Small group instruction is provided to students demonstrating a gap in learning. Quarterly teacher and student conferences teach students to take ownership of their data, set goals, and celebrate achievements.

B.E.S.T. Academy teachers collaborate with Special Education staff for all students with an IEP to both provide modifications and accommodations. Teachers participate in annual and triennial IEP meetings and collaborate with special education staff on establishing an appropriate learning environment for each student with an IEP. Through the regular weekly and monthly monitoring process of all students, the IEP team is included at each level of the Multi-Tiered System of Support.

Students classified as English Learners are continuously monitored by the EL Department. Teachers submit learning data reports of each students' progress towards English Fluency Reclassification. A similar process is used for students who have recently reclassified as Fluent English Proficient.

To assist teachers in this monitoring process, B.E.S.T. Academy practices the mindset that assessments provide information about individual student learning strengths and areas of need to enable educators to adjust instructional methods accordingly. To appropriately gain a snapshot of a student's performance, multiple measures are essential to determine where and how students can benefit from academic support to show growth.

Academic support staff work with students and families in collaboration with teachers to provide individualized support to meet the unique needs of each students. Support staff focus on organization and study skills to support student success in core content classes. Support staff collaborate with teachers and leadership to support student progress monitoring.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>		\$47,265
<b>Mid-Range Teacher Salary</b>		\$69,813
<b>Highest Teacher Salary</b>		\$91,237
<b>Average Principal Salary (Elementary)</b>		\$113,466
<b>Average Principal Salary (Middle)</b>		\$115,186
<b>Average Principal Salary (High)</b>		\$0
<b>Superintendent Salary</b>		\$131,359
<b>Percent of Budget for Teacher Salaries</b>	25%	30%
<b>Percent of Budget for Administrative Salaries</b>	6%	7%

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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
<b>Total AP Courses Offered</b>	<b>0</b>

## Professional Development

Effective professional development is results-driven to what students need to be successful and what the school needs to achieve its three learning objectives. 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 director review and discuss their progress toward their individual goals and the school-wide goals.

Professional development occurs throughout the year, with topics determined based on the current and changing needs of the students, teachers, and the school. Instructional staff meets every Monday for operational needs and every Thursday for curriculum and student matters. PD will be incorporated into these meetings, as well as in other settings. To create alignment and sustainability, professional development will include 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 next instructional steps
- Proposing strategies that build student-teacher-parent relationships and partnerships (Connect2Connect)
- Determining other professional development needs

SimplyK12 is a digital collection of over 100 award-winning webinars by expert educators, available 24/7 to all staff members. Each webinar is 30-45 minutes, and packed full of practical, actionable advice teachers can apply to their classroom the very next day. Teachers are required to earn a minimum of 0.5 CEU per week by attending the webinars and can go at their own pace.

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 two 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5