



Brookfield Engineering Science Technology Academy

Regular Board Meeting

Published on May 29, 2026 at 2:53 PM PDT

Date and Time

Wednesday June 3, 2026 at 11:00 AM PDT

Location

Barker Blue Dog Office
6360 El Cajon Blvd #101
San Diego, CA 92115

BROOKFIELD ENGINEERING SCIENCE TECHNOLOGY ACADEMY

College and Career Pathways with Guidance and Support

1704 Cape Horn, Julian, CA 92036

REGULAR MEETING OF THE BOARD OF DIRECTORS' PROPOSED AGENDA

Wednesday, June 3, 2026

11:00 a.m. Board Meeting

LOCATION

Barker Blue Dog Office
6360 El Cajon Blvd #101
San Diego, CA 92115

Join Zoom Meeting

<https://us02web.zoom.us/j/83363729882>

Meeting ID: 934 1098 1120

One tap mobile

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+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Germantown)

Meeting ID: 934 1098 1120

Find your local number: <https://us02web.zoom.us/u/keyo3bm1Uw>

Before the meeting, please submit a Request to Speak to the Board of Directors for any agenda or non-agenda items to the Executive Director. At most, three (3) minutes are to be allotted to any one (1) speaker, and at most twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognition, and reports to the Board and is not intended to be a question-and-answer period. If you have Action questions for the Board, please provide the Board President with a written copy, and an administrator will provide answers later.

MISSION STATEMENT

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THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing

Board may request assistance by contacting Brookfield Engineering Science and Technology Academy at 833-619-2378.

Agenda

	Purpose	Presenter	Time
I. Opening Items			11:00 AM
A. Record Attendance / Roll Call	Vote		
<p>Roll Call Marcella Nino Debra Webb Cassandra Bolden Grady McGuire Gary McCloskey</p>			
B. Call the Meeting to Order		Gary McCloskey	
Board Meeting called to order at _____			
C. Approve Minutes	Approve Minutes	Andrew Corder	
<p>Minutes will be approved at the APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR section further down on the agenda.</p> <p>Approve minutes for Regular Board Meeting on May 6, 2026</p>			
II. Pledge of Allegiance			
https://Flag			
III. PUBLIC COMMENTS / RECOGNITION			
IV. CORRESPONDENCE / PROPOSALS / REPORTS / INFORMATION			

Purpose Presenter Time

A. BUDGET / SCHOOL UPDATE

Discuss

- 1. Fiscal Management Update
 - 1. 2026-27 Adopted Budget Narrative
 - 2. Report of expenses incurred over \$10,000
 - 1. No expenses incurred by either Director over \$10,000
- 2. School Update
 - 1. Enrollment Update

V. APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR

- 1. **The board considers all matters under the consent agenda routine and will approve, ratify, and enact them in one motion in the form listed below. Unless a board member specifically requests further discussion or removal from the agenda, these items will not be discussed further prior to the Board vote. Comments by the Board may be made at the discretion of the Chairperson.**

A. CONSENT AGENDA

Vote

CONSENT FOLDER

- 1. **Minutes: May 6, 2026 [Folder](#)**
- 2. **Expense Reports**
- 3. **Check Register**

Motion: 1st _____ 2nd: _____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

VI. ACTION ITEMS

11:00 AM

	Purpose	Presenter	Time
A. Special Education Services Contracts Renewal	Vote	Alex Soriano	

It is recommended that the Board of Directors review and approve the bundled renewal of master services contracts with the designated Special Education vendors for the 2026-2027 school year. [FOLDER](#)

Motion: 1st _____ 2nd: _____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

B. Board Policy: 5145.13 Immigration Enforcement Activity	Vote	Alex Soriano	
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It is recommended that the board approve the amended policy on the Charter School's response to immigration enforcement activity, in alignment with state law.

Motion: 1st _____ 2nd: _____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

C. Board Policy Freedom of Speech and Expression Policy Update	Vote	Alex Soriano	
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It is recommended that the board of trustees approve the updated policy concerning students' rights to express ideas and opinions, including speech, writing, printed materials, and wearing insignia, while adhering to specified limitations (e.g., obscenity, defamation, harassment)

Motion: 1st _____ 2nd: _____

Roll Call

- Marcella Nino
- Debra Webb

	Purpose	Presenter	Time
Cassandra Bolden Grady McGuire Gary McCloskey			

- D. Adoption of the 2026-2027 Local Control Accountability Plan (LCAP) Vote Alex Soriano

It is recommended that the Board of Directors review and formally adopt the 2026-2027 Local Control Accountability Plan (LCAP), including the LCFF Budget Overview for Parents.

Motion: 1st _____ 2nd: _____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

- E. Adoption of the 2026-2027 Proposed School Budget Vote

It is recommended that the Board of Directors review and formally adopt the Proposed School Budget for the 2026-2027 fiscal year.

Motion: 1st _____ 2nd: _____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

- F. July 1, 2026, through June 30, 2030 (spanning 4 fiscal years) Creative Back Office (CBO) Contract Renewal Vote

It is recommended that the Board of Directors review and approve the comprehensive 4-year business services contract with Creative Back Office to provide outsourced back office financial, accounting, and operational solutions for B.E.S.T. Academy.

Motion: 1st _____ 2nd: _____

Purpose Presenter Time

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

- G.** 2025-26 EPA Expenditure Resolution - Final Vote

It is recommended that the Board of Directors approve the final allocation of Education Protection Account (EPA) funds (\$191,558.00 available and expended) to support classroom-centered expenditures for the 2025-2026 school year.

Motion: 1st_____ 2nd:_____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

- H.** 2026-2027 Education Protection Account Vote 3 m
Resolution - Preliminary

It is recommended that the Board of Directors approve the proposed allocation of Education Protection Account (EPA) funds to support classroom-centered expenditures for the upcoming school year.

Motion: 1st_____ 2nd:_____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

- I.** Proposition 28: Arts and Music in Schools Vote 5 m
Funding Annual Report for Fiscal Year 2025-26

It is recommended that the Board of Directors approve and formally ratify the Proposition 28 Annual Report for Fiscal Year 2025-26

Purpose Presenter Time

Motion: 1st_____ 2nd:_____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

- J. Board Policy 3430: Investment Policy and Guidelines Vote

It is recommended that the Board of Directors approve this policy. Approval of this policy may allow BEST Academy to manage eligible surplus cash in a manner intended to preserve public funds, support liquidity needs, and generate interest income consistent with the policy’s statutory limitations and board-approved investment parameters.

Motion: 1st_____ 2nd:_____

Roll Call

- Marcella Nino
- Debra Webb
- Cassandra Bolden
- Grady McGuire
- Gary McCloskey

VII. CLOSED SESSION

Anticipated Litigation: Significant exposure to litigation pursuant to Government Code Section 54956.9(d)(2)

VIII. BOARD COMMENTS

IX. DIRECTOR’S COMMENTS

X. Closing Items

- A. Regular Board Meetings FYI

- ~~August 27, 2025, Organizational Board Meeting~~
- ~~October 1, 2025~~

	Purpose	Presenter	Time
	<ul style="list-style-type: none">• November 5, 2025• December 3, 2025• January 28, 2026• Added: February 18, 2026• February 25, 2026 Canceled• April 1, 2026• May 6, 2026• June 3, 2026• June 3, 2026		

B. Adjourn Meeting Vote

Motion to adjourn the Board of Directors meeting at:

Motion: 1st _____ 2nd: _____

Roll Call

Marcella Nino

Debra Webb

Cassandra Bolden

Grady McGuire

Gary McCloskey

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on May 6, 2026

DRAFT



Brookfield Engineering Science Technology Academy

Minutes

Regular Board Meeting

Date and Time

Wednesday May 6, 2026 at 10:30 AM

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Directors Present

C. Bolden, D. Webb (remote), G. McCloskey, G. McGuire (remote), M. Nino

Directors Absent

None

Guests Present

A. Corder (remote), A. Soriano, Amanda Barrera (remote), Barbara Mulvany (remote), C. Cavanah (remote), C. Danner (remote), J. Manwarren (remote), J. Mays, N. Maldonado (remote)

I. Opening Items

A. Record Attendance / Roll Call

B. Call the Meeting to Order

G. McCloskey called a meeting of the board of directors of Brookfield Engineering Science Technology Academy to order on Wednesday May 6, 2026 at 10:30 AM.

C. Approve Minutes

C. Bolden made a motion to approve the minutes from April 1, 2026 Regular Board Meeting on 04-01-26.

M. Nino seconded the motion.

Debra Webb reminds us that a wording change is needed in section F of the minutes, from "policy" to "handbook."

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Nino	Aye
C. Bolden	Aye
D. Webb	Aye
G. McGuire	Aye
G. McCloskey	Aye

II. APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR

A. CONSENT AGENDA

Debra Webb reminds us that a wording change is needed in section F of the minutes, from "policy" to "handbook."

C. Bolden made a motion to Approve the consent calendar.

M. Nino seconded the motion.

Debra Webb reminds us that a wording change is needed in section F of the minutes, from "policy" to "handbook."

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Webb Aye
M. Nino Aye
C. Bolden Aye
G. McCloskey Aye
G. McGuire Aye

III. ACTION ITEMS

A. 2026-2027 School Safety Plan

D. Webb made a motion to Motion to approve the amended safety plan with the changes.

G. McGuire seconded the motion.

Debra Webb points out that the plan contains an unfinished sentence. Alex Soriano highlights the missing portion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Nino Aye
G. McCloskey Aye
C. Bolden Aye
G. McGuire Aye
D. Webb Aye

B. 2026-2027 Employee Handbook

G. McGuire made a motion to approve the 2026-2027 Employee Handbook.

C. Bolden seconded the motion.

The employee handbook underwent a comprehensive review and update to strengthen legal compliance and improve overall clarity. These revisions ensure our policies align with current California employment law and Best Academy's operational practices. A primary focus of this update was modernizing workplace policies to establish clearer, more consistent expectations for all staff members. Marcella Nino asks for clarification of at-will.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Bolden Aye
D. Webb Aye
G. McCloskey Aye
M. Nino Aye
G. McGuire Aye

C. 2026-2027 Employment Offer Contract

D. Webb made a motion to approve the 26-27 Employment Offer Contract.

M. Nino seconded the motion.

Andrew Corder presents the updated contract

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye

D. Webb Aye

M. Nino Aye

G. McGuire Aye

C. Bolden Aye

D. Continuing Employment Offer Contract

C. Bolden made a motion to Approve the continuing employment offer contract.

G. McGuire seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye

G. McGuire Aye

M. Nino Aye

C. Bolden Aye

D. Webb Aye

E. School Counselor Job Description

C. Bolden made a motion to approve the school counselor job description.

G. McGuire seconded the motion.

This counseling position addresses the school's shifting demographics and increasing enrollment in elementary and middle school grades. While maintaining support for high school graduation and credit tracking, the role will now encompass **Student Support Services** across all grade levels (TK-12).

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Bolden Aye

G. McGuire Aye

M. Nino Aye

G. McCloskey Aye

D. Webb Aye

F. Board By-Laws Amendments

D. Webb made a motion to approve the Board By-Law Amendments.

G. McGuire seconded the motion.

The Board reviewed and approved amendments to the organizational bylaws. These changes were made in consultation with legal counsel to resolve language inconsistencies and align with current best practices for charter schools. The Board

established a standard **four-year term** for all members. Board members may serve consecutive terms subject to a formal Board vote. It was clarified that any member may resign at any time by written notice. Discussion clarified that **Barker Blue Dog** is a non-profit corporation and the legal entity for the school. The address in the bylaws refers to the corporation's official address in Palm Springs.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McGuire Aye
D. Webb Aye
G. McCloskey Aye
C. Bolden Aye
M. Nino Aye

G. Board Calendar Adjustment

M. Nino made a motion to approve the adjustment to the board calendar.

D. Webb seconded the motion.

The Board discussed a proposal to amend the June meeting schedule to ensure compliance with state budget approval requirements and to accommodate the school's graduation ceremony. Holding two separate meetings on the same day allows the school to satisfy legal requirements regarding the **Local Control and Accountability Plan (LCAP)** and the budget.

Meeting 1 (AM): Public presentation of the LCAP.

Meeting 2 (PM): Formal approval of the LCAP followed by approval of the 2026-2027 Budget.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Bolden Aye
M. Nino Aye
D. Webb Aye
G. McCloskey Aye
G. McGuire Aye

H. Student use of Technology and Artificial Intelligence Policy

G. McGuire made a motion to approve the Student use of technology and AI Policy.

C. Bolden seconded the motion.

Alex Soriano presents the policy changes and the expansion of the AI portion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye
G. McGuire Aye
C. Bolden Aye
M. Nino Aye
D. Webb Aye

I. Updating Teacher Job Descriptions - 3 Lead Positions

M. Nino made a motion to Approve the new teacher support job descriptions.

G. McGuire seconded the motion.

The Board discussed the creation of specialized teaching roles designed to address operational gaps in data management, student intervention, and early literacy. These roles will be filled by credentialed teachers with modified rosters to allow for dedicated focus on school-wide support.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye

G. McGuire Aye

M. Nino Aye

D. Webb Aye

C. Bolden Aye

J. California Charter School Association 2 -year Membership

C. Bolden made a motion to Approve the membership with CCSA.

D. Webb seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye

C. Bolden Aye

D. Webb Aye

G. McGuire Aye

M. Nino Aye

K. Arizona State University Memorandum Renewal

D. Webb made a motion to Approve the renews with ASU.

G. McGuire seconded the motion.

The Board reviewed and approved the annual **Memorandum of Understanding (MOU)** with **Arizona State University** to provide concurrent enrollment college courses for high school students. The negotiated tuition rate remains at **\$250 per 3-credit course**. The school handles enrollment and covers the cost of required textbooks, ensuring zero cost to families. The Board discussed the long-term impact on students, noting that while many students eventually transition to community colleges or UC schools, the program provides them with an official ASU student ID and early exposure to a major university, increasing their future higher education options.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Webb Aye

M. Nino Aye

Roll Call

C. Bolden Aye
G. McGuire Aye
G. McCloskey Aye

L. Proposal for Summer Professional Development

C. Bolden made a motion to Approve the Proposal for the Summer PD.

D. Webb seconded the motion.

The Board reviewed a preliminary cost breakdown for the upcoming all-hands in-person professional development event. The proposal accounts for approximately 70 attendees, including staff and board members, with a staggered attendance schedule throughout the week. Research is ongoing to finalize a location that offers the best value, with current estimates based on a site offering discounted rates for large meeting spaces. Debra Webb goes on record recommending the investment to gain the benefits with camaraderie amongst the staff.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Bolden Aye
M. Nino Aye
G. McCloskey Aye
D. Webb Aye
G. McGuire Aye

IV. Closing Items

A. Regular Board Meetings

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:24 PM.

Respectfully Submitted,
D. Webb

Documents used during the meeting

- Policy Regarding Immigration Enforcement Activity (4922-8818-0628.v1) (1).docx
- Student Freedom of Speech and Expression Policy (4938-4302-2228.v1) (2).docx
- Notice of Policy Regarding Immigration Enforcement Activity (4921-0284-5076.v1) (1).docx
- UPDATED BEST 25-26 Org Chart v042026.pdf

- ASorianoXP 5-26.pdf
- 2026_04_01_board_meeting_minutes (1).pdf
- JMays Exp Report April 18 2026.pdf
- BEST Academy April 2026 Check Register.pdf
- 26-27 BEST Academy School Safety Plan (4934-8213-2623.v1) (1).docx
- DRAFT 26-27 BEST Academy Employee Handbook.docx
- 2026-2027 Handbook Revisions.xlsx
- 2026-2027 Offer Letter DRAFT (4938-2590-4797.v1).docx
- 2026-2027 Continuing Employment Offer DRAFT (4903-0885-0333.v1).docx
- Schoolwide CounselorJD.docx
- Barker Blue Dog Bylaws (4-2026) (4936-1743-4013.v1).docx
- Proposed Board Calendar Adjustments.docx
- BP 6163.4 Student Use of Technology and AI (2).docx
- Teacher_Literacy JOB Description 5-26.docx
- Teacher_Intervention JOB Description 5-26.docx
- Teacher_Assessment JOB Description 5-26.docx
- CCSA Membership Agreement FS - 00000182.pdf
- BEST Academy - ASU UNIVERSAL LEARNER COURSE AGREEMENT.docx
- August In Person PD Proposal Costs.xlsx

[Meeting Recording](#)

Coversheet

BUDGET / SCHOOL UPDATE

Section: IV. CORRESPONDENCE / PROPOSALS / REPORTS / INFORMATION
Item: A. BUDGET / SCHOOL UPDATE
Purpose: Discuss
Submitted by:
Related Material: 2026-27 Adopted Budget Review.pptx






2026-27 Budget Review

June 3, 2026



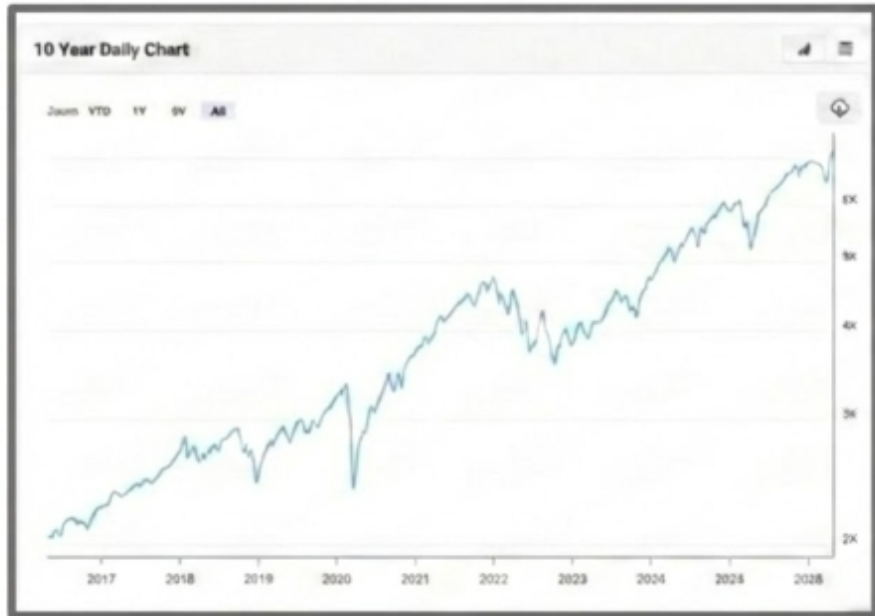
Fiscal Goal

Practice responsible budgeting by maximizing financial resources, and advocating for B.E.S.T. Academy students' academic success.

