

Brookfield Engineering Science Technology Academy (BEST Academy)

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



Brookfield Engineering Science & Technology

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.

2022-23 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

2022-23 District Contact Information

District Name	Julian Union Elementary
Phone Number	
Superintendent	Brian Duffy
Email Address	brian.duffy@juesd.net
District Website Address	https://www.bestacademycs.com/

2022-23 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	20
Grade 4	27
Grade 5	34
Grade 6	54
Grade 7	58
Grade 8	61
Grade 9	50
Grade 10	61
Grade 11	36
Grade 12	38
Total Enrollment	439

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.2
Asian	0.2
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	96.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.0
White	2.5
English Learners	67.7
Foster Youth	0.0
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	71.8
Students with Disabilities	3.9

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

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Local Assignment Options	3.60	
Total Out-of-Field Teachers	3.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

B.E.S.T. Academy utilizes digital core content providers—Bright Thinker (grades 3 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

January 2022

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/2020 Other Instructional Materials: Beable, BrainPop, Lexia Core5, Lexia PowerUp, Lexia English, Summit K12, myON/2022	Yes	0
Mathematics	Curriculum: Accelerate Education, BrightThinker/2020 Other Instructional Materials: Dreambox, Frickle, Gizmos/ 2021	Yes	0
Science	Curriculum: Accelerate Education, BrightThinker/2020 Other Instructional Materials: BrainPop, Frickle/2022	Yes	0
History-Social Science	Curriculum: Accelerate Education, BrightThinker/2020 Other Instructional Materials: Beable, BrainPop, Flocabulary/2020	Yes	0
Foreign Language	Curriculum: Accelerate Education/2020	Yes	0
Health	Curriculum: Accelerate Education/2020	Yes	0
Visual and Performing Arts	Curriculum: Accelerate Education/2020	Yes	0
Science Laboratory Equipment (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
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
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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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	8	N/A	38	N/A	47
Mathematics (grades 3-8 and 11)	N/A	1	N/A	27	N/A	33

2021-22 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	301	269	89.37	10.63	7.81
Female	139	123	88.49	11.51	10.57
Male	162	146	90.12	9.88	5.48
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	291	259	89.00	11.00	7.72
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	180	155	86.11	13.89	1.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	191	168	87.96	12.04	7.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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	301	270	89.70	10.30	1.48
Female	139	123	88.49	11.51	1.63
Male	162	147	90.74	9.26	1.36
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	291	260	89.35	10.65	1.54
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	180	156	86.67	13.33	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	191	169	88.48	11.52	1.78
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	6.19		19.3	28.5	29.47

2021-22 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	124	113	91.13	8.87	6.19
Female	54	48	88.89	11.11	2.08
Male	70	65	92.86	7.14	9.23
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	118	107	90.68	9.32	6.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	71	61	85.92	14.08	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	72	91.14	8.86	9.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 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
 - ---Emergency Medial Responder

2021-22 Career Technical Education Programs

- ---Medial 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
 - ---Programer
 - ---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 Medial Responder
 - ---Legal Administrative Assistant

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	73
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.38
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	100	100	100	100
Grade 9	100	100	100	100	100

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			37.5		27.6	33.2		8.9	7.8
Graduation Rate			54.2		28.2	30.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	48	26	54.2
Female	21	11	52.4
Male	27	15	55.6
American Indian or Alaska Native	--	--	--
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	44	23	52.3
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	29	15	51.7
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	41	23	56.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	526	4	0.8
Female	251	242	1	0.4
Male	295	284	3	1.1
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African American	3	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	514	495	2	0.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	0	0	0	0.0
White	21	21	2	9.5
English Learners	341	332	0	0.0
Foster Youth	1	1	0	0.0
Homeless	5	5	1	20.0
Socioeconomically Disadvantaged	368	363	4	1.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	27	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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.05	0.00	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 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

2022-23 School Safety Plan

B.E.S.T. Academy provides opportunities for parents' engagement and ensures they feel comfortable participating. Parent participation has been highly instrumental in the school and students' learning process. At every parent event, the charter school gathers feedback to help guide and refine future parental involvement opportunities.

B.E.S.T. Academy takes a comprehensive approach to involvement through various types of events. At charter board meetings, parents are informed of policy-making and budget planning. At ELAC meetings, parents advocate for English Language Learners' needs and advise school administration. Parent members of the School Site Council assist in developing and monitoring the charter's improvement plan and the Single Plan for Student Achievement (SPSA). Parent workshops that help empower and encourage involvement include, but are not limited to: career and college readiness, post-secondary financial literacy, internet safety training, positive parenting classes, family literacy events, and monitoring their student's progress in the curriculum.

ELAC, School Site Council, and Parent workshops are available via the internet and at various times to accommodate different schedules. Board meetings can be attended in person or via the internet.

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
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
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

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	

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

2021-22 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

2021-22 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	1.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$10,042	\$590	\$9,452	\$57,550
District	N/A	N/A	\$10,042	
Percent Difference - School Site and District	N/A	N/A	-6.1	
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	35.6	-25.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	26%	30%
Percent of Budget for Administrative Salaries	7%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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 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.

At the start of the year, teachers participate in 4 days full days of 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. Instructional staff meets every Monday for operational needs and every Wednesday for Assessment, curriculum, instruction, or equity training. PD will be incorporated into these meetings, as well as in other settings. Teachers meet most Friday's for two hours in professional learning communities (PLCs).

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 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	45