

# Brookfield Engineering Science Technology Academy (BEST Academy)

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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	Alex Soriano
Email Address	asoriano@bestacademycs.com
County-District-School (CDS) Code	37 68163 0139402

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 was founded out of desire to engage students in 21st century learning and provide access to college and career pathways combined with personalized guidance and support. Our teachers, counselors and leaders are passionate about student learning engagement and personalized academic coaching to give our students the foundational support to succeed. B.E.S.T. Academy's independent study program provides a customized learning experience for each student enrolled. This includes access to a rigorous and robust curriculum along with varied supplemental supports and extracurricular offerings designed to meet the specific needs of each student. Through these curricular and extra-curricular experiences, students are prepared for college and career readiness to pursue 21st century opportunity beyond secondary education.

#### **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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 3	3
Grade 4	7
Grade 5	15
Grade 6	24
Grade 7	36
Grade 8	119
Grade 11	2
<b>Total Enrollment</b>	<b>206</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	18.4
American Indian or Alaska Native	1
Asian	1.5
Filipino	2.4
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	2.9
White	28.2
Two or More Races	7.3
Socioeconomically Disadvantaged	18.9
English Learners	1
Students with Disabilities	3.4
Homeless	

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential		8	10	10
Without Full Credential		0	0	0
Teaching Outside Subject Area of Competence (with full credential)		2	1	1

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	1
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

All students at B.E.S.T. Academy receive instruction through the Accelerate Education suite of core content classes. Accelerate Education is the board-approved (2020) curriculum and courses are currently aligned to meet California state standards and are designed to meet UC "A-G" requirements. One of the reasons for going through the WASC process to have our courses certified A-G. The Accelerate Education 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, 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, Achieve3000, Beable, BrainPop, Rosetta Stone, and Lexia to personalize student learning to support college and career standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Accelerate Education/2020	Yes	0
Mathematics	Accelerate Education/2020	Yes	0
Science	Accelerate Education/2020	Yes	0
History-Social Science	Accelerate Education/2020	Yes	0
Health	Accelerate Education/2020	Yes	0
Visual and Performing Arts	Accelerate Education/2020	Yes	0
Science Laboratory Equipment (grades 9-12)	Accelerate Education/2020	Yes	0

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

## School Facility Conditions and Planned Improvements

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

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

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

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

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

- Information Technology



- o Cybersecurity Specialist
- o Network System Specialist
- o Web Development
- o Game & Animation Designer/Programmer
- o Digital Media/Web Designer
- o Computer Programmer/Software Developer
- Health Science
  - o Sports Medicine
  - o Emergency Medical Responder
  - o Dental Assistant
  - o Nursing Assistant
  - o EKG/ECG Technician
  - o Medical Lab Assistant
- Business Management & Administration
  - o Administration Specialist
  - o Medical Office Administrative Specialist
  - o Sales Professional
  - o Legal Administrative Specialist
  - o Manager

**Career Technical Education (CTE) Participation (School Year 2019-2020)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
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	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

Parents feel welcomed and have been extremely active with the school in the learning process. Some parent meetings have been attended by as much as 1/3 of the total parents. 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 DELAC meetings. We are developing a school site council to provide another opportunity to become actively involved. 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.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate					42.3	45.8		83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions			0.9	0.5	3.5	3.5
Expulsions			0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

### School Safety Plan (School Year 2020-2021)

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3									3	3		
4									7	3		
5									8	6		
6									14	6	4	

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts									18	6	1	2
Mathematics									20	4	2	2
Science									26	3		3
Social Science									20	5		3

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2019-2020)

All students have access to Accelerate Education that is utilized for core content that is aligned to the CA CCSS and NGSS standards. ELD curriculum is RosettaStone Education, which is aligned to the California ELD frameworks. The program challenges students in speaking, listening, and writing. Students can get support from assigned teachers and support staff to provide strategies, additional instruction, and SDAIE strategies to be successful. To provide intervention and scaffolded support, students have access to supplemental online programs: DreamBox, Beable, Achieve3000, Lexia, BrainPop, and Rosetta Stone. These programs are accessed through individual Clever accounts that are available 24/7. To further prepare students for academic success, teachers organize individual or group zoom/google hangout meetings which generally focus on the curriculum as well as time management and note-taking strategies.

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

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	26.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

Professional development and collaborative planning is a priority for B.E.S.T. Academy and is focused on student success. Ongoing analysis of student performance data occurs in weekly leadership meetings. This data informs the directors of the effect of professional development needed to drive student achievement.

Professional Development is currently aligned with implementing our digital platforms with fidelity. Weekly data reports provide an effective measurement of student learning, growth, engagement, and teacher effectiveness. Teachers maintain a shared folder to update learning and engagement data on a weekly basis. Administrators can determine the effectiveness of professional development on student learning by analyzing virtual learning platform data.