-  1 Strictly adhere to all laws and regulations governing the use of public funds
-  2 Ensure that all of our educational programs are utilized to its fullest potential
-  3 Monitor fiscal health to ensure the long term financial stability of the charter
-  4 Regularly monitor charter's spending to ensure alignment with established budget
-  5 Be transparent on the creation and execution in all aspects of our budget

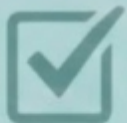


Factors that Affect Budget



- **State Guarantee**
40% of state General Funds must be spent on K-14 education.
- 75% of CA tax revenue collected is from the top 10%. A larger portion of this income is based on stock dividends.

Governor's January Proposed



In Budget:

- Special Education, 13.1% increase.
- LCFF COLA increase of 4.31%






Not in Proposed Budget (waiting until May Revise, 20th):

- One Time Student Support Professional Development Block Grant \$890 per ADA. (\$851,730)

Prop-28



- 1**  **COMPLIANCE & RESTRICTIONS.** A lot of RED TAPE. Must spend to supplement, not supplant. Board plan.
- 2**  **SPENDING BREAKDOWN.** 500+ ADA, 80+% to cover employee cost. <1% for admin cost. <20% for material cost.
- 3**  **FUNDING PROJECTION.** Funding for 26-27. \$124 per student ADA. \$84 per Economically Disadvantaged. \$145,000.

ADA Projections

Enrollment

	Year Three	Year Four	Year Five
	2026-27	2027-28	2028-29
Grades K-3	440.00	440.00	440.00
Grades 4-6	255.00	255.00	255.00
Grades 7-8	175.00	175.00	175.00
Grades 9-12	130.00	130.00	130.00
TOTAL	1,000.00	1,000.00	1,000.00

Unduplicated Count

Unduplicated Percentage

54%	Year One	Year Two	Year Three	Year Four	Year Five
	2024-25	2025-26	2026-27	2027-28	2028-29
Grades K-12	491	374	200	200	200
	64%	39%	20%	20%	20%

3-Year Budget Analysis

Budget Analysis

	2026-27	2027-28	2028-29
Total Revenues	\$ 14,828,078	\$ 15,232,880	\$ 15,183,986
Total Expenditures	\$ 14,365,046	\$ 14,764,013	\$ 15,177,061
Fiscal Year Ending Fund Balance	\$ 463,032	\$ 468,867	\$ 6,924

2026-27 Expenditure Projections (a)

Books & Supplies:

- 4100 - Core Curriculum & Textbooks: \$341,722
- 4300 - Materials & Office Supplies: \$365,325
- 4400 - Non-Cap Computers & Equipment: \$131,143

Travel and Conferences:

- 5200 - Mileage & Travel: \$102,517
- 5210 - Conference & PD: \$203,775

Dues and Memberships:

- 5300 - Dues and Memberships: \$18,023

2026-27 Expenditure Projections (b)

Insurance:

- 5400 - General Liability Insurance: \$28,783

Utilities and Housekeeping:

- 5501 - Facility Security: \$1,914
- 5505 - Utilities: \$2,050
- 5515 - Custodial Services: \$1,367

Rental, Lease Repairs:

- 5610 - RLL Lease: \$55,113

2026-27 Expenditure Projections (c)

Professional & Consulting Services

- 5803 - Audit Services: \$23,787
- 5805 - District Admin & Oversight: \$318,434
- 5812 - Business Services: \$122,850
- 5815 - Educational Consultants: \$143,523
- 5840 - Banking & Payroll Fees: \$22,089
- 5845 - Legal Expenses: \$68,344
- 5851 - Advertising/Marketing: \$136,689
- 5876 - Student Assessments: \$68,344
- 5877 - Student Activities & Transportation: \$98,416
- 5879 - Special Education Services: \$246,040
- 5881 - Student Information System: \$159,926
- 5882 - Vendor Units: \$3,839,000
- 5899 - Misc. Operating Services: \$34,143

2026-27 Expenditure Projections (d)

Communications:

- 5910 - Phone & Internet: \$82,013
- 5920 - Postage: \$56,007

Capital Outlay

- 6900 - Depreciation: \$20,000

Staffing:

- **Total Staff Salary and Benefits:** \$7,622,378.50
 - Annual Salaries: \$5,687,158.00
 - SUI: \$25,620
 - OASDI: \$352,603.80
 - Medicare: \$82,463.79
 - WC: \$56,871.58
 - 403B: \$767,766.33
 - H&W: \$649,895.00
- **Total Wages:**
 - 1100, 1120, 1300: \$4,923,110
 - 2100, 2300, 2400: \$764,048
- **Total Benefits:**
 - \$1,980,713.15

2026-27 Budget Requirements: (40/80)

Credentialed Salaries	40%	43%	Met
Total Student Services	80%	80%	Met

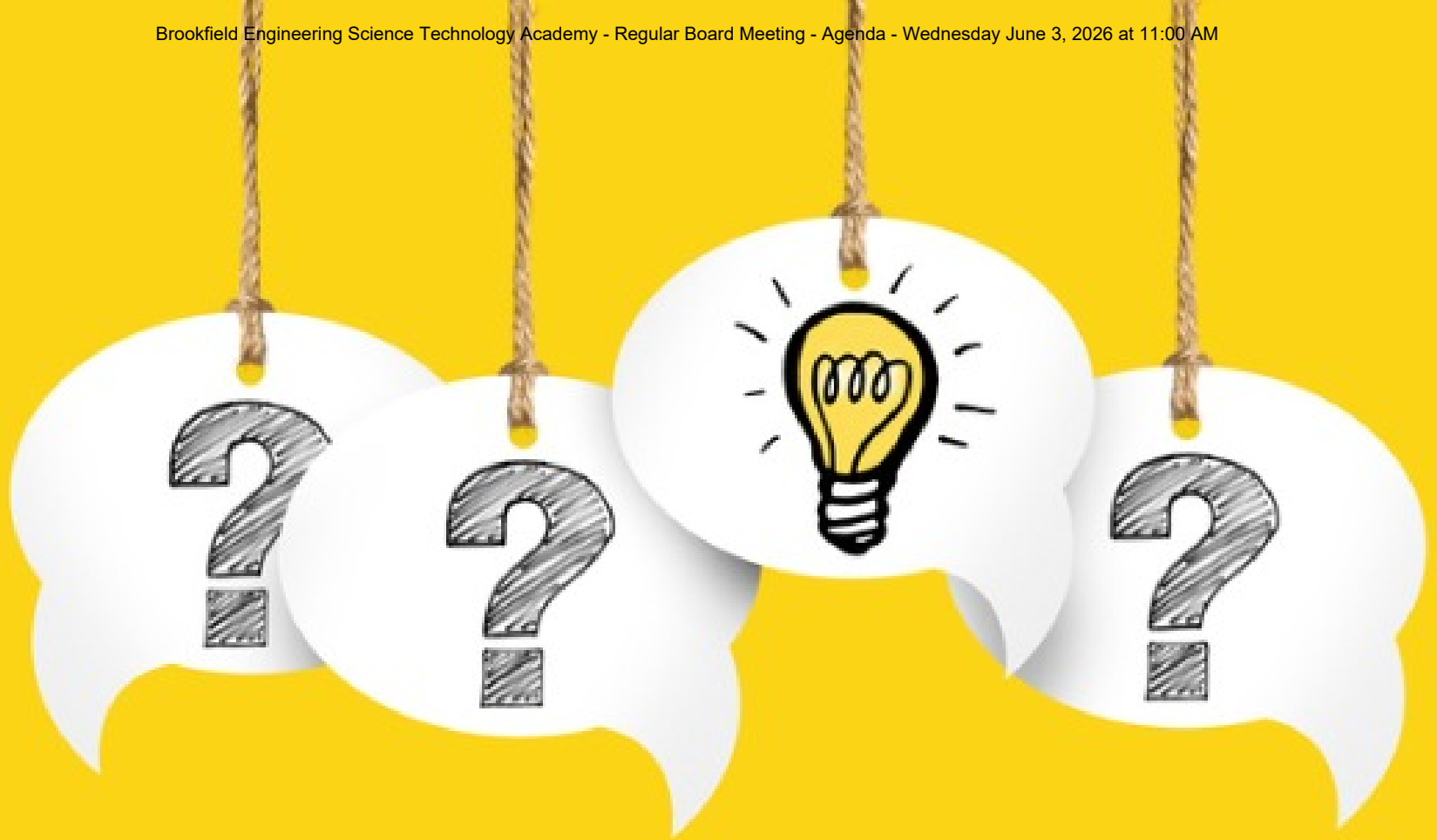
FTE: 25/1

Proposed Conferences:

- **NWEA**, Orlando, June 23-25th (1 or 2)
- **School Pathways**, Sacramento, Oct 27-28th (2)
- **CA School Counselor**, Riverside, Oct 7-9th (2)
- **DLAC**, Atlanta, Oct 19-21st (2)
- **A Plus+**, Anaheim, Oct 19-23rd (10)
- **CSDC**, Sacramento, Nov 16-18th, (4)
- **CCIS**, Burlingame, Feb 1-3rd, (6)
- **CCSA**, Sacramento, March 8-11th, (5)

Budget: \$80,000

Proposed: \$85,000



Coversheet

CONSENT AGENDA

Section: V. APPROVAL OF CONSOLIDATED MOTION FOR CONSENT
CALENDAR

Item: A. CONSENT AGENDA

Purpose: Vote

Submitted by:

Related Material: 2026_05_06_board_meeting_minutes (2).pdf
JMays May 15 2026 Exp Report.pdf
BEST Academy May 2026 Check Register.pdf
ASoriano XP 06-26.pdf

DRAFT



Brookfield Engineering Science Technology Academy

Minutes

Regular Board Meeting

Date and Time

Wednesday May 6, 2026 at 10:30 AM

Location

Barker Blue Dog Office
6360 El Cajon Blvd #101
San Diego, CA 92115

BROOKFIELD ENGINEERING SCIENCE TECHNOLOGY ACADEMY

College and Career Pathways with Guidance and Support

1704 Cape Horn, Julian, CA 92036

REGULAR MEETING OF THE BOARD OF DIRECTORS' PROPOSED AGENDA

Wednesday, May 6, 2026

10:30 a.m. Board Meeting

LOCATION

Barker Blue Dog Office
6360 El Cajon Blvd #101
San Diego, CA 92115

Join Zoom Meeting

<https://us02web.zoom.us/j/83363729882>

Meeting ID: 934 1098 1120

One tap mobile

+16699006833,,93410981120# US (San Jose)

+12532158782,,93410981120# US (Tacoma)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Germantown)

Meeting ID: 934 1098 1120

Find your local number: <https://us02web.zoom.us/j/93410981120>

Before the meeting, please submit a Request to Speak to the Board of Directors for any agenda or non-agenda items to the Executive Director. At most, three (3) minutes are to be allotted to any one (1) speaker, and at most twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognition, and reports to the Board and is not intended to be a question-and-answer period. If you have Action questions for the Board, please provide the Board President with a written copy, and an administrator will provide answers later.

MISSION STATEMENT

Brookfield Engineering Science & Technology Academy 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.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Brookfield Engineering Science and Technology Academy at 833-619-2378.

Directors Present

C. Bolden, D. Webb (remote), G. McCloskey, G. McGuire (remote), M. Nino

Directors Absent

None

Guests Present

A. Corder (remote), A. Soriano, Amanda Barrera (remote), Barbara Mulvany (remote), C. Cavanah (remote), C. Danner (remote), J. Manwarren (remote), J. Mays, N. Maldonado (remote)

I. Opening Items

A. Record Attendance / Roll Call

B. Call the Meeting to Order

G. McCloskey called a meeting of the board of directors of Brookfield Engineering Science Technology Academy to order on Wednesday May 6, 2026 at 10:30 AM.

C. Approve Minutes

C. Bolden made a motion to approve the minutes from April 1, 2026 Regular Board Meeting on 04-01-26.

M. Nino seconded the motion.

Debra Webb reminds us that a wording change is needed in section F of the minutes, from "policy" to "handbook."

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye

M. Nino Aye

C. Bolden Aye

G. McGuire Aye

D. Webb Aye

II. APPROVAL OF CONSOLIDATED MOTION FOR CONSENT CALENDAR

A. CONSENT AGENDA

Debra Webb reminds us that a wording change is needed in section F of the minutes, from "policy" to "handbook."

C. Bolden made a motion to Approve the consent calendar.

M. Nino seconded the motion.

Debra Webb reminds us that a wording change is needed in section F of the minutes, from "policy" to "handbook."

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McGuire Aye
G. McCloskey Aye
M. Nino Aye
D. Webb Aye
C. Bolden Aye

III. ACTION ITEMS

A. 2026-2027 School Safety Plan

D. Webb made a motion to Motion to approve the amended safety plan with the changes.

G. McGuire seconded the motion.

Debra Webb points out that the plan contains an unfinished sentence. Alex Soriano highlights the missing portion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Nino Aye
D. Webb Aye
C. Bolden Aye
G. McCloskey Aye
G. McGuire Aye

B. 2026-2027 Employee Handbook

G. McGuire made a motion to approve the 2026-2027 Employee Handbook.

C. Bolden seconded the motion.

The employee handbook underwent a comprehensive review and update to strengthen legal compliance and improve overall clarity. These revisions ensure our policies align with current California employment law and Best Academy's operational practices. A primary focus of this update was modernizing workplace policies to establish clearer, more consistent expectations for all staff members. Marcella Nino asks for clarification of at-will.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McCloskey Aye
M. Nino Aye
G. McGuire Aye
C. Bolden Aye
D. Webb Aye

C. 2026-2027 Employment Offer Contract

D. Webb made a motion to approve the 26-27 Employment Offer Contract.

M. Nino seconded the motion.

Andrew Corder presents the updated contract

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Webb Aye

G. McCloskey Aye

M. Nino Aye

C. Bolden Aye

G. McGuire Aye

D. Continuing Employment Offer Contract

C. Bolden made a motion to Approve the continuing employment offer contract.

G. McGuire seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Nino Aye

D. Webb Aye

G. McCloskey Aye

C. Bolden Aye

G. McGuire Aye

E. School Counselor Job Description

C. Bolden made a motion to approve the school counselor job description.

G. McGuire seconded the motion.

This counseling position addresses the school's shifting demographics and increasing enrollment in elementary and middle school grades. While maintaining support for high school graduation and credit tracking, the role will now encompass **Student Support Services** across all grade levels (TK-12).

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Nino Aye

G. McCloskey Aye

G. McGuire Aye

C. Bolden Aye

D. Webb Aye

F. Board By-Laws Amendments

D. Webb made a motion to approve the Board By-Law Amendments.

G. McGuire seconded the motion.

The Board reviewed and approved amendments to the organizational bylaws. These changes were made in consultation with legal counsel to resolve language inconsistencies and align with current best practices for charter schools. The Board

established a standard **four-year term** for all members. Board members may serve consecutive terms subject to a formal Board vote. It was clarified that any member may resign at any time by written notice. Discussion clarified that **Barker Blue Dog** is a non-profit corporation and the legal entity for the school. The address in the bylaws refers to the corporation's official address in Palm Springs.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Nino Aye
G. McGuire Aye
G. McCloskey Aye
D. Webb Aye
C. Bolden Aye

G. Board Calendar Adjustment

M. Nino made a motion to approve the adjustment to the board calendar.

D. Webb seconded the motion.

The Board discussed a proposal to amend the June meeting schedule to ensure compliance with state budget approval requirements and to accommodate the school's graduation ceremony. Holding two separate meetings on the same day allows the school to satisfy legal requirements regarding the **Local Control and Accountability Plan (LCAP)** and the budget.

Meeting 1 (AM): Public presentation of the LCAP.

Meeting 2 (PM): Formal approval of the LCAP followed by approval of the 2026-2027 Budget.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McGuire Aye
G. McCloskey Aye
M. Nino Aye
C. Bolden Aye
D. Webb Aye

H. Student use of Technology and Artificial Intelligence Policy

G. McGuire made a motion to approve the Student use of technology and AI Policy.

C. Bolden seconded the motion.

Alex Soriano presents the policy changes and the expansion of the AI portion.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McGuire Aye
M. Nino Aye
G. McCloskey Aye
C. Bolden Aye
D. Webb Aye

I. Updating Teacher Job Descriptions - 3 Lead Positions

M. Nino made a motion to Approve the new teacher support job descriptions.

G. McGuire seconded the motion.

The Board discussed the creation of specialized teaching roles designed to address operational gaps in data management, student intervention, and early literacy. These roles will be filled by credentialed teachers with modified rosters to allow for dedicated focus on school-wide support.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Webb Aye

G. McCloskey Aye

C. Bolden Aye

G. McGuire Aye

M. Nino Aye

J. California Charter School Association 2 -year Membership

C. Bolden made a motion to Approve the membership with CCSA.

D. Webb seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Webb Aye

G. McCloskey Aye

M. Nino Aye

G. McGuire Aye

C. Bolden Aye

K. Arizona State University Memorandum Renewal

D. Webb made a motion to Approve the renews with ASU.

G. McGuire seconded the motion.

The Board reviewed and approved the annual **Memorandum of Understanding (MOU)** with **Arizona State University** to provide concurrent enrollment college courses for high school students. The negotiated tuition rate remains at **\$250 per 3-credit course**. The school handles enrollment and covers the cost of required textbooks, ensuring zero cost to families. The Board discussed the long-term impact on students, noting that while many students eventually transition to community colleges or UC schools, the program provides them with an official ASU student ID and early exposure to a major university, increasing their future higher education options.

The board **VOTED** unanimously to approve the motion.

Roll Call

G. McGuire Aye

C. Bolden Aye

Roll Call

M. Nino Aye
D. Webb Aye
G. McCloskey Aye

L. Proposal for Summer Professional Development

C. Bolden made a motion to Approve the Proposal for the Summer PD.

D. Webb seconded the motion.

The Board reviewed a preliminary cost breakdown for the upcoming all-hands in-person professional development event. The proposal accounts for approximately 70 attendees, including staff and board members, with a staggered attendance schedule throughout the week. Research is ongoing to finalize a location that offers the best value, with current estimates based on a site offering discounted rates for large meeting spaces. Debra Webb goes on record recommending the investment to gain the benefits with camaraderie amongst the staff.

The board **VOTED** unanimously to approve the motion.

Roll Call

C. Bolden Aye
G. McGuire Aye
M. Nino Aye
G. McCloskey Aye
D. Webb Aye

IV. Closing Items

A. Regular Board Meetings

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:24 PM.

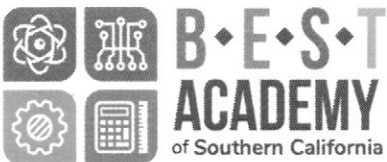
Respectfully Submitted,
D. Webb

Documents used during the meeting

- Policy Regarding Immigration Enforcement Activity (4922-8818-0628.v1) (1).docx
- Student Freedom of Speech and Expression Policy (4938-4302-2228.v1) (2).docx
- Notice of Policy Regarding Immigration Enforcement Activity (4921-0284-5076.v1) (1).docx
- UPDATED BEST 25-26 Org Chart v042026.pdf

- ASorianoXP 5-26.pdf
- 2026_04_01_board_meeting_minutes (1).pdf
- JMays Exp Report April 18 2026.pdf
- BEST Academy April 2026 Check Register.pdf
- 26-27 BEST Academy School Safety Plan (4934-8213-2623.v1) (1).docx
- DRAFT 26-27 BEST Academy Employee Handbook.docx
- 2026-2027 Handbook Revisions.xlsx
- 2026-2027 Offer Letter DRAFT (4938-2590-4797.v1).docx
- 2026-2027 Continuing Employment Offer DRAFT (4903-0885-0333.v1).docx
- Schoolwide CounselorJD.docx
- Barker Blue Dog Bylaws (4-2026) (4936-1743-4013.v1).docx
- Proposed Board Calendar Adjustments.docx
- BP 6163.4 Student Use of Technology and AI (2).docx
- Teacher_Literacy JOB Description 5-26.docx
- Teacher_Intervention JOB Description 5-26.docx
- Teacher_Assessment JOB Description 5-26.docx
- CCSA Membership Agreement FS - 00000182.pdf
- BEST Academy - ASU UNIVERSAL LEARNER COURSE AGREEMENT.docx
- August In Person PD Proposal Costs.xlsx

[Meeting Recording](#)



Brookfield Engineering Science & Technology

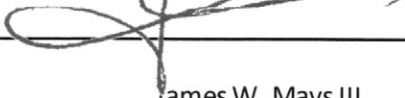
Employee Reimbursement Request Form

Name: James Mays
 Job Position: Executive Director - Curr
 Start Date: 5/1/26
 End Date: 05/15/26

Description of Event: Month Exp Report

Date	Amount	Object Code	Notes
05/01/26	\$ 70.00	5910 - Phone & Internet	Cell Phone
5/1/26	\$ 60.00	5910 - Phone & Internet	Home Internet usage
4/22/26	\$ 15.45	5920 - Postage	The UPS Store: student materials
4/24/26	\$ 61.56	5920 - Postage	The UPS Store: student materials
4/27/26	\$ 57.56	5920 - Postage	The UPS Store: student materials
4/28/26	\$ 28.78	5920 - Postage	The UPS Store: student materials
4/29/26	\$ 59.97	5920 - Postage	The UPS Store: student materials
4/30/26	\$ 15.17	5920 - Postage	The UPS Store: student materials
4/30/26	\$ 30.40	5920 - Postage	The UPS Store: student materials
5/1/26	\$ 44.23	5920 - Postage	The UPS Store: student materials
5/4/26	\$ 28.28	5920 - Postage	The UPS Store: student materials
5/1/26	\$ 78.00	4300 - Instructional Materials & Supplies	Microsoft: lic for teachers
5/7/26	\$ 524.85	5200 - Mileage & Travel	Hilton: Board meeting and work at RLL
5/11/26	\$ 192.82	5200 - Mileage & Travel	SpringHill Suites: work at RLL and marketing
5/12/26	\$ 756.00	5899 - Misc. Operating Services	Locksmith Service: new lock on RLL
5/11/26	\$ 600.00	5210 - Conferences & P.D.	OCDE: GATE Certification, Tiffany
5/11/26	\$ 35.43	4200 - Supplemental Curriculum Materials	Amazon: 2933834, summer readers
5/11/26	\$ 43.09	4200 - Supplemental Curriculum Materials	Amazon: 1017866, summer readers
5/11/26	\$ 26.93	4200 - Supplemental Curriculum Materials	Amazon: 9404250, summer readers
5/11/26	\$ 444.71	4200 - Supplemental Curriculum Materials	Amazon: 9330607, summer readers
5/12/26	\$ 195.35	5899 - Misc. Operating Services	Amazon: 8965008, RLL supplies
5/12/26	\$ 86.45	5899 - Misc. Operating Services	Amazon: 6940263, RLL supplies
5/12/26	\$ 17.39	5899 - Misc. Operating Services	Amazon: 9209052, summer readers
5/13/26	\$ 651.58	5875 - Assessment	Hampton Inn: Tiina's room for NWEA assessment
5/5/26	\$ 69.00	5200 - Mileage & Travel	Perdiem: RLL, Board meeting, marketing
5/6/26	\$ 69.00	5200 - Mileage & Travel	Perdiem: RLL, Board meeting, marketing
5/7/26	\$ 69.00	5200 - Mileage & Travel	Perdiem: RLL, Board meeting, marketing
5/10/26	\$ 34.00	5200 - Mileage & Travel	Perdiem: RLL, Board meeting, marketing
5/11/26	\$ 69.00	5200 - Mileage & Travel	Perdiem: RLL, Board meeting, marketing
5/5/26	\$ 45.56	5200 - Mileage & Travel	Crossroads: gas for company car
5/4/26	\$ 47.35	5200 - Mileage & Travel	Gas for company car
5/10/26	\$ 46.88	5200 - Mileage & Travel	Arco: gas for company car
5/11/26	\$ 60.12	5200 - Mileage & Travel	Shell: gas for company car
5/6/26	\$ 42.78	5200 - Mileage & Travel	Shell: gas for company car
5/14/26	\$ 737.95	5875 - Assessment	Hampton Inn: Margret's room for NWEA assessment

		Total	\$ 5,414.64

Signature:  _____
Name: James W. Mays III

The UPS Store #6559
6353 EL CAJON BLVD STE 124
SAN DIEGO, CA 92115-2655
619-487-9511

Terminal.....: POS65598 Date.: 4/22/2026
Employee.....: 338305 Time.: 09:46 AM

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$15.45
	1 @	\$15.45	
Tax			\$0.00
MMOSCX85X62GM			
Tracking Number - 1ZX062350391331612			
Subtotal			\$15.45
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$15.45
Cards			\$15.45

=====
Items Designated NR are NOT eligible
for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.



The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal....: POS65598 Date.: 4/24/2026
 Employee....: 352390 Time.: 03:30 PM
 Customer No.: CU00576562

Cust. Name..: Best Acad,

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$30.78
	1 @	\$30.78	
Tax			\$0.00
MMOSCX8BTSP9B			
Tracking Number - 12X06235A824720558			
Ground Residential			\$30.78
	1 @	\$30.78	
Tax			\$0.00
MMOSCX8CCR151			
Tracking Number - 12X06235A824724723			
Subtotal			\$61.56
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$61.56
Card Token			\$61.56

Items Designated NR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.



The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal....: POS6559B Date.: 4/27/2026
 Employee....: 282508 Time.: 09:45 AM
 Customer No.: CU00576562

Cust. Name...: Best Academy

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$28.78
	1 @	\$28.78	
Tax			\$0.00
MMOSCX88TB1KW			
Tracking Number - 12X06235A824742794			
Ground Residential			\$28.78
	1 @	\$28.78	
Tax			\$0.00
MMOSCX8FJX83J			
Tracking Number - 12X06235A891410847			
Subtotal			\$57.56
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$57.56
Card Token			\$57.56

Items Designated NR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.

The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal.....: POS6559A Date.: 4/28/2026
 Employee.....: 338305 Time.: 11:37 AM

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$28.78
	1 @	\$28.78	
Tax			\$0.00
MMOSCXBFCRIU6			
Tracking Number - 12X06235A890581012			
Subtotal			\$28.78
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$28.78
Cards			\$28.78

=====
 Items Designated NR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.

The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal.....: POS6559A Date.: 4/29/2026
 Employee.....: 338305 Time.: 10:58 AM

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$16.03
	1 @	\$16.03	
Tax			\$0.00
MMOSCX84U8YPK			
Tracking Number - 1ZX062350323950492			
Ground Residential			\$15.16
	1 @	\$15.16	
Tax			\$0.00
MMOSCX832HT9H			
Tracking Number - 1ZX062350390618547			
Ground Residential			\$28.78
	1 @	\$28.78	
Tax			\$0.00
MMOSCX8AJX085			
Tracking Number - 1ZX06235A823953273			
Subtotal			\$59.97
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$59.97
Cards			\$59.97

 Items Designated HR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge

The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal....: POS65598 Date.: 4/30/2026
 Employee....: 282508 Time.: 10:18 AM
 Customer No.: CU00576562

Cust. Name..: Best Academy

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$15.17
	1 @	\$15.17	
Tax			\$0.00
MNOSCXB8SNVBAU			
Tracking Number - 1ZX062350324783108			
Subtotal			\$15.17
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$15.17
Card Token			\$15.17

 Items Designated NR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharges.

The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal.....: POS6559B Date.: 4/30/2026
 Employee.....: 282508 Time.: 09:33 AM
 Customer No.: CU00576562

Cust. Name...: Best Academy

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$15.20
	1 @	\$15.20	
Tax			\$0.00
MMOSCXB1FG891			
Tracking Number - 12X062350324771988			
Ground Residential			\$15.20
	1 @	\$15.20	
Tax			\$0.00
MMOSCXBCK4ZQ8			
Tracking Number - 12X062350391440030			
Subtotal			\$30.40
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$30.40
Card Token			\$30.40

=====
 Items Designated NR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.

The UPS Store #6559
 6353 EL CAJON BLVD STE 124
 SAN DIEGO, CA 92115-2655
 619-487-9511

Terminal....: POS6559A Date.: 5/1/2026
 Employee....: 338305 Time.: 10:03 AM

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$15.45
	1 @	\$15.45	
Tax			\$0.00
MMOSCXB3YJU3K			
Tracking Number - 1ZX062350324000533			
Ground Commercial			\$28.78
	1 @	\$28.78	
Tax			\$0.00
MMOSCXB6HS6UX			
Tracking Number - 1ZX06235A890668581			
Subtotal			\$44.23
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$44.23
Cards			\$44.23

=====
 Items Designated NR are NOT eligible
 for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.



The UPS Store #6559
6353 EL CAJON BLVD STE 124
SAN DIEGO, CA 92115-2655
619-487-9511

Terminal....: POS6559A Date.: 5/4/2026
Employee....: 352390 Time.: 03:10 PM
Customer No.: CU00576562

Cust. Name...: Best Academy

ITEM NAME	QTY	PRICE	TOTAL
Ground Residential			\$28.28
	1 @	\$28.28	
Tax			\$0.00
MMOSCX81E9Q4H			
Tracking Number - 1ZX06235A824058917			
Subtotal			\$28.28
Shipping/Other Charges			\$0.00
Total tax			\$0.00
Total			\$28.28
Card Token			\$28.28

=====
Items Designated NR are NOT eligible
for Returns, Refunds or Exchanges.

US Postal Rates Are Subject to Surcharge.



1 2 6 0 5 0 4 6 5 5 9 0 0 2 8 5 7 8

Invoice

May 2026
 Invoice Date: 05/02/2026
 Invoice Number: E0200Z490W
 Due Date: 05/02/2026
78.00 USD



Sold-To	Bill-To	Service Usage Address
B.E.S.T. Academy 1717 E Vista Chino A7-185 Palm Springs ca 92262-3569 United States	B.E.S.T. Academy 1541 E Racquet Club Rd Palm Springs ca 92262-2365 United States	B.E.S.T. Academy 1717 E Vista Chino A7-185 Palm Springs CA 92262 United States

Order Details		Billing Summary	
Product:	Online Services	Charges:	78.00
Customer PO Number:		Discounts:	0.00
Order Number:	67a6156e-c7d9-4a25-b100-7ae5d57852e2	Credits:	0.00
Billing Period:	04/02/2026 - 05/01/2026	Tax:	0.00
Due Date:	05/02/2026	Total:	78.00

Payment Instructions: Please DO NOT PAY. You will be charged the amount due through your selected method of payment.

Billing or service question? Call 1-800-865-9408 or visit <https://aka.ms/Office365Billing>
 Microsoft Corporation, One Microsoft Way, Redmond, WA 98052, United States
 US FEIN 91-1144442

Invoice

May 2026
 Invoice Date: 05/02/2026
 Invoice Number: E0200Z490W
 Due Date: 05/02/2026
78.00 USD



Office 365 A3 for faculty

Formula for charges

Licenses in service period X Monthly (or Yearly) price per license X (Days in service period / Total in service period) = Charge

New charges

These are your charges for the next billing period for your current number of licenses.

Service period	Details	Licenses in service period	Monthly price/license period	Days in service period	Charges	Discounts	Credits	Subtotal	Tax %	Tax	Total
05/01/2026 - 05/31/2026	Monthly subscription charges	24	3.25	31	78.00	0.00	0.00	78.00	0.00 %	0.00	78.00
Subtotal					78.00	0.00	0.00	78.00		0.00	78.00
Grand Total					78.00	0.00	0.00	78.00		0.00	78.00

Billing or service question? Call 1-800-865-9408 or visit <https://aka.ms/Office365Billing>

Microsoft Corporation, One Microsoft Way, Redmond, WA 98052, United States

US FEIN 91-1144442



4200 Taylor St. San Diego 92110
 CA US
 6192600607
 SANSW_GM@Hilton.com

Guest Folio

Confirmation Number - 3458137572

Primary Guest

Guest Name: MAYS, JAMES WILLIAM
 Address: 1541 E. Racquet Club Rd
 City, State, Zip Code: Palm Springs CA 92262
 Country: US

ADDN GUESTS

Hilton Honors

G GOLD
 765989088

Stay Details

Check In Date: May 05, 2026
 Check Out Date: May 07, 2026
 Room: K1B - 409
 Source: OTHER
 Guests: 2/0

Company Details

Name
 Tax#/ID#
 PO Number
 Account Name

Other Details

Tax Invoice
 Tax/Fee: NO
 Exemption
 Tax/Fee
 Exempt Date
Travel Agent
 IATA
 Name

Date	Type	Description	Amount
May 05, 2026	Charge	GUEST ROOM	\$198.94
May 05, 2026	Tax	RM - OCCUPANCY TAX	\$25.36
May 05, 2026	Fee	RM - SAN DIEGO TMD	\$3.98
May 05, 2026	Fee	RM - CA TOURISM	\$0.39
May 05, 2026	Charge	ADD-ON SELF-PARKING	\$27.00
May 06, 2026	Charge	GUEST ROOM	\$210.70
May 06, 2026	Tax	RM - OCCUPANCY TAX	\$26.86
May 06, 2026	Fee	RM - SAN DIEGO TMD	\$4.21
May 06, 2026	Fee	RM - CA TOURISM	\$0.41
May 06, 2026	Charge	ADD-ON SELF-PARKING	\$27.00
May 07, 2026	Payments	MASTER-0274	(\$524.85)

Summary	
Type	Amount
CREDIT CARD	(\$524.85)
GUEST ROOM	\$409.64
RM - OCCUPANCY TAX	\$52.22
RM - SAN DIEGO TMD	\$8.19
RM - CA TOURISM	\$0.80
ADD-ON SELF-PARKING	\$54.00
Folio Balance	\$0.00

Check In Time: 02:43 PM Reservations hgi.com or +1-877-STAY-HGI
 Check Out Time: 12:09 PM

SPRINGHILL SUITES®
BY MARRIOTT

SPRINGHILL SUITES BY MARRIOTT® / SAN DIEGO MISSION VALLEY
2401 Camino Del Rio N, San Diego CA 92108 P 619.582.2838
springhillsuites.com

James/Mr Mays	Room: 422			
1541 E Racquet Club Rd	Room Type: KSTE			
Palm Springs CA 92262-2365	Number of Guests: 1			
Work	Rate: \$146.00	Clerk: MGZ		
Arrive: 10May26	Time: 11:12PM	Depart: 11May26	Time: 12:05PM	Folio Number: 94757

DATE	DESCRIPTION	CHARGES	CREDITS
10May26	Room Charge	146.00	
10May26	Occupancy Sales Tax	18.62	
10May26	Tourism Marketing Tax	2.92	
10May26	Ca Tourism Assessment	0.28	
10May26	Daily Parking	25.00	
11May26	American Express		192.82
	Card #: AXXXXXXXXXXXXXXXXX1006/XXXX		
	Card Type: AMEX Card Entry: Contactless Approval Code: 884601		
	App Label: AMERICAN EXPRESS AID: A000000025010801		

BALANCE: 0.00

Marriott Bonvoy Account # XXXXX7597. Your Marriott Bonvoy points/miles earned on your eligible earnings will be credited to your account. Check your Marriott Bonvoy account statement or your online statement for updated activity.

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Locksmith services 24/7

Phone: +19178913785

INVOICE

Invoice #

IN-1778523428

Date Issued

11 May 2026

Due date

12 May 2026

Billed to

Yhanseck Nuno

+13235902115

Jmays@bestacademycs.com

Items	Unit Cost	Qty	Price
New lock	\$285.00	2	\$570.00
Rekey	\$75.00	2	\$150.00
Subtotal			\$720.00
Service fee			\$36.00
Total			\$756.00

Payments

11 May 2026 - Mastercard - **0274

\$756.00

Txn. ID - SP260511-03740

Payments powered by

Transactions will reflect in your bank statement as - **SP Locksmith services**

Paid

PDF generated on 11 May 2026



James Mays <jmays@bestacademycs.com>

Registration PENDING: Fall 2026 In-Person GATE Certification Course [1287-278132]

2 messages

OMS Notifications <notifications@k12oms.org>

Mon, May 11, 2026 at 1:52 PM

Reply-To: "rsilver@ocde.us" <rsilver@ocde.us>

To: Tiffany Harris <jmays@bestacademycs.com>

Tiffany Harris, thank you for submitting your registration for the following event:

Participant Information

Participant Name Tiffany Harris

Participant Email Address THarris@BESTAcademyCS.com

Event Information

Event Fall 2026 In-Person GATE Certification Course

Event Details <https://ocde.k12oms.org/1287-278132>

(3) Day Event 09/16/2026 | 10/15/2026 | 11/18/2026

Event Time 8:30 am - 3:00 pm

Event Price \$ 600.00

Payment Options Check | Purchase Order

Status PENDING

Provided By Gifted and Talented Education (GATE)

Confirmation Number har-8zlhqt

Cancellation/Refund Deadline 09/02/2026

Cancellations must be made 14 days prior to the event to receive a refund of payment.

By Registering for this event, you agree to the above Cancellation/Refund Policy.

IMPORTANT The current status of your registration for this event is **PENDING**. In order to confirm your spot for this event your registration information will be reviewed for completeness. Please submit payment in the amount of \$ 600.00. The payment will be processed according to our payment guidelines.

To make payment:

Please send payment to Orange County Department of Education 200 Kalmus Dr. Costa Mesa, CA 92626. Attention: Robin Silver mail stop 1041-A

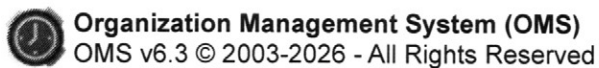
Payment must be submitted prior to the training. Participants will not be admitted to a training without a PO, check or other form of payment.

Cancellations must be made 14 days prior to event for a refund of payment.

**To pay by credit card please contact Melissa Alvarado at 714-966-4327

If you need to CANCEL your registration, experience problems paying by credit card or have any questions, please email or call me. Please include your name, the event title, and your confirmation number in all correspondence. For information on the event, visit <https://ocde.k12oms.org/1287-278132>

Sincerely,
Robin Silver
Email: rsilver@ocde.us
Phone: (714) 966-3525



James Mays <jmays@bestacademy.com>
To: Tiffany Harris <tharris@bestacademy.com>

Mon, May 11, 2026 at 1:57 PM

Tiffany,






Registered and paid for!

Jlm
[Quoted text hidden]

Order Summary

Order placed May 11, 2026 Order # 111-6043699-2933834

Ship to	Payment method	Order Summary												
Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States	American Express ending in 1007 View related transactions	<table> <tr> <td>Item(s) Subtotal:</td> <td>\$32.89</td> </tr> <tr> <td>Shipping & Handling:</td> <td>\$2.99</td> </tr> <tr> <td>Free Shipping:</td> <td>-\$2.99</td> </tr> <tr> <td>Total before tax:</td> <td>\$32.89</td> </tr> <tr> <td>Estimated tax to be collected:</td> <td>\$2.54</td> </tr> <tr> <td>Grand Total:</td> <td>\$35.43</td> </tr> </table>	Item(s) Subtotal:	\$32.89	Shipping & Handling:	\$2.99	Free Shipping:	-\$2.99	Total before tax:	\$32.89	Estimated tax to be collected:	\$2.54	Grand Total:	\$35.43
Item(s) Subtotal:	\$32.89													
Shipping & Handling:	\$2.99													
Free Shipping:	-\$2.99													
Total before tax:	\$32.89													
Estimated tax to be collected:	\$2.54													
Grand Total:	\$35.43													

Arriving tomorrow 10 AM – 3 PM	
	<p>The Wild Robot (Volume 1) Sold by: Amazon.com Supplied by: Other \$5.61</p>
	<p>Lord of the Flies Sold by: Amazon.com Supplied by: Other \$6.59</p>
	<p>Number the Stars: A Newbery Award Winner Sold by: Amazon.com Supplied by: Other \$6.25</p>
	<p>Escape from Mr. Lemoncello's Library Sold by: Amazon.com Supplied by: Other \$7.00</p>
	<p>Where the Mountain Meets the Moon (Newbery Honor Award Winner) Sold by: Amazon.com Supplied by: Other \$7.44</p>


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Order Summary

Order placed May 11, 2026 Order # 111-6470656-1017866

Ship to Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States	Payment method American Express ending in 1007 View related transactions	Order Summary Item(s) Subtotal: \$36.00 Shipping & Handling: \$3.99 Total before tax: \$39.99 Estimated tax to be collected: \$3.10 Grand Total: \$43.09
--	---	---

Arriving May 18



Magic Tree House Boxed Set, Books 1-15
Sold by: WÖLF
Supplied by: Other
\$36.00


[Back to top](#)

Order Summary

Order placed May 11, 2026 Order # 111-6782858-9404250

Ship to Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States	Payment method American Express ending in 1007 View related transactions	Order Summary Item(s) Subtotal: \$24.99 Shipping & Handling: \$0.00 Total before tax: \$24.99 Estimated tax to be collected: \$1.94 Grand Total: \$26.93
--	---	---

Arriving May 18



Encyclopedia of Insects: An Illustrated Guide to Nature's Most Weird and Wonderful Bugs - Contains over 250 Insects!
Sold by: Amazon.com
Supplied by: Other
\$24.99

[Back to top](#)

Order Summary

Order placed May 11, 2026 Order # 111-9368290-9330607

<p>Ship to Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States</p>	<p>Payment method American Express ending in 1007 View related transactions</p>	<p>Order Summary</p> <table> <tr> <td>Item(s) Subtotal:</td> <td style="text-align: right;">\$412.72</td> </tr> <tr> <td>Shipping & Handling:</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>Total before tax:</td> <td style="text-align: right;">\$412.72</td> </tr> <tr> <td>Estimated tax to be collected:</td> <td style="text-align: right;">\$31.99</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: right;">\$444.71</td> </tr> </table>	Item(s) Subtotal:	\$412.72	Shipping & Handling:	\$0.00	Total before tax:	\$412.72	Estimated tax to be collected:	\$31.99	Grand Total:	\$444.71
Item(s) Subtotal:	\$412.72											
Shipping & Handling:	\$0.00											
Total before tax:	\$412.72											
Estimated tax to be collected:	\$31.99											
Grand Total:	\$444.71											

Arriving Wednesday



Beach Day! (Step into Reading, Step 1)
 Sold by: Amazon.com
 Supplied by: Other
 \$4.90



Scaredy Squirrel Goes Camping
 Sold by: Amazon.com
 Supplied by: Other
 \$7.43

Arriving Wednesday



We Dig Fossils (Step into Reading, Step 2)
 Sold by: Amazon.com
 Supplied by: Other
 \$5.75



The War that Saved My Life: (Newbery Honor Award Winner)
 Sold by: Amazon.com
 Supplied by: Other
 \$6.25



Echo Mountain
 Sold by: Amazon.com
 Supplied by: Other
 \$6.33



The Wednesday Wars: A Newbery Honor Award Winner
 Sold by: Amazon.com
 Supplied by: Other
 \$7.04



And Then Comes Summer
 Sold by: Amazon.com
 Supplied by: Other
 \$6.99



What's Inside A Bird's Nest?: And Other Questions About Nature & Life Cycles
 Sold by: Amazon.com
 Supplied by: Other
 \$14.22



The Princess in Black: Three Smashing Adventures: Books 1-3 (Box Set of Early Chapter Books About Funny Hero Adventures)
 Sold by: Amazon.com
 Supplied by: Other
 \$8.92



Sold by: Amazon.com
Supplied by: Other
\$12.39



It Began with Lemonade
Sold by: Amazon.com
Supplied by: Other
\$11.60



City Spies
Sold by: Amazon.com
Supplied by: Other
\$8.54



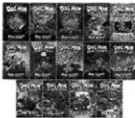
Encyclopedia of Birds
Sold by: Amazon.com
Supplied by: Other
\$13.92



One Crazy Summer: A Newbery Honor Winner—A Moving Novel About Family, Activism, and Self-Discovery in 1960s America
Sold by: Amazon.com
Supplied by: Other
\$6.40



The Watermelon Seed
Sold by: Amazon.com
Supplied by: Other
\$10.90



Dog Man Series Complete Collection Set (Books 1–14) by Dav Pilkey
Sold by: Aqua Nexus Books
Supplied by: Other
\$145.89



Little Women (Puffin in Bloom)
Sold by: Amazon.com
Supplied by: Other
\$10.05



Pete the Cat: Pete at the Beach: A Fun Summer Story for Children (Ages 4-8) (My First I Can Read)
Sold by: Amazon.com
Supplied by: Other
\$4.79



The Vanderbeekers of 141st Street
Sold by: Amazon.com
Supplied by: Other
\$7.02



Bad Guys Series Complete Set (Books 1-20)
Sold by: Vasona Books
Supplied by: Other
\$97.97



The Best Worst Camp Out Ever (I Like to Read Comics)
Sold by: Amazon.com
Supplied by: Other
\$7.99

Order Summary

Order placed May 12, 2026 Order # 111-7797401-8965008

<p>Ship to Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States</p>	<p>Payment method American Express ending in 1007 View related transactions</p>	<p>Order Summary</p> <table> <tr> <td>Item(s) Subtotal:</td> <td style="text-align: right;">\$184.09</td> </tr> <tr> <td>Shipping & Handling:</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>Total before tax:</td> <td style="text-align: right;">\$184.09</td> </tr> <tr> <td>Estimated tax to be collected:</td> <td style="text-align: right;">\$11.26</td> </tr> <tr> <td>Grand Total:</td> <td style="text-align: right;">\$195.35</td> </tr> </table>	Item(s) Subtotal:	\$184.09	Shipping & Handling:	\$0.00	Total before tax:	\$184.09	Estimated tax to be collected:	\$11.26	Grand Total:	\$195.35
Item(s) Subtotal:	\$184.09											
Shipping & Handling:	\$0.00											
Total before tax:	\$184.09											
Estimated tax to be collected:	\$11.26											
Grand Total:	\$195.35											

Arriving tomorrow



Kleenex Ultra Soft Facial Tissues, 8 Cube Boxes, 80 Tissues per Box, 3-Ply, Packaging May Vary
 Sold by: Amazon.com
 Supplied by: Other
 2 \$17.98



GH1200 (2-in-1) Super Glue with Brush Applicator & Nozzle, Mess Free Superglue Brush, Instant Never Dries, 3000 CPS Ca Glue, No Stain Clear Glue, Super Glue for Plastic, Rubber & More
 Sold by: KTC GLOBAL
 Supplied by: Other
 3 \$8.99



Amazon Basics Sturdy File Folders with Reinforced Tabs for Filing and Organization, 1/3-Cut Tab, Assorted Positions, Letter Size, 8.5x11 inches, Manila, 100-Pack
 Sold by: Amazon.com
 Supplied by: Other
 2 \$12.59

Arriving tomorrow



Hikemoon 34" Extra Long Collapsible Wagons Carts Foldable, 360LBS Heavy Duty Folding Beach Wagon Cart with Wheels, Portable Utility Outdoor Wagon for Grocery, Shopping, Garden, Sports, Camping, Black
 Sold by: Hikemoon Direct
 Supplied by: Other
 \$56.99



Peet's Coffee, Dark Roast Keurig K-Cup Pods, 100% Arabica Coffee - Major Dickason's Blend 75 Count (1 Box of 75 Pods)
 Sold by: Amazon.com
 Supplied by: Other
 \$38.99

[Back to top](#)

Order Summary

Order placed May 12, 2026 Order # 111-7585731-6940263

Ship to Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States	Payment method American Express ending in 1007 View related transactions	Order Summary Item(s) Subtotal: \$80.25 Shipping & Handling: \$0.00 Total before tax: \$80.25 Estimated tax to be collected: \$6.20 Grand Total: \$86.45
--	---	---

Arriving tomorrow



Innovera IVR10012 10 oz. Compressed Air Duster Cleaner (2/Pack)
Sold by: Big Desk Drawer
Supplied by: Other
\$16.05


[Back to top](#)

Order Summary

Order placed May 12, 2026 Order # 111-5121315-9209052

Ship to	Payment method	Order Summary
Barker Blue Dog 6360 EL CAJON BLVD # 101 SAN DIEGO, CA 92115-2643 United States	American Express ending in 1007 View related transactions	Item(s) Subtotal: \$16.14 Shipping & Handling: \$2.99 Free Shipping: -\$2.99 Total before tax: \$16.14 Estimated tax to be collected: \$1.25 Grand Total: \$17.39

Arriving overnight 7 AM – 11 AM



Mifflin-USA Plastic Waterproof ID Badge Holders (Clear, 2.25x3.5 Inch, 100 Pack), Vertical Hanging Name Card Holder with Zipper, Resealable Bulk Nametag Holders
Sold by: Mendota Merchants
Supplied by: Other
\$16.14

[Back to top](#)



CA US
6192957600
SANCS_Hampton@Hilton.com

Guest Folio

Confirmation Number - 95102939

Primary Guest

Guest Name MAYS, JAMES WILLIAM
Address 1541 E. Racquet Club Rd
City, State, Zip Code Palm Springs CA 92262
Country US

ADDN GUESTS

TIINA COLLIER

Hilton Honors

G GOLD
765989088

Stay Details

Check In Date May 10, 2026
Check Out Date May 14, 2026
Room NQRR - 346
Source OTHER
Guests 2/0

Company Details

Name
Tax#/ID#
PO Number
Account Name

Other Details

Tax Invoice
Tax/Fee NO
Exemption
Tax/Fee
Exempt Date
Travel Agent
IATA
Name

Date	Type	Description	Amount
May 10, 2026	Charge	GUEST ROOM	\$127.88
May 10, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$16.30
May 10, 2026	Fee	RM - SAN DIEGO TMD FEE	\$2.56
May 10, 2026	Fee	RM - CA TOURISM FEE	\$0.25
May 11, 2026	Charge	GUEST ROOM	\$140.06
May 11, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$17.86
May 11, 2026	Fee	RM - SAN DIEGO TMD FEE	\$2.80
May 11, 2026	Fee	RM - CA TOURISM FEE	\$0.27
May 12, 2026	Payments	MASTER-0274	(\$651.58)
May 12, 2026	Charge	GUEST ROOM	\$149.46
May 12, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$19.06
May 12, 2026	Fee	RM - SAN DIEGO TMD FEE	\$2.99
May 12, 2026	Fee	RM - CA TOURISM FEE	\$0.29
May 13, 2026	Charge	GUEST ROOM	\$149.46
May 13, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$19.06
May 13, 2026	Fee	RM - SAN DIEGO TMD FEE	\$2.99
May 13, 2026	Fee	RM - CA TOURISM FEE	\$0.29

Summary

Type	Amount
GUEST ROOM	\$566.86
RM - TRANSIENT OCCUPANCY TAX	\$72.28
RM - SAN DIEGO TMD FEE	\$11.34
RM - CA TOURISM FEE	\$1.10
CREDIT CARD	(\$651.58)
Folio Balance	\$0.00

ARCO GASOLINE
ARCO AM/PM
298 S. SANDERS
HEMET CA

502 BEAUMONT AVE
BEAUMONT CROSSROADS
XXXXXXXXXX5001
BEAUMONT , CA
92223
05/05/2026 595152006
11:36:19 AM

28900 B... CALIFOR
G&M DT
0000
TEMEI
05/04/ 71
12:46:31

DATE 3/10/26 16:01
TRAN#9066087
PUMP# 06
SERVICE LEVEL: SELF
PRODUCT: REGULAR
GALLONS: 9.193
PRICE/G: \$5.099
FUEL SALE \$46.88
CREDIT \$46.88

XXXXXXXXXXXX0274
Mastercard
INVOICE 007032
AUTH 46415Z

XXXXXXXXXXXX0274
MASTERCARD
INVOICE E/7070500
AUTH 41150Z

FinalSale Receipt
MASTERCARD \$46.88
*****0274
Auth #: 66431Z
Resp Code: 000
Stan: 0376406950
Reference:90051
APPNAME MASTERCARD
AID : A0000000041010
APP CRYPTOGRAM :
ARQC E90B69E0995A581
E
ENTRY : Tap

PUMP# 3

Regular 7.594G
PRICE/GAL \$5.999

FUEL TOTAL \$ 45.56

TOTAL = \$ 45.56

CREDIT \$ 45.56

PUMP# 8

UNLEAD REG 7.285G
PRICE/GAL \$6.499

FUEL TOTAL \$ 47.35

TOTAL = \$ 47.35

CREDIT \$ 47.35

SITE ID: ARCO4264600
1

THANK YOU
FOR CHOSSING ARCO
COMMENTS?
CALL 1-800-322-2726

Customer-activated Purchase/Capture
Site #: 0000000000007003
Shift Number 1
Sequence Number 65400
Contactless
MASTERCARD
Mode: Issuer
AID: A0000000041010
TVR: 0000000001
IAD: 0118A04001220000000000000000000000F
F
TSI: E000
ARC: 00
ARQC: DA0A51FA03BFDE01
APPROVED 46415Z

Chip Read
MASTERCARD
Mode: Issuer
AID: A0000000041010

Get rewarded on
every fill-up at
Chevron with a
Technon Advantage
card. See app
for details.

I agree to pay the above total amount
according to card issuer agreement.

DOWNLOAD OUR FREE MOBILE APP FOR
EXCLUSIVE DEALS AND COUPONS
VISIT WWW.GMOC.COM
Customer Copy

Welcome to Shell

Welcome to Shell

SHELL
30107 ANTELOPE RD
MENIFEE, CA
92584
10006057003
05/11/2026 227538422
11:33:05 AM

SHELL
30107 ANTELOPE RD
MENIFEE, CA
92584
10006057003
05/06/2026 227533858
10:13:26 PM

*** REPRINT *** REPRINT *** REPRINT ***
PUMP# 5

*** REPRINT *** REPRINT *** REPRINT ***
PUMP# 5

REGULAR 9.699G
PRICE/GAL \$6.199

REGULAR 6.901G
PRICE/GAL \$6.199

FUEL TOTAL \$ 60.12

FUEL TOTAL \$ 42.78

TOTAL = \$ 60.12

TOTAL = \$ 42.78

*** REPRINT *** REPRINT *** REPRINT ***

*** REPRINT *** REPRINT *** REPRINT ***

CREDIT \$ 60.12

CREDIT \$ 42.78

MASTERCARD
USD\$60.12
XXXX XXXX XXXX 0274
Contactless
APPROVED
AUTH # 77895Z
INV # 677484
Mode: Issuer
AID: A0000000041010
TVR: 0000008001
IAD: 0110A0400122000
0000000000000000
0000FF
ARC: 00

MASTERCARD
USD\$42.78
XXXX XXXX XXXX 0274
Contactless
APPROVED
AUTH # 66373Z
INV # 582049
Mode: Issuer
AID: A0000000041010
TVR: 0000008001
IAD: 0110A0400122000
0000000000000000
0000FF
ARC: 00

Please come again

Please come again



CA US
6192957600
SANCS_Hampton@Hilton.com

Tax#/ID# :

Guest Folio

Confirmation Number - 52155319

Primary Guest

Guest Name MAYS, JAMES WILLIAM
Address 1541 E. Racquet Club Rd
City, State, Zip Code Palm Springs CA 92262
Country US

ADDN GUESTS

Margaret Compton

Hilton Honors

G GOLD
765989088

Stay Details

Check In Date May 11, 2026
Check Out Date May 14, 2026
Room NQRR - 502
Source OTHER
Guests 2/0

Company Details

Name
Tax#/ID#
PO Number
Account Name

Other Details

Tax Invoice
Tax/Fee NO
Exemption
Tax/Fee
Exempt Date
Travel Agent
IATA
Name

Date	Type	Description	Amount
May 11, 2026	Charge	PARKING	\$27.00
May 11, 2026	Charge	GUEST ROOM	\$187.70
May 11, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$23.93
May 11, 2026	Fee	RM - SAN DIEGO TMD FEE	\$3.75
May 11, 2026	Fee	RM - CA TOURISM FEE	\$0.37
May 12, 2026	Charge	GUEST ROOM	\$215.27
May 12, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$27.45
May 12, 2026	Fee	RM - SAN DIEGO TMD FEE	\$4.31
May 12, 2026	Fee	RM - CA TOURISM FEE	\$0.42
May 12, 2026	Charge	PARKING	\$27.00
May 13, 2026	Charge	GUEST ROOM	\$168.56
May 13, 2026	Tax	RM - TRANSIENT OCCUPANCY TAX	\$21.49
May 13, 2026	Fee	RM - SAN DIEGO TMD FEE	\$3.37
May 13, 2026	Fee	RM - CA TOURISM FEE	\$0.33
May 13, 2026	Charge	PARKING	\$27.00
May 14, 2026	Payments	MASTER-0274	(\$737.95)

Summary

Type	Amount
GUEST ROOM	\$571.53
RM - TRANSIENT OCCUPANCY TAX	\$72.87
RM - SAN DIEGO TMD FEE	\$11.43
RM - CA TOURISM FEE	\$1.12
PARKING	\$81.00
CREDIT CARD	(\$737.95)
Folio Balance	\$0.00

Check In Time 07:23 PM Reservations hiltonhotels.com or +1-800-HILTONS
Check Out Time 12:26 PM

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
9120 Checking Account						
05/01/2026	Bill Payment (Check)	4007	Health Net*		Cleared	-19,041.64
05/01/2026	Bill Payment (Check)	4007	Health Net*			-19,041.64
05/01/2026	Bill Payment (Check)		Daniel Crook		Cleared	-1,048.30
05/01/2026	Bill Payment (Check)		Daniel Crook			-1,048.30
05/01/2026	Expense		Divvy		Cleared	-21,201.89
05/01/2026	Expense		Divvy	ORIG CO NAME:BILL Divvy Finan ORIG ID:XXXXXX1296 DESC DATE: CO ENTRY DESCR:Divvy CredSEC:CCD TRACE#:XXXXXXXX2787076 EED:260501 IND ID:TFGFXW95VY3FQGI IND NAME:B EST Academy J7GZXP9DVNHV TRN: XXXXXX7076 TC	Uncleared	-21,201.89
05/04/2026	Expense	5/5/26	Payroll		Cleared	- 507,279.61
05/04/2026	Expense	5/5/26	Payroll	5/5/26 Monthly Payroll	Uncleared	- 349,350.11
05/04/2026	Expense	5/5/26	Payroll	5/5/26 Monthly Payroll Tax	Uncleared	- 140,255.48
05/04/2026	Expense	5/5/26	Payroll	5/5/26 Semi-Monthly Payroll	Uncleared	-13,384.52
05/04/2026	Expense	5/5/26	Payroll	5/5/26 Semi-Monthly Payroll Tax	Uncleared	-3,920.56
05/04/2026	Expense	5/5/26	Payroll	5/5/26 Payroll Fee		368.94
05/05/2026	Bill Payment (Check)	4017	Lighthouse Education Center		Cleared	-12,127.61
05/05/2026	Bill Payment (Check)	4017	Lighthouse Education Center			-12,127.61
05/05/2026	Bill Payment (Check)	4016	Christy White Inc.		Cleared	-1,500.00
05/05/2026	Bill Payment (Check)	4016	Christy White Inc.			-1,500.00
05/05/2026	Bill Payment (Check)	4015	Class of Recognition		Cleared	-252.86

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)	4015	Class of Recognition			-252.86
05/05/2026	Bill Payment (Check)	4014	Gathered Oak		Uncleared	-6,390.75
05/05/2026	Bill Payment (Check)	4014	Gathered Oak			-6,390.75
05/05/2026	Bill Payment (Check)	4013	Music Speaks Studio LLC		Cleared	-300.00
05/05/2026	Bill Payment (Check)	4013	Music Speaks Studio LLC			-300.00
05/05/2026	Bill Payment (Check)	4012	Gym Trix Inc		Cleared	-600.00
05/05/2026	Bill Payment (Check)	4012	Gym Trix Inc			-600.00
05/05/2026	Bill Payment (Check)	4011	Beable Education Inc.		Cleared	-14,737.50
05/05/2026	Bill Payment (Check)	4011	Beable Education Inc.			-14,737.50
05/05/2026	Bill Payment (Check)	4010	Creative Solutions Tutoring		Cleared	-816.00
05/05/2026	Bill Payment (Check)	4010	Creative Solutions Tutoring			-816.00
05/05/2026	Bill Payment (Check)	4009	MoxieBox Art, Inc.		Cleared	-199.99
05/05/2026	Bill Payment (Check)	4009	MoxieBox Art, Inc.			-199.99
05/05/2026	Bill Payment (Check)	4008	Prospect Soccer Academy LLC		Cleared	-900.00
05/05/2026	Bill Payment (Check)	4008	Prospect Soccer Academy LLC			-900.00
05/05/2026	Expense				Cleared	-7.50
05/05/2026	Expense			SERVICE CHARGES FOR THE MONTH OF APRIL		7.50

B.E.S.T. Academy

Check Detail Report
May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)		Ihui Su		Cleared	-116.25
05/05/2026	Bill Payment (Check)		Ihui Su			-116.25
05/05/2026	Bill Payment (Check)		Matthew Cook		Cleared	-547.00
05/05/2026	Bill Payment (Check)		Matthew Cook			-547.00
05/05/2026	Bill Payment (Check)		Robyn Bell		Cleared	-870.46
05/05/2026	Bill Payment (Check)		Robyn Bell			-870.46
05/05/2026	Bill Payment (Check)		Christie Wright		Cleared	-1,070.00
05/05/2026	Bill Payment (Check)		Christie Wright			-1,070.00
05/05/2026	Bill Payment (Check)		Veronica Munoz Barreto		Cleared	-800.00
05/05/2026	Bill Payment (Check)		Veronica Munoz Barreto			-800.00
05/05/2026	Bill Payment (Check)		Meghan Wilson		Cleared	-225.00
05/05/2026	Bill Payment (Check)		Meghan Wilson			-225.00
05/05/2026	Bill Payment (Check)		Ambar Olson		Cleared	-969.20
05/05/2026	Bill Payment (Check)		Ambar Olson			-969.20
05/05/2026	Bill Payment (Check)		Jennifer Reutgen		Cleared	-105.00
05/05/2026	Bill Payment (Check)		Jennifer Reutgen			-105.00
05/05/2026	Bill Payment (Check)		Yukiko Petrus		Cleared	-625.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)		Yukiko Petrus			-625.00
05/05/2026	Bill Payment (Check)		Julia E. Bennett		Cleared	-165.00
05/05/2026	Bill Payment (Check)		Julia E. Bennett			-165.00
05/05/2026	Bill Payment (Check)		Debra Mann		Cleared	-1,234.72
05/05/2026	Bill Payment (Check)		Debra Mann			-1,234.72
05/05/2026	Bill Payment (Check)		Cynthia Mumme		Cleared	-465.00
05/05/2026	Bill Payment (Check)		Cynthia Mumme			-465.00
05/05/2026	Bill Payment (Check)		Monica Kulacz		Cleared	-494.00
05/05/2026	Bill Payment (Check)		Monica Kulacz			-494.00
05/05/2026	Bill Payment (Check)		Ivette Cortez		Cleared	-500.00
05/05/2026	Bill Payment (Check)		Ivette Cortez			-500.00
05/05/2026	Bill Payment (Check)		Jessica Thomas		Cleared	-1,355.00
05/05/2026	Bill Payment (Check)		Jessica Thomas			-1,355.00
05/05/2026	Bill Payment (Check)		Danielle Fielder		Cleared	-300.00
05/05/2026	Bill Payment (Check)		Danielle Fielder			-300.00
05/05/2026	Bill Payment (Check)		Shyann Suarez		Cleared	-92.00
05/05/2026	Bill Payment (Check)		Shyann Suarez			-92.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)		Mama Bear LLC DBA BEAR Children's Academy		Cleared	-690.00
05/05/2026	Bill Payment (Check)		Mama Bear LLC DBA BEAR Children's Academy			-690.00
05/05/2026	Bill Payment (Check)		Fernanda Fregoso		Cleared	-1,260.00
05/05/2026	Bill Payment (Check)		Fernanda Fregoso			-1,260.00
05/05/2026	Bill Payment (Check)		Alyssa Flores		Cleared	-261.91
05/05/2026	Bill Payment (Check)		Alyssa Flores			-261.91
05/05/2026	Bill Payment (Check)		Jocelyn Walker		Cleared	-525.00
05/05/2026	Bill Payment (Check)		Jocelyn Walker			-525.00
05/05/2026	Bill Payment (Check)		MacKenzie Collins		Cleared	-1,402.00
05/05/2026	Bill Payment (Check)		MacKenzie Collins			-1,402.00
05/05/2026	Bill Payment (Check)		Discovery of Learning		Cleared	-26,674.65
05/05/2026	Bill Payment (Check)		Discovery of Learning			-26,674.65
05/05/2026	Bill Payment (Check)		Kahroba Ayazi		Cleared	-946.00
05/05/2026	Bill Payment (Check)		Kahroba Ayazi			-946.00
05/05/2026	Bill Payment (Check)		Miranda O'Dell		Cleared	-400.00
05/05/2026	Bill Payment (Check)		Miranda O'Dell			-400.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)		Shawnda Chisolm		Cleared	-132.00
05/05/2026	Bill Payment (Check)		Shawnda Chisolm			-132.00
05/05/2026	Bill Payment (Check)		Vianetia Lopez		Cleared	-299.00
05/05/2026	Bill Payment (Check)		Vianetia Lopez			-299.00
05/05/2026	Bill Payment (Check)		Beatriz Camacho Vazquez		Cleared	-1,680.00
05/05/2026	Bill Payment (Check)		Beatriz Camacho Vazquez			-1,680.00
05/05/2026	Bill Payment (Check)		Lauren Lawless		Cleared	-400.00
05/05/2026	Bill Payment (Check)		Lauren Lawless			-400.00
05/05/2026	Bill Payment (Check)		Amie Bowers		Cleared	-3,520.00
05/05/2026	Bill Payment (Check)		Amie Bowers			-3,520.00
05/05/2026	Bill Payment (Check)		Erica Harper		Cleared	-41.97
05/05/2026	Bill Payment (Check)		Erica Harper			-41.97
05/05/2026	Bill Payment (Check)		Matthew King		Cleared	-615.00
05/05/2026	Bill Payment (Check)		Matthew King			-615.00
05/05/2026	Bill Payment (Check)		Alyssa Rivas		Cleared	-800.00
05/05/2026	Bill Payment (Check)		Alyssa Rivas			-800.00
05/05/2026	Bill Payment (Check)		Cinthia Careli Lambarena		Cleared	-259.00

B.E.S.T. Academy

Check Detail Report
May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)		Cinthia Careli Lambarena			-259.00
05/05/2026	Bill Payment (Check)		Cynthia L. Schneider		Cleared	-150.00
05/05/2026	Bill Payment (Check)		Cynthia L. Schneider			-150.00
05/05/2026	Bill Payment (Check)		Zaner-Bloser		Cleared	-72.58
05/05/2026	Bill Payment (Check)		Zaner-Bloser			-72.58
05/05/2026	Bill Payment (Check)		Jenna Niemes		Cleared	-1,020.00
05/05/2026	Bill Payment (Check)		Jenna Niemes			-1,020.00
05/05/2026	Bill Payment (Check)		Xaviera Pepe		Cleared	-3,783.42
05/05/2026	Bill Payment (Check)		Xaviera Pepe			-3,783.42
05/05/2026	Bill Payment (Check)		Ashley Shifflett		Cleared	-1,336.48
05/05/2026	Bill Payment (Check)		Ashley Shifflett			-1,336.48
05/05/2026	Bill Payment (Check)		Janelle Alavekios		Cleared	-1,270.93
05/05/2026	Bill Payment (Check)		Janelle Alavekios			-1,270.93
05/05/2026	Bill Payment (Check)		Specialized Therapy Services, Inc.		Cleared	-3,548.62
05/05/2026	Bill Payment (Check)		Specialized Therapy Services, Inc.			-3,548.62
05/05/2026	Bill Payment (Check)		Stella Coney		Cleared	-96.00
05/05/2026	Bill Payment (Check)		Stella Coney			-96.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/05/2026	Bill Payment (Check)		Maria Morris		Cleared	-500.00
05/05/2026	Bill Payment (Check)		Maria Morris			-500.00
05/05/2026	Bill Payment (Check)		Mama Bear LLC DBA BEAR Children's Academy		Cleared	-450.00
05/05/2026	Bill Payment (Check)		Mama Bear LLC DBA BEAR Children's Academy			-450.00
05/05/2026	Bill Payment (Check)		Little Passports, Inc.		Cleared	-86.20
05/05/2026	Bill Payment (Check)		Little Passports, Inc.			-86.20
05/05/2026	Bill Payment (Check)		Katherine Marie Hamilton		Cleared	-5,000.00
05/05/2026	Bill Payment (Check)		Katherine Marie Hamilton			-5,000.00
05/05/2026	Bill Payment (Check)		Education Station LLC		Cleared	-380.00
05/05/2026	Bill Payment (Check)		Education Station LLC			-380.00
05/05/2026	Bill Payment (Check)		BIGO Solutions		Cleared	-740.00
05/05/2026	Bill Payment (Check)		BIGO Solutions			-740.00
05/05/2026	Bill Payment (Check)		South OC Hybrid Homeschool		Cleared	-1,410.00
05/05/2026	Bill Payment (Check)		South OC Hybrid Homeschool			-1,410.00
05/05/2026	Bill Payment (Check)		Horizon of Hope LLC		Cleared	-52,738.00
05/05/2026	Bill Payment (Check)		Horizon of Hope LLC			-52,738.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/06/2026	Expense		MBI I Bank		Cleared	-210.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/06/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260505 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX8753289 EED:260506 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX3289TC		210.00
05/07/2026	Bill Payment (Check)	4019	Republic Indemnity		Cleared	-4,179.60
05/07/2026	Bill Payment (Check)	4019	Republic Indemnity			-4,179.60
05/07/2026	Bill Payment (Check)	4018	Debra Webb		Cleared	-600.00
05/07/2026	Bill Payment (Check)	4018	Debra Webb			-600.00
05/07/2026	Bill Payment (Check)		Alejandro Soriano		Cleared	-2,417.17
05/07/2026	Bill Payment (Check)		Alejandro Soriano			-2,417.17
05/07/2026	Bill Payment (Check)		Jim W. Mays III		Cleared	-4,383.99
05/07/2026	Bill Payment (Check)		Jim W. Mays III			-4,383.99
05/07/2026	Expense		MBI I Bank		Cleared	-20.00
05/07/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260506 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX1997800 EED:260507 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX7800TC		20.00
05/07/2026	Expense		National Benefit Services, LLC		Cleared	-73,849.55
05/07/2026	Expense		National Benefit Services, LLC	ORIG CO NAME:NATIONAL BENEFIT ORIG ID:XXXXXX1003 DESC DATE: CO ENTRY DESCR:CASHCD SEC:CCD TRACE#:XXXXXXXX2141520 EED:260507 IND ID: IND NAME:BEST ACADEMY TRN: 1 XXXXX1520TC	Uncleared	-73,849.55
05/07/2026	Bill Payment (Check)		Cassandra Bolden		Cleared	-600.00
05/07/2026	Bill Payment (Check)		Cassandra Bolden			-600.00
05/07/2026	Bill Payment (Check)		Gary McCloskey		Cleared	-600.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/07/2026	Bill Payment (Check)		Gary McCloskey			-600.00
05/07/2026	Bill Payment (Check)		Grady McGuire		Cleared	-600.00
05/07/2026	Bill Payment (Check)		Grady McGuire			-600.00
05/07/2026	Bill Payment (Check)		Marcella Nino		Cleared	-600.00
05/07/2026	Bill Payment (Check)		Marcella Nino			-600.00
05/08/2026	Expense		MBI I Bank		Cleared	-400.00
05/08/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260507 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX5193300 EED:260508 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX3300TC		400.00
05/11/2026	Expense		MBI I Bank		Cleared	-45.00
05/11/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260509 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX8916072 EED:260511 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX6072TC		45.00
05/13/2026	Bill Payment (Check)	4041	Young, Minney & Corr, LLP		Cleared	-2,544.00
05/13/2026	Bill Payment (Check)	4041	Young, Minney & Corr, LLP			-2,544.00
05/13/2026	Bill Payment (Check)	4040	Nataly Jewel		Uncleared	-297.50
05/13/2026	Bill Payment (Check)	4040	Nataly Jewel			-297.50
05/13/2026	Bill Payment (Check)	4039	Validate Me Inc		Cleared	-200.00
05/13/2026	Bill Payment (Check)	4039	Validate Me Inc			-200.00
05/13/2026	Bill Payment (Check)	4038	Class of Recognition		Cleared	-78.07
05/13/2026	Bill Payment (Check)	4038	Class of Recognition			-78.07

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/13/2026	Bill Payment (Check)	4037	Live Oak	Education	Cleared	-1,000.00
05/13/2026	Bill Payment (Check)	4037	Live Oak	Education		-1,000.00
05/13/2026	Bill Payment (Check)	4036	Suntree	Educational Services	Cleared	-400.00
05/13/2026	Bill Payment (Check)	4036	Suntree	Educational Services		-400.00
05/13/2026	Bill Payment (Check)	4035	Little Surf Co.		Uncleared	-750.00
05/13/2026	Bill Payment (Check)	4035	Little Surf Co.			-750.00
05/13/2026	Bill Payment (Check)	4034	I Can	Academy	Cleared	-2,812.33
05/13/2026	Bill Payment (Check)	4034	I Can	Academy		-2,812.33
05/13/2026	Bill Payment (Check)	4033	Math Tutoring	with Stephanie	Uncleared	-60.00
05/13/2026	Bill Payment (Check)	4033	Math Tutoring	with Stephanie		-60.00
05/13/2026	Bill Payment (Check)	4032	The Center	Stage Studio	Cleared	-300.00
05/13/2026	Bill Payment (Check)	4032	The Center	Stage Studio		-300.00
05/13/2026	Bill Payment (Check)	4031	Calmingbee	Inc.	Cleared	-1,580.50
05/13/2026	Bill Payment (Check)	4031	Calmingbee	Inc.		-1,580.50
05/13/2026	Bill Payment (Check)	4030	Dale Garcia		Cleared	-110.00
05/13/2026	Bill Payment (Check)	4030	Dale Garcia			-110.00
05/13/2026	Bill Payment (Check)	4029	Nancy	Loeschnig	Cleared	-420.00

B.E.S.T. Academy

Check Detail Report
May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/13/2026	Bill Payment (Check)	4029	Nancy Loeschmig			-420.00
05/13/2026	Bill Payment (Check)	4028	Christy White Inc.		Uncleared	-3,600.00
05/13/2026	Bill Payment (Check)	4028	Christy White Inc.			-3,600.00
05/13/2026	Bill Payment (Check)	4027	Red Apple Academy		Cleared	-9,173.83
05/13/2026	Bill Payment (Check)	4027	Red Apple Academy			-9,173.83
05/13/2026	Bill Payment (Check)	4026	Mathnasium of Fountain Valley		Uncleared	-400.00
05/13/2026	Bill Payment (Check)	4026	Mathnasium of Fountain Valley			-400.00
05/13/2026	Bill Payment (Check)	4025	Brave Writer		Cleared	-279.30
05/13/2026	Bill Payment (Check)	4025	Brave Writer			-279.30
05/13/2026	Bill Payment (Check)	4024	Robin Young		Cleared	-550.00
05/13/2026	Bill Payment (Check)	4024	Robin Young			-550.00
05/13/2026	Bill Payment (Check)	4023	Orange County Speech Services		Cleared	-2,544.00
05/13/2026	Bill Payment (Check)	4023	Orange County Speech Services			-2,544.00
05/13/2026	Bill Payment (Check)	4022	Butterfly Trio, LLC		Uncleared	-103.67
05/13/2026	Bill Payment (Check)	4022	Butterfly Trio, LLC			-103.67
05/13/2026	Bill Payment (Check)	4021	Creative Solutions Tutoring		Cleared	-480.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/13/2026	Bill Payment (Check)	4021	Creative Solutions Tutoring			-480.00
05/13/2026	Bill Payment (Check)	4020	Murphy Language Arts LLC		Cleared	-97.50
05/13/2026	Bill Payment (Check)	4020	Murphy Language Arts LLC			-97.50
05/13/2026	Bill Payment (Check)		Amazon Capital Services		Cleared	-37,784.32
05/13/2026	Bill Payment (Check)		Amazon Capital Services			-37,784.32
05/13/2026	Bill Payment (Check)		Soaring Minds Education, LLC		Cleared	-5,010.00
05/13/2026	Bill Payment (Check)		Soaring Minds Education, LLC			-5,010.00
05/13/2026	Bill Payment (Check)		Little Passports, Inc.		Cleared	-75.43
05/13/2026	Bill Payment (Check)		Little Passports, Inc.			-75.43
05/13/2026	Bill Payment (Check)		Bright Spark Learning Inc.		Cleared	-1,750.00
05/13/2026	Bill Payment (Check)		Bright Spark Learning Inc.			-1,750.00
05/13/2026	Bill Payment (Check)		Art Steps Inc.		Cleared	-102.00
05/13/2026	Bill Payment (Check)		Art Steps Inc.			-102.00
05/13/2026	Bill Payment (Check)		Discovery World Academy LLC		Cleared	-1,588.00
05/13/2026	Bill Payment (Check)		Discovery World Academy LLC			-1,588.00
05/13/2026	Bill Payment (Check)		Head, Heart, and Hands		Cleared	-42,582.98

B.E.S.T. Academy

Check Detail Report
May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/13/2026	Bill Payment (Check)		Head, Heart, and Hands			-42,582.98
05/13/2026	Bill Payment (Check)		Creative Back Office		Cleared	-9,750.00
05/13/2026	Bill Payment (Check)		Creative Back Office			-9,750.00
05/13/2026	Bill Payment (Check)		BIGO Solutions		Cleared	-38,630.00
05/13/2026	Bill Payment (Check)		BIGO Solutions			-38,630.00
05/13/2026	Bill Payment (Check)		Endeavor Gymnastics		Cleared	-880.00
05/13/2026	Bill Payment (Check)		Endeavor Gymnastics			-880.00
05/13/2026	Bill Payment (Check)		ROOS Music		Cleared	-716.00
05/13/2026	Bill Payment (Check)		ROOS Music			-716.00
05/13/2026	Bill Payment (Check)		Flourishing Kids Inc.		Cleared	-1,410.00
05/13/2026	Bill Payment (Check)		Flourishing Kids Inc.			-1,410.00
05/13/2026	Bill Payment (Check)		Infinity Kids		Cleared	-2,710.00
05/13/2026	Bill Payment (Check)		Infinity Kids			-2,710.00
05/14/2026	Expense		MBI I Bank		Cleared	-48.43
05/14/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260513 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX5151516 EED:260514 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX1516TC		48.43
05/15/2026	Bill Payment (Check)	4044	Choice Builder		Cleared	-2,773.84
05/15/2026	Bill Payment (Check)	4044	Choice Builder			-2,773.84

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/15/2026	Bill Payment (Check)	4043	Aflac		Cleared	-3,370.12
05/15/2026	Bill Payment (Check)	4043	Aflac			-3,370.12
05/15/2026	Bill Payment (Check)	4042	Kaiser Permanente		Cleared	-17,852.84
05/15/2026	Bill Payment (Check)	4042	Kaiser Permanente			-17,852.84
05/15/2026	Expense		MBI I Bank		Cleared	-20.00
05/15/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260514 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX5121714 EED:260515 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX1714TC		20.00
05/15/2026	Check		Bamboo	5.15.26 payroll	Uncleared	-10.00
05/15/2026	Check		Bamboo	5.15.26 payroll		10.00
05/18/2026	Bill Payment (Check)	4055	Club Z		Cleared	-1,440.00
05/18/2026	Bill Payment (Check)	4055	Club Z			-1,440.00
05/18/2026	Bill Payment (Check)	4054	History Dragon		Uncleared	-1,152.50
05/18/2026	Bill Payment (Check)	4054	History Dragon			-1,152.50
05/18/2026	Bill Payment (Check)	4053	Kids Art Box		Uncleared	-125.00
05/18/2026	Bill Payment (Check)	4053	Kids Art Box			-125.00
05/18/2026	Bill Payment (Check)	4052	Dream Delicacies LLC		Cleared	-63.46
05/18/2026	Bill Payment (Check)	4052	Dream Delicacies LLC			-63.46
05/18/2026	Bill Payment (Check)	4051	Nataly Jewel		Uncleared	-106.25
05/18/2026	Bill Payment (Check)	4051	Nataly Jewel			-106.25

B.E.S.T. Academy

Check Detail Report
May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/18/2026	Bill Payment (Check)	4050	Class of Recognition		Cleared	-2,104.24
05/18/2026	Bill Payment (Check)	4050	Class of Recognition			-2,104.24
05/18/2026	Bill Payment (Check)	4049	Hola Amigo, LLC		Cleared	-260.77
05/18/2026	Bill Payment (Check)	4049	Hola Amigo, LLC			-260.77
05/18/2026	Bill Payment (Check)	4048	Natalie Seidemann		Cleared	-2,400.00
05/18/2026	Bill Payment (Check)	4048	Natalie Seidemann			-2,400.00
05/18/2026	Bill Payment (Check)	4047	MoxieBox Art, Inc.		Uncleared	-96.09
05/18/2026	Bill Payment (Check)	4047	MoxieBox Art, Inc.			-96.09
05/18/2026	Bill Payment (Check)	4046	Temecula Music Teacher, LLC		Cleared	-1,652.00
05/18/2026	Bill Payment (Check)	4046	Temecula Music Teacher, LLC			-1,652.00
05/18/2026	Bill Payment (Check)	4045	OPS		Uncleared	-19,183.50
05/18/2026	Bill Payment (Check)	4045	OPS			-19,183.50
05/18/2026	Expense		MBI I Bank		Cleared	-20.00
05/18/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260516 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX3451064 EED:260518 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX1064TC		20.00
05/18/2026	Bill Payment (Check)		San Diego Hauling & Demo		Cleared	-220.00
05/18/2026	Bill Payment (Check)		San Diego Hauling & Demo			-220.00
05/18/2026	Bill Payment (Check)		Kari Rich		Cleared	-83.75

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/18/2026	Bill Payment (Check)		Kari Rich			-83.75
05/18/2026	Bill Payment (Check)		Summit K12 Holdings Inc.		Cleared	-13,250.15
05/18/2026	Bill Payment (Check)		Summit K12 Holdings Inc.			-13,250.15
05/18/2026	Bill Payment (Check)		Clava LLC		Cleared	-25,213.32
05/18/2026	Bill Payment (Check)		Clava LLC			-25,213.32
05/18/2026	Bill Payment (Check)		Lexia Learning Systems LLC		Cleared	-18,400.00
05/18/2026	Bill Payment (Check)		Lexia Learning Systems LLC			-18,400.00
05/18/2026	Bill Payment (Check)		Conor Matthews		Cleared	-990.00
05/18/2026	Bill Payment (Check)		Conor Matthews			-990.00
05/20/2026	Expense		IGOE		Cleared	-25.00
05/20/2026	Expense		IGOE	ORIG CO NAME:Igoe and Company ORIG ID:XXXXXX1660 DESC DATE: CO ENTRY DESCR:IDR Chk ReSEC:CCD TRACE#:XXXXXXXX5487320 EED:260520 IND ID: IND NAME:BEST Academy Charter 5/11/26-5/17/26 Checks\ DISC DATA TRN: XXXXXX7320 TC		25.00
05/20/2026	Bill Payment (Check)		Janelle Alavekios		Cleared	-1,396.89
05/20/2026	Bill Payment (Check)		Janelle Alavekios			-1,396.89
05/20/2026	Bill Payment (Check)		Alyssa Flores		Cleared	-193.48
05/20/2026	Bill Payment (Check)		Alyssa Flores			-193.48
05/20/2026	Bill Payment (Check)		Brianna Torres		Cleared	-440.00
05/20/2026	Bill Payment (Check)		Brianna Torres			-440.00

B.E.S.T. Academy

Check Detail Report
May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/20/2026	Bill Payment (Check)		Erica Harper		Cleared	-2,439.00
05/20/2026	Bill Payment (Check)		Erica Harper			-2,439.00
05/20/2026	Bill Payment (Check)		Lauren Lawless		Cleared	-108.06
05/20/2026	Bill Payment (Check)		Lauren Lawless			-108.06
05/20/2026	Bill Payment (Check)		Hannah Duroscher		Cleared	-700.00
05/20/2026	Bill Payment (Check)		Hannah Duroscher			-700.00
05/20/2026	Bill Payment (Check)		Christina E. Ciufu		Cleared	-900.00
05/20/2026	Bill Payment (Check)		Christina E. Ciufu			-900.00
05/20/2026	Bill Payment (Check)		Jennifer Reutgen		Cleared	-120.00
05/20/2026	Bill Payment (Check)		Jennifer Reutgen			-120.00
05/20/2026	Bill Payment (Check)		Ben Hunter		Cleared	-5,557.50
05/20/2026	Bill Payment (Check)		Ben Hunter			-5,557.50
05/20/2026	Bill Payment (Check)		Shyann Suarez		Cleared	-91.00
05/20/2026	Bill Payment (Check)		Shyann Suarez			-91.00
05/20/2026	Bill Payment (Check)		Lindsey Hoppe		Cleared	-1,595.00
05/20/2026	Bill Payment (Check)		Lindsey Hoppe			-1,595.00
05/20/2026	Bill Payment (Check)		Alyssa Rivas		Cleared	-200.00

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/20/2026	Bill Payment (Check)		Alyssa Rivas			-200.00
05/20/2026	Bill Payment (Check)		Megan Joseph		Cleared	-218.00
05/20/2026	Bill Payment (Check)		Megan Joseph			-218.00
05/20/2026	Bill Payment (Check)		Jessica Thomas		Cleared	-995.00
05/20/2026	Bill Payment (Check)		Jessica Thomas			-995.00
05/20/2026	Bill Payment (Check)		Alyssa Duclos (Prewett)		Cleared	-2,400.00
05/20/2026	Bill Payment (Check)		Alyssa Duclos (Prewett)			-2,400.00
05/20/2026	Bill Payment (Check)		Clarissa Sandoval		Cleared	-1,283.32
05/20/2026	Bill Payment (Check)		Clarissa Sandoval			-1,283.32
05/21/2026	Expense		MBI I Bank		Cleared	-458.08
05/21/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260520 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX6661445 EED:260521 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX1445TC		458.08
05/22/2026	Bill Payment (Check)		Jim W. Mays III		Cleared	-5,414.64
05/22/2026	Bill Payment (Check)		Jim W. Mays III			-5,414.64
05/22/2026	Expense		MBI I Bank		Cleared	-777.21
05/22/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260521 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX9620258 EED:260522 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX0258TC		777.21
05/23/2026	Expense		MBI I Bank		Cleared	-281.26
05/23/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260522 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX6033120 EED:260526 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX3120TC		281.26
05/26/2026	Expense		MBI I Bank		Cleared	-16.37

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/26/2026	Expense		MBI I Bank	ORIG CO NAME:MBI ORIG ID:XXXXXX1866 DESC DATE:260524 CO ENTRY DESCR:SETL SEC:CCD TRACE#:XXXXXXXX2860694 EED:260526 IND ID: IND NAME:BEST ACADEMY CHARTER S TRN: XXXXXX0694TC		16.37
05/27/2026	Bill Payment (Check)	4056	Guardian		Uncleared	-545.53
05/27/2026	Bill Payment (Check)	4056	Guardian			-545.53
05/27/2026	Bill Payment (Check)	4060	SmallTalk Pediatric Therapy		Uncleared	-3,472.00
05/27/2026	Bill Payment (Check)	4060	SmallTalk Pediatric Therapy			-3,472.00
05/27/2026	Bill Payment (Check)	4059	Bridges Equestrian, Inc.		Uncleared	-1,400.00
05/27/2026	Bill Payment (Check)	4059	Bridges Equestrian, Inc.			-1,400.00
05/27/2026	Bill Payment (Check)	4058	Think Outside LLC		Uncleared	-178.00
05/27/2026	Bill Payment (Check)	4058	Think Outside LLC			-178.00
05/27/2026	Bill Payment (Check)	4057	Ivy Kids LLC		Uncleared	-189.88
05/27/2026	Bill Payment (Check)	4057	Ivy Kids LLC			-189.88
05/27/2026	Bill Payment (Check)		Judith Bogan		Uncleared	-700.00
05/27/2026	Bill Payment (Check)		Judith Bogan			-700.00
05/27/2026	Bill Payment (Check)		Guiding Our Days Inc.		Uncleared	-13,948.45
05/27/2026	Bill Payment (Check)		Guiding Our Days Inc.			-13,948.45
05/27/2026	Bill Payment (Check)		The Stepping Stones Group		Uncleared	-2,143.50

B.E.S.T. Academy

Check Detail Report

May 1-29, 2026

Transaction date	Transaction type	Num	Name	Description	Cleared	Amount
05/27/2026	Bill Payment (Check)		The Stepping Stones Group			-2,143.50
05/27/2026	Bill Payment (Check)		California Charter School Association		Uncleared	-43,248.00
05/27/2026	Bill Payment (Check)		California Charter School Association			-43,248.00
05/27/2026	Bill Payment (Check)		Seashore Academy LLC		Uncleared	-25,204.78
05/27/2026	Bill Payment (Check)		Seashore Academy LLC			-25,204.78



Brookfield Engineering Science & Technology

Employee Reimbursement Request Form

Name: Alejandro Soriano
 Job Position: Executive Director
 Start Date: 05/07/26
 End Date: 06/03/26

Description of Event: Month Exp Report

Date	Amount	Object Code	Notes
5/7/2026	\$ 567.93	5812 - Business Services	BambooHR Portal: May
5/10/2026	\$ 70.00	5910 - Phone & Internet	Cell Phone for April
5/10/2026	\$ 60.00	5910 - Phone & Internet	Internet for April
5/5/2026	\$ 500.98	5200 - Mileage & Travel	Lodging for Board Meeting
5/5/2026	\$ 69.00	5200 - Mileage & Travel	Per Diem for Board Meeting
5/6/2026	\$ 51.00	5200 - Mileage & Travel	Per Diem for Board Meeting
5/7/2026	\$ 69.00	5201 - Mileage & Travel	Per Diem for Board Meeting
6/2/2026	\$ 69.00	5202 - Mileage & Travel	Per Diem for Testing, Huntington Beach
6/3/2026	\$ 51.00	5203 - Mileage & Travel	Per Diem for Board Meeting
5/29/2026	\$ 237.35	5203 - Mileage & Travel	Lodging for Board Meeting and testing
5/29/2026	\$ 587.08	5203 - Mileage & Travel	Lodging for Graduation
5/29/2026	\$ 529.26	5203 - Mileage & Travel	Lodging for Board Meeting and testing
5/5/2026	\$ 238.56	5200 - Mileage & Travel	Gas for board meeting

Total \$ **3,100.16**

Signature: _____

Alejandro Soriano

6/3/2026

Name: _____

Alejandro Soriano

8 pages

Invoice INV02769477



BambooHR LLC
42 Future Way
Draper, UT 84020
United States

Customer 363026

Best Academy
Alex Soriano
1704 Cape Horn

Julian, California 92036
United States

asoriano@bestacademy.com

Bill To

Best Academy
Alex Soriano
1704 Cape Horn

Julian, California 92036
United States

Invoice	INV02769477
Invoice Amount	\$567.93
Posted Date	05/05/2026
Due Date	05/05/2026
Terms	Due Upon Receipt
Account Balance	\$0.00
PO Number	
Tax ID	

Description	Quantity	Unit Price	Amount
Core 05/05/2026 - 06/04/2026	60	\$8.93	\$535.93
Time Tracking 05/05/2026 - 06/04/2026	8	\$4.00	\$32.00

Additional Comments:

ASoriano
5/5/2026

Subtotal	\$567.93
Tax	\$0.00
Total Due	\$567.93
Credits Applied	\$0.00
Payments	\$567.93
Outstanding	\$0.00



Welcome ALEJANDRO SORIANO,

This is your May bill.

We hope you are enjoying your T-Mobile services.
This is a summary of your charges this month.

Total due

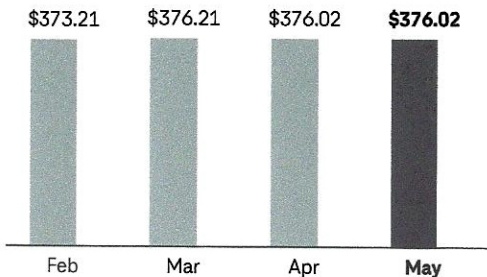
\$376.02

This amount will be charged to your bank account on **May 26, 2026**

Your charges explained

- Great news, you have no new lines added/ suspended/cancelled this month!
- This month's bill shows your new monthly charge for all the lines on your account.
- You had multiple feature changes. See details on page 5.

Your recent charges compared



Balance from previous bill	\$0.00
-----------------------------------	---------------

Previous total due	\$376.02
Payments - Thank you!	-\$376.02

Total charges this bill	\$376.02
--------------------------------	-----------------

Plans	No changes	\$150.00
Equipment	No changes	\$133.34
Services	No changes	\$57.00
Taxes and fees	No changes	\$35.68

Total due	No changes	\$376.02
------------------	------------	-----------------

Autopay: May 26, 2026



ACCOUNT NUMBER
830110 001 0082698

STATEMENT DATE
May 10, 2026

SERVICE ADDRESS
14533 TRIBUTE WAY
BAKERSFIELD, CA 93314

PAGE
1 of 4

Hi, Alex!

Thank you for being a valued customer since 2016.

Amount Due Due by
\$101.25 **May 27**

How It Adds Up Service from May 10 - Jun 9

Previous Balance		\$101.25
Credit Card Payment	04/27	-\$101.25
Remaining Balance		\$0.00

Current Activity

Spectrum Internet®		
WiFi Service		\$10.00
Spectrum Internet		\$90.00
CA Cost Recovery Charge		\$1.25
Spectrum Internet® Total		\$101.25

Auto Pay Amount **\$101.25**

YOUR AUTO PAY WILL BE PROCESSED 05/27/26

IMPORTANT NEWS

Enrolled in Auto Pay

Your Auto Pay payment will be deducted on your due date.

Beware of payment scams

Spectrum is dedicated to keeping you and your family safe online. Visit Spectrum.net/securitycenter for tools and solutions to keep your personal information secure.



Devices on Your Account

You currently have the following Spectrum equipment on your account (2 of 2 shown):
Modem - *****22993
Router - *****30KWG

Special Movers Offer

Spectrum makes moving easier with fast, reliable and secure Internet. Try Spectrum Mobile® for one year-- included with Spectrum Internet®. Call **1-833-550-0828** or visit Spectrum.net/easymove

Get popular channels + streaming apps, all with **Spectrum TV®**



Call 1-866-598-5131

Detach the included payment stub and enclose it with a check made payable to Spectrum. If you have questions about your account, call us at (855) 757-7328.



DO NOT SEND PAYMENTS TO THIS ADDRESS
4145 S. FALKENBURG RD RIVERVIEW FL 33578-8652

8301 1000 DY RP 10 05112026 NNNNNNNN 01 997259

ALEX SORIANO
14533 TRIBUTE WAY
BAKERSFIELD CA 93314-7234

Amount Due **\$101.25**

Due by **May 27**

Account Number **8301 10 001 0082698**

Please send payment to:

SPECTRUM
PO BOX 7186
PASADENA CA 91109-7186

830110001008269800101253

Your hotel receipt from Priceline (Trip #: 334-629-953-95)

From:Priceline (info@travel.priceline.com)

To:asoriano21@yahoo.com

Date:Tuesday, May 5, 2026 at 10:55 AM PDT

Message Body



Your hotel on Tuesday, May 5th, 2026 is confirmed

Priceline Trip Number: 334-629-953-95

Holiday Inn Express La Mesa Near SDSU By IHG
 May 5 – May 7 • Check-in: after 3:00 PM
 Confirmation Number: **999622486**

Get help with your trip, discover local experiences, and more! **Chat with Penny**

Manage Your Booking

Payment Summary

Priceline trip number	334-629-953-95
Purchase date	May 5, 2026
Payment method	Visa (4079)
Billing name	Alejandro Soriano

Hotel subtotal	\$404.24
Price per night	\$202.12
Number of nights	2
Taxes and fees	\$76.74

ASoriano
5/7/2026

Total charged \$480.98

Property fee \$18.18

Tax on fees \$1.82

Due at property

Total cost \$500.98

Booking confirmed


Hotel Booking in Seal Beach is in 9 days

 Email

 Print

 Help

Email sent to: asoriano21@yahoo.com

Priceline trip #: 354-077-293-95 

Hotel Confirmation #: 87DKD1 

[View Payment Summary](#) ↓

*Asoriano
5/29/26*



Priceline's Best Price Guarantee

As a VIP member, if you find a lower price within 24 hours of booking, we'll refund the difference!

[Submit a Claim](#)

Payment Summary

Priceline trip number	354-077-293-95
Purchase date	May 29, 2026
Payment method	Visa (5932)
Billing name	Alejandro Soriano

Hotel subtotal	\$197.60
Price per night	\$197.60
Number of nights	1
Taxes and fees	\$39.37

Total Priceline charged **\$236.97**

Your receipt from Airbnb




Receipt ID: RCPQ5JPP2J · May 29, 2026

8 Brannan
5/29/26

Chula Vista

2 nights in Chula Vista

Mon, Jun 8, 2026 → Wed, Jun 10, 2026 

Entire home/apt · 3 beds · 3 guests

Hosted by Aaron Davitian

Confirmation code: HMQMZBRYHJ
[Go to itinerary](#) · [Go to listing](#)

Traveler: Alex Soriano

Cancellation policy

Free cancellation for 24 hours. Cancel before 3:00 PM on June 1 for a partial refund.

Time shown is based on the location of the listing.

Price breakdown

\$236.50 x 2 nights	\$473.00
Airbnb service fee	\$66.78
Taxes	\$47.30
Total (USD)	\$587.08

Payment

VISA **** 5932 May 29, 2026, 3:30:11 PM PDT	\$587.08
Amount paid (USD)	\$587.08

Have a question?

Find details about payments and refunds in [your payments](#), or try the [Help Center](#).

Occupancy taxes

Occupancy Taxes include Accommodations Tax (Chula Vista).

Airbnb Payments, Inc.

Airbnb Payments is a limited payment collection agent of your host. It means that upon your payment of the Total Price to Airbnb Payments, your payment obligation to your host is satisfied. Refund requests will be processed in accordance with: (i) the host's cancellation policy (available on the Listing), or (ii) Rebooking and Refund Policy Terms, available at www.airbnb.com/terms. Questions or complaints: contact Airbnb Payments, Inc. at +1(844) 234-2500.

Payment processed by:
Airbnb Payments, Inc.
888 Brannan Street, San Francisco, CA
94103

Airbnb, Inc.
888 Brannan St, San Francisco, CA 94103
www.airbnb.com



Booking confirmed

Hotel Booking in La Mesa is in 4 days

Email

Print

Help


Email sent to: asoriano21@yahoo.com

Priceline trip #: 354-141-933-97

Hotel Confirmation #: 1009032274

[View Payment Summary](#) ↓

Priceline's Best Price Guarantee



As a VIP member, if you find a lower price within 24 hours of booking, we'll refund the difference!

[Submit a Claim](#)

Payment Summary	
Priceline trip number	354-141-933-97
Purchase date	May 29, 2026
Payment method	Visa (5932)
Billing name	Alejandro Soriano
Hotel subtotal	\$390.02
Price per night	\$195.01
Number of nights	2
Taxes and fees	\$75.94
Total charged	\$465.96
Property fee	\$18.18
Tax on fees	\$1.82
Due at property	
Total cost	\$485.96

Start planning with Per

This itinerary including summary of charges is your official receipt.
Prices are in USD.
Please bring a valid form of payment for any taxes and fees collected at the property.

Asoriano
5/29/26

1315 MAGNOLIA
Chevron Stations Inc
0E3E3B35
CERRITA, CA
05/08/2026 565935569
03:50:31 PM

XXXXXXXXXXXX9993
VISA
INVOICE E/3521110
AUTH 063000

PUMP# 7

PS1 13.5956
PRICE/GAL \$3.499

DISCOUNTS BEFORE
FUELING
VONS - 4LB/GAL \$-3.200

FUEL TOTAL \$ 38.35

TOTAL = \$ 38.35

CREDIT \$ 38.35

Contactless
VISA CREDIT
Mode: Issuer
AC: 4630201003101E

Get rewarded on every fill-up at Chevron with a Techno Advantage card. See app for details

I agree to pay the above total amount according to card issuer agreement.

INVALID CHEVRON REWARDS PH# ENTERED
YOUR VONS-4LB REWARDS AMOUNT IS \$0.20/GAL

Customer Copy

Welcome to Shell

350 E. H street
Chula Vista CA 91910

SHELL
350 E H ST
CHULA VISTA, CA
91910
10007831000
05/06/2026 319675108
03:41:01 PM

PUMP# 4

PLUS 11.8136
PRICE/GAL \$8.869

DISCOUNTS BEFORE
FUELING
Rewards/GAL \$-0.030

FUEL TOTAL \$ 81.14

TOTAL = \$ 81.14

CREDIT \$ 81.14

VISA CREDIT
03069114
XXXX XX XX XXXX 9996
Contactless
APPROVED
AUTH # 446850
IHW # 159755
Mode: Issuer
AID: A0000000031010
TVR: 0000000000
IAD: 06011203A00000
ARC: 00

TOTAL SAVED \$0.35

Fuel Rewards program
Gallon limits vary
Fuel Saving: \$0.35

View fuelrewards.com
or Fuel Rewards App

12051 ROSDALE HWY
707 EASTRIP FOOD STORE
BAKERSFIELD, CA
933124515-6615802700

05/04/2026 349090310
02:33:50 PM

XXXXXXXXXXXX9996
VISA
INVOICE 30523270
AUTH 397710

PUMP# 13

MGD 11.7096
PRICE/GAL \$4.099

FUEL TOTAL \$ 69.07

TOTAL \$ 69.07

CREDIT \$ 69.07

Merch. Id: 542929000290012
Term. Id: 00000002-0

Card Balance:
\$-69.07

Card Data
VISA CIB D11
AID: A00000000031010
TVR: 0000000000
IAD: 06011203A00000
AC: 3051A053623214
COMPLETE ENTRY
M HOD: N S1 Q97313
APPROVED
BA1Ch620260504245
0013 0aCa:
6124405500
7246612477
4370926005
1V0000000000

Handwritten: \$69.07
Handwritten: 05/04/26

Coversheet

Special Education Services Contracts Renewal

Section: VI. ACTION ITEMS
Item: A. Special Education Services Contracts Renewal
Purpose: Vote
Submitted by: Alex Soriano
Related Material: SmallTalk Rate Sheet.pdf
SmallTalk NPA Certificate.pdf
Oxford Consulting NPA Certificate.pdf
Oxford Rates 26-27.pdf
Oxford Draft Contract.pdf
Infinity Kids NPA Certificate.pdf
Infinity Kids Rate Sheet.pdf
Stepping Stones Rate Sheet.pdf
Professional Tutors NPA Certificate.pdf
Professional Tutors Rate Sheet.pdf
Professional Tutors-Contract .pdf

BACKGROUND:

Approval ensures the uninterrupted delivery of mandated Special Education and student support services (including speech therapy, occupational therapy, psychological evaluations, and specialized instructional support) in full compliance with student Individualized Education Programs (IEPs) and state regulations. A complete list of vendors, proposed fee schedules, and contract terms is attached for board review.

RECOMMENDATION:

[Contracts Folder](#)



2026–2027 Rate Sheet

Service	Virtual Hourly Rate	In Person Hourly Rate	EP Attendance Rate
Speech Therapy – Individual	\$223.00	\$248.00	\$275.00
Speech Therapy – Group	\$223.00	\$248.00	\$275.00
Occupational Therapy	\$223.00	\$248.00	\$275.00
No Show	\$223.00	\$248.00	—
Late Cancellation (Without 24-hour notice)	\$223.00	\$248.00	—
Speech & Language Assessment + Write-Up	\$275.00	\$275.00	\$275.00
Occupational Therapy Assessment + Write-Up	\$275.00	\$275.00	\$275.00



California Department of Education Nonpublic Agency (NPA) Certification

Date: January 16, 2026

NPA: SmallTalk Speech and Occupational Therapy

NPA Identification Code: 9901342

Site Administrator: Jen Traina

Mailing Address: 260 East Chase Avenue, Suite 204

City: El Cajon State: California Zip Code: 92020

NPA Authorized to Provide Services at NPA Site: Yes

Site Address:

City: State: California Zip Code:

Grades: to

Ages: to Student Gender:

2026 Certification Status: Approved

Maximum Student Capacity: 76+

Effective Dates: January 01, 2026 through December 31, 2026

Certified related services must be provided according to Title 5 of the California Code of Regulations, Section 3051 et. seq.

Amended

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards. "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code, Section 56366.

Authorized to Provide the Following Related Services:

- | | | | | | |
|------------------------------|------------------------------|--|------------------------------|-------------------------------|--|
| <input type="checkbox"/> APE | <input type="checkbox"/> BII | <input checked="" type="checkbox"/> LSDR | <input type="checkbox"/> PCT | <input type="checkbox"/> SDTI | <input type="checkbox"/> VECD |
| <input type="checkbox"/> AS | <input type="checkbox"/> CG | <input type="checkbox"/> MT | <input type="checkbox"/> PS* | <input type="checkbox"/> SW | <input type="checkbox"/> LI: <input type="text"/> |
| <input type="checkbox"/> ATS | <input type="checkbox"/> EE | <input type="checkbox"/> OM | <input type="checkbox"/> PT | <input type="checkbox"/> TS | <input type="checkbox"/> Other: <input type="text"/> |
| <input type="checkbox"/> BID | <input type="checkbox"/> HNS | <input checked="" type="checkbox"/> OT | <input type="checkbox"/> RS | <input type="checkbox"/> VS | *Other than Assessment and IEP Development |

Per California Education Code 56366.4(a)(5)(A), the superintendent may revoke or suspend the certification of a nonpublic agency for any of the following reasons: Failure to notify the department in writing of any of the following within 45 days of the occurrence: changes in credentialed, licensed, or registered staff who render special education and related services; ownership; management; or control of the nonpublic agency.



California Department of Education Nonpublic Agency (NPA) Certification

Date: January 30, 2026

NPA: Oxford Consulting Services

NPA Identification Code: 9900147

Site Administrator: Christina Russi

Mailing Address: 28202 Cabot Road Suite 300

City: Laguna Niguel State: California Zip Code: 92677

NPA Authorized to Provide Services at NPA Site: Yes

Site Address:

City: State: California Zip Code:

Grades: Prekindergarten to

Ages: to Student Gender:

2026 Certification Status: Approved

Maximum Student Capacity: 76+

Effective Dates: January 01, 2026 through December 31, 2026

Certified related services must be provided according to Title 5 of the California Code of Regulations, Section 3051 et. seq.

Amended

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards. "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code, Section 56366.

Authorized to Provide the Following Related Services:

- | | | | | | |
|---|---|--|---|-------------------------------|---|
| <input checked="" type="checkbox"/> APE | <input checked="" type="checkbox"/> BII | <input checked="" type="checkbox"/> LSDR | <input type="checkbox"/> PCT | <input type="checkbox"/> SDTI | <input type="checkbox"/> VECD |
| <input type="checkbox"/> AS | <input checked="" type="checkbox"/> CG | <input type="checkbox"/> MT | <input checked="" type="checkbox"/> PS* | <input type="checkbox"/> SW | <input checked="" type="checkbox"/> LI: <input type="text" value="Deaf and Hard of Hearing"/> |
| <input checked="" type="checkbox"/> ATS | <input type="checkbox"/> EE | <input checked="" type="checkbox"/> OM | <input checked="" type="checkbox"/> PT | <input type="checkbox"/> TS | <input type="checkbox"/> Other: <input type="text"/> |
| <input checked="" type="checkbox"/> BID | <input checked="" type="checkbox"/> HNS | <input checked="" type="checkbox"/> OT | <input type="checkbox"/> RS | <input type="checkbox"/> VS | *Other than Assessment and IEP Development |

Per California Education Code 56366.4(a)(5)(A), the superintendent may revoke or suspend the certification of a nonpublic agency for any of the following reasons: Failure to notify the department in writing of any of the following within 45 days of the occurrence: changes in credentialed, licensed, or registered staff who render special education and related services; ownership; management; or control of the nonpublic agency.



BEST Academy

July 1, 2026 - June 30, 2027

Related Services	Hourly Rate
Language and Speech (415): Individual	108.00
Language and Speech (415): Group 2-3	170.00
Occupational Therapy (450): Individual	108.00
Occupational Therapy (450): Group 2-3	170.00
Physical Therapy (460)	110.00
Individual Counseling (510)	112.00
Counseling and Guidance (515)	112.00
Counseling and Guidance (515): Group 2-3	170.00
Psychological Services (530): Individual	112.00
Psychological Services (530): Group	170.00
Parent Counseling (520)	112.00
Specialized Academic Instruction (330): Paraprofessional	48.00
Specialized Academic Instruction (330): Ed Specialist	75.00
Specialized Academic Instruction (330): Sm. Group (2-4 students)	145.00
Specialized Academic Instruction (330): Lg. Group (5-9 students)	175.00
Intensive Individual Services (340): Paraprofessional	48.00
Intensive Individual Services (340): Ed Specialist	75.00
Behavior Intervention Services (535): BCBA or per 3051.23	125.00
Behavior Intervention Services (535): ABA	65.00

Health and Nursing: Other Services (436)	95.00
Assistive Technology Services (445)	135.00
Vocational Ed., Career Services (830)	75.00
Evaluation Services: Other (900)	Flat Rate
Speech, Occupational, Physical Therapy Evaluation	650.00
ROR: All Disciplines	Billable at provider's hourly rate
Full Ed-Psych Evaluation	1450.00
Cognitive Evaluation	925.00
Academic Evaluation	500.00
ERMHS Evaluation	1450.00
FBA Evaluation	1450.00
Assistive Technology Evaluation	1250.00
Assistive Technology w/AAC Evaluation	1450.00
Additional Services	Rate
Annual Student Onboarding (60 min)	Billable at provider's hourly rate
New Student Onboarding (60 min) (new referrals after the start of the school year)	Billable at provider's hourly rate
Provider Training (as directed by the school)	Billable at provider's hourly rate
Indirect Services: IEP Preparation	Billable at provider's hourly rate
Indirect Services: IEP Attendance	Billable at provider's hourly rate
Indirect Services: Progress Reporting	Billable at provider's hourly rate
Late Cancellation/No Show (Cancellation less than 24 hr. notice)	Billable at provider's hourly rate (100% of scheduled session)
Mileage	Current federal mileage reimbursement rate
Translation Services	Rate
Interpretation (Minimum 1 hour)	115.00
Written Translation	Prices starting at .20 per word
ASL Video Remote Translation	175.00



California Offices
28202 Cabot Road Suite 300
Laguna Niguel, California 92677
(949) 596-9125

E-Mail crussi@oxfordconsulting.com
Web Site www.oxfordconsulting.com

AGREEMENT

This letter shall serve as a Letter of Agreement (“Agreement”) entered on the **July 1, 2026**, between **BEST Academy** (herein designated as the “School”) and Oxford Consulting Services, Inc. (herein designated as “Oxford”). Oxford and the School shall be referred to herein collectively as “parties” and individually as “party”.

1. Scope of Services: Oxford agrees to provide special education and related services by California Credentialed Teachers and/or Licensed Therapists for those students at the school, where services are prescribed in a student(s) Individualized Education Plan (“IEP”).

2. Services Provided: Oxford Consulting Services, Inc. shall provide such services on an hourly basis from **July 1, 2026, through June 30, 2027** at the following rates:

See ATTACHMENT A

3. Insurance and Indemnification: Oxford shall provide an appropriate provider who carries malpractice and other liability insurance required for the practice of their profession and conduct of their business, in the minimal amount of \$1,000,000.00 per occurrence. A copy of a Certificate of Insurance shall remain on file with Oxford Consulting throughout the duration of the relationship pursuant to this Agreement. In exchange, the School shall indemnify and otherwise hold harmless Oxford (and its employees and agents) from any claims or actions arising out of any services rendered or resulting in personal injury, property damage or other

liabilities caused by acts or omission of any agent, department, official or other employee of the School.

4. Independent Contractor Status of Therapists: The School acknowledges that the Therapists are retained by Oxford solely as independent contractors. The School does not have the right to and will not direct or control the Therapists. The Therapists shall arrange the general objectives of the performance of the services based on each student's IEP and shall cooperate with the School on the scheduling of the services to be performed. The School, or its designee, are responsible for assisting the Therapist in developing a working schedule based upon the needs of the child. All reports will be provided to the school for review and distribution to the parents. Oxford therapists will not engage in separate agreements with parents. Any concerns by parents expressed to therapists will be conveyed to the school. Nothing contained in this Agreement shall be construed to create any other relationship, including that of employer-employee.

5. Equipment and Supplies: The School shall provide the Therapist with reasonable equipment and supplies as needed to implement a student's IEP.

6. Terms of Agreement:

(a) This Agreement shall become effective upon execution by both parties and shall remain in full force and effect until terminated by either party, from **July 1, 2026, through June 30, 2027**.

(b) Either party may terminate this Agreement, for any reason, upon thirty (30) days written notice to the other party.

(c) Oxford shall invoice the School at the rates listed in Section 2 of this agreement. Invoices will be generated at the end of each month.

(d) The School shall pay each invoice within thirty (30) days of receipt.

(e) Both parties agree to refrain from hiring employees of the other party during the term of this Agreement and for a minimum of one (1) year following the termination of this Agreement, unless such action is mutually agreed upon by both parties.

(f) Each party shall notify the other of cancellations due to inclement weather, staff absence, emergency closing or otherwise.

(g) The School (or its designee) and the President of Oxford shall promptly disclose to each other any issues concerning the compliance with or violation of this Agreement.

7. This Agreement may be amended only upon the written consent of both parties.

8. Miscellaneous:

(a) Entire Agreement. This Agreement supersedes any prior agreements or understandings of the parties, whether written or oral, with respect to the subject matter hereof.

(b) Notices. Any notice or other communication required or permitted hereunder shall be in writing and shall be delivered personally, telegraphed, telexed, sent by facsimile transmission, sent by certified, registered or express mail, postage prepaid, or sent by reputable overnight courier. Any such notice shall be deemed given when so delivered personally, telegraphed, telexed, or sent by facsimile transmission, or, if mailed, two days after the date of

deposit in the United States mail, or if sent by overnight courier, the next business date following the date the notice is sent, as follows:

If to the Company:

Oxford Consulting Services, Inc.
Attention: Christina Russi, Program Director
28202 Cabot Road Suite 300
Laguna Niguel, CA. 92677
Telephone: (949) 596-9125

If to the School:

Telephone:

Any party may, by notice given in accordance with Section 9(b) to the other party, designate another address or person for receipt of notice hereunder.

(c) Amendments. No provision of this Agreement may be modified, waived or discharged unless such waiver, modification or discharge is approved, in writing, by the party or parties to which it affects.

(d) Governing Law and Jurisdiction. This Agreement shall be governed by the laws of the State of California applicable to contracts executed and performed wholly within the State of California, and in the event of any dispute between the parties, adjudicated in the Courts located in the State of California.

(e) Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same agreement.

(f) Severability. This Agreement shall be deemed severable, and the invalidity or unenforceability of any term or provision hereof shall not affect the validity or enforceability of this Agreement or of any other term or provision hereof. Furthermore, in lieu of any such invalid or unenforceable term or provision, the parties hereto intend that there shall be added as part of this Agreement a provision as similar in terms to such invalid and unenforceable provision as may be possible and be valid and enforceable.

(g) No Waiver. Neither the failure by an aggrieved party hereunder to insist upon strict performance of any covenant, agreement, term or condition of this Agreement or to exercise any remedy upon a breach thereof, nor the acceptance of full or partial performance during the continuance of any such breach by the other party hereto, shall constitute a waiver of any such covenant, agreement, term or condition or any such breach.

AGREED AND ACKNOWLEDGED

For: Oxford Consulting Services, Inc.

For:

By:

By:

Christina Russi, Program Director
Oxford Consulting Services, Inc.

Title:

Date:

Date: _____



BEST Academy

July 1, 2026 - June 30, 2027

Related Services	Hourly Rate
Language and Speech (415): Individual	108.00
Language and Speech (415): Group 2-3	170.00
Occupational Therapy (450): Individual	108.00
Occupational Therapy (450): Group 2-3	170.00
Physical Therapy (460)	110.00
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Counseling and Guidance (515)	112.00
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Psychological Services (530): Group	170.00
Parent Counseling (520)	112.00
Specialized Academic Instruction (330): Paraprofessional	48.00
Specialized Academic Instruction (330): Ed Specialist	75.00
Specialized Academic Instruction (330): Sm. Group (2-4 students)	145.00
Specialized Academic Instruction (330): Lg. Group (5-9 students)	175.00
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Intensive Individual Services (340): Ed Specialist	75.00
Behavior Intervention Services (535): BCBA or per 3051.23	125.00
Behavior Intervention Services (535): ABA	65.00

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Assistive Technology Services (445)	135.00
Vocational Ed., Career Services (830)	75.00
Evaluation Services: Other (900)	Flat Rate
Speech, Occupational, Physical Therapy Evaluation	650.00
ROR: All Disciplines	Billable at provider's hourly rate
Full Ed-Psych Evaluation	1450.00
Cognitive Evaluation	925.00
Academic Evaluation	500.00
ERMHS Evaluation	1450.00
FBA Evaluation	1450.00
Assistive Technology Evaluation	1250.00
Assistive Technology w/AAC Evaluation	1450.00
Additional Services	Rate
Annual Student Onboarding (60 min)	Billable at provider's hourly rate
New Student Onboarding (60 min) (new referrals after the start of the school year)	Billable at provider's hourly rate
Provider Training (as directed by the school)	Billable at provider's hourly rate
Indirect Services: IEP Preparation	Billable at provider's hourly rate
Indirect Services: IEP Attendance	Billable at provider's hourly rate
Indirect Services: Progress Reporting	Billable at provider's hourly rate
Late Cancellation/No Show (Cancellation less than 24 hr. notice)	Billable at provider's hourly rate (100% of scheduled session)
Mileage	Current federal mileage reimbursement rate
Translation Services	Rate
Interpretation (Minimum 1 hour)	115.00
Written Translation	Prices starting at .20 per word
ASL Video Remote Translation	175.00



California Department of Education Nonpublic Agency (NPA) Certification

Date: December 15, 2025

NPA: Infinity Kids-Placentia

NPA Identification Code: 9900688

Site Administrator: Tiffany Tegeler

Mailing Address: 101 South Kraemer Boulevard, Suite 136

City: Placentia State: California Zip Code: 92870

NPA Authorized to Provide Services at NPA Site: Yes

Site Address: 101 South Kraemer Boulevard, Suite 136

City: Placentia State: California Zip Code: 92870

Grades: Preschool to 6

Ages: to Student Gender:

2026 Certification Status: Approved

Maximum Student Capacity: 10

Effective Dates: January 01, 2026 through December 31, 2026

Certified related services must be provided according to Title 5 of the California Code of Regulations, Section 3051 et. seq.

Amended

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards. "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code, Section 56366.

Authorized to Provide the Following Related Services:

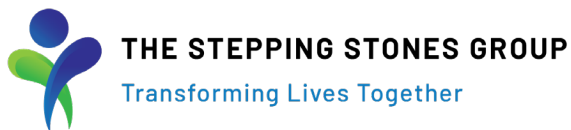
- | | | | | | |
|------------------------------|------------------------------|--|--|-------------------------------|--|
| <input type="checkbox"/> APE | <input type="checkbox"/> BII | <input checked="" type="checkbox"/> LSDR | <input type="checkbox"/> PCT | <input type="checkbox"/> SDTI | <input type="checkbox"/> VECD |
| <input type="checkbox"/> AS | <input type="checkbox"/> CG | <input type="checkbox"/> MT | <input type="checkbox"/> PS* | <input type="checkbox"/> SW | <input type="checkbox"/> LI: <input type="text"/> |
| <input type="checkbox"/> ATS | <input type="checkbox"/> EE | <input type="checkbox"/> OM | <input checked="" type="checkbox"/> PT | <input type="checkbox"/> TS | <input type="checkbox"/> Other: <input type="text"/> |
| <input type="checkbox"/> BID | <input type="checkbox"/> HNS | <input checked="" type="checkbox"/> OT | <input type="checkbox"/> RS | <input type="checkbox"/> VS | *Other than Assessment and IEP Development |

Per California Education Code 56366.4(a)(5)(A), the superintendent may revoke or suspend the certification of a nonpublic agency for any of the following reasons: Failure to notify the department in writing of any of the following within 45 days of the occurrence: changes in credentialed, licensed, or registered staff who render special education and related services; ownership; management; or control of the nonpublic agency.



Infinity Kids Rate Sheet 2025-2026

Service	Rate
Speech and Language Evaluation	\$800
Speech and Language Treatment	\$160/hour
Occupational Therapy Evaluation	\$800
Occupational Therapy Treatment	\$160/hour
Physical Therapy Evaluation	\$800
Physical Therapy Treatment	\$160/hour
Group Therapy group of 3	\$270
Consultation	\$130/hour or \$65/30 minutes
Therapist attendance at IEP Conferences	\$150/hour



Corporate Office
 184 High Street, Suite # 701
 Boston, MA 02110
 Ph: 800-337-5965 Fax: 800-822-8287
 www.thesteppingstonesgroup.com

Appendix A

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service for the Renewal Term are listed below:

<u>Specialty</u>	<u>Hourly Rate</u>
Speech Language Pathologist	\$104 per hour
Occupational Therapist	\$104 per hour
Physical Therapist	\$115 per hour
SLPA/COTA/PTA	\$79 per hour
School Psychologist	\$104 per hour
School Counselor or LMFT	\$103 per hour
OMS & VI & DHH Teacher & Audiologist	\$107 per hour
Social Worker	\$93 per hour
APE Teacher	\$103 per hour
ASL Interpreter	\$68 per hour
Special Education Teacher & Resource Specialist	\$88 - \$104 per hour
Certified Nurse Assistant	\$36 per hour
Licensed Vocational Nurse	\$39 per hour
Registered Nurse	\$68 per hour
Certified School Nurse	\$80 per hour
BCBA	\$102 per hour
Registered Behavior Technician	\$67 per hour
Behavior Interventionist	\$67 per hour
Paraeducator	\$38 per hour



California Department of Education Nonpublic Agency (NPA) Certification

Date: January 05, 2026

NPA: Professional Tutors of America

NPA Identification Code: 9900095

Site Administrator: Robert Harraka

Mailing Address: 3350 East Birch Street, Suite 201

City: Brea State: California Zip Code: 92821

NPA Authorized to Provide Services at NPA Site: Yes

Site Address:

City: State: California Zip Code:

Grades: to

Ages: to Student Gender:

2026 Certification Status: Approved

Maximum Student Capacity: 76+

Effective Dates: January 01, 2026 through December 31, 2026

Certified related services must be provided according to Title 5 of the California Code of Regulations, Section 3051 et. seq.

Amended

Certification is not an endorsement of the services offered by the nonpublic agency (NPA), but states only that the NPA meets minimum legal standards. "Approved" or "Conditional" certifications authorize the NPA to accept students placed by local educational agencies (LEAs) under California Education Code, Section 56366.

Authorized to Provide the Following Related Services:

- | | | | | | |
|---|---|--|---|-------------------------------|--|
| <input type="checkbox"/> APE | <input checked="" type="checkbox"/> BII | <input checked="" type="checkbox"/> LSDR | <input checked="" type="checkbox"/> PCT | <input type="checkbox"/> SDTI | <input checked="" type="checkbox"/> VECD |
| <input type="checkbox"/> AS | <input checked="" type="checkbox"/> CG | <input type="checkbox"/> MT | <input type="checkbox"/> PS* | <input type="checkbox"/> SW | <input type="checkbox"/> LI: <input type="text"/> |
| <input type="checkbox"/> ATS | <input type="checkbox"/> EE | <input type="checkbox"/> OM | <input type="checkbox"/> PT | <input type="checkbox"/> TS | <input type="checkbox"/> Other: <input type="text"/> |
| <input checked="" type="checkbox"/> BID | <input type="checkbox"/> HNS | <input checked="" type="checkbox"/> OT | <input type="checkbox"/> RS | <input type="checkbox"/> VS | *Other than Assessment and IEP Development |


Per California Education Code 56366.4(a)(5)(A), the superintendent may revoke or suspend the certification of a nonpublic agency for any of the following reasons: Failure to notify the department in writing of any of the following within 45 days of the occurrence: changes in credentialed, licensed, or registered staff who render special education and related services; ownership; management; or control of the nonpublic agency.



Special Education Services

Rate Sheet 2026-27

***Rates/per hour**

 *****(Tutoring/Academic Instruction and Reading Intervention are not NPA Services, and cannot be referred as part of an NPA Master Contract). All Tutoring/Academic Instruction and Reading Intervention must be contracted on a Vendor/Consultant Agreement.***

ACADEMIC SERVICES	
Service	Rate (Per Hour)
(1) Tutoring/Academic Instruction - Spec. Ed Cred/Gen Ed Cred.	\$100.00/hr
(2) Reading Intervention Sonday Reading or Spire Reading (both Orton-Gillingham Based) (60 hrs minimum per level – rate includes all materials)	\$125.00/hr

NON-PUBLIC AGENCY SERVICES	
Service	Rate (Per Hour)
(3) Behavior Intervention Behavior Intervention Design Planning Behavior Intervention Implementation	\$146.00/hr \$146.00/hr
(4) Counseling & Guidance Educational Counseling Parent Counseling & Training Educationally Related Mental Health Services Educationally Related Intensive Counseling Services	\$146.00/hr \$146.00/hr \$146.00/hr \$146.00/hr
(5) Language Speech Development & Remediation Assessment/Evaluation, including IEP attendance	\$146.00/hr
(6) Occupational Therapy Assessment/Evaluation, including IEP attendance	\$146.00/hr
(7) Vocational Education & Career Development, Transition	\$110.00/hr

AGREEMENT FOR SPECIAL EDUCATION SERVICES

This Agreement is dated July 1, 2026 and is entered into between **Professional Tutors of America, Inc.** (hereinafter "Contractor") and Best Academy of Southern California (hereinafter "District").

RECITALS

Contractor will provide **one- to- one specialized academic instruction** for students with special needs whose district of residence is Best Academy of Southern California.

A. COMPENSATION/SERVICES

The hourly rate for **one-to-one instructional services with a licensed/credentialed Educational Specialist** is **\$100-\$146/hour (see attached rate sheet)**. DISTRICT shall submit a written referral/request (Special Ed Services Request form) to Contractor for each student that DISTRICT desires to have contracted for special education instructional services.

The goal of the our special educational services is to increase academic achievement and promote self-esteem while incorporating the specific goals and objectives of the student's Individual Education Plan (IEP).

B. INDEPENDENT CONTRACTOR

Contractor or any employee of Contractor shall be deemed at all times to be an independent contractor and not an employee of the DISTRICT and shall be wholly responsible for the manner in which it performs the services required of it under this Agreement. Nothing contained in this Agreement shall be construed as creating an employment or agency relationship between the DISTRICT and Contractor or its employees.

C. INSURANCE

During the entire term of this Agreement and any extension or modification thereof, CONTRACTOR shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned vehicles used in relation to the performance of service(s) by CONTRACTOR, at DISTRICT one million dollars (\$1,000,000.00) for each person and one million dollars (\$1,000,000.00) for all accidents or occurrences for all damages arising out of death, bodily injury, sickness or disease from any one accident or occurrence, and one million dollars (\$1,000,000.00) for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this Agreement, CONTRACTOR shall provide DISTRICT with satisfactory evidence of insurance, naming DISTRICT as additional certificate holder, including a provision for a twenty (20) calendar day written notice to DISTRICT before cancellation or material change, evidencing the above-specific coverage. The CONTRACTOR shall at its own cost and expenses procure and maintain insurance under the Workers' Compensation Law of California, if applicable. DISTRICT reserves the right to revise the requirements of this provision at any time. If DISTRICT determines that additional insurance coverage is necessary, DISTRICT will reopen negotiations with CONTRACTOR to modify the terms of this Agreement.

D. FINGERPRINT/TUBERCULOSIS CLEARANCE

In accordance with California Education Code § 45125.1, CONTRACTOR shall conduct a criminal background check of its employees and/or subcontractors and, upon receipt of those checks, certify to DISTRICT that no employee and/or subcontractors of CONTRACTOR working with students of DISTRICT has been convicted of a violent or serious felony as defined by statutes. A fingerprint certification will be required. Additionally all Contractors will be required to submit a TB clearance for those tutors who will be working with students.

E. Evaluation/Hiring Option

- Contractor offers an evaluation hire program designed to provide you with a credentialed Education Specialist on a trial basis (**a minimum of 500 Hours completed**) prior to converting them to your payroll. To take advantage of our evaluation hire program, you agree to negotiate a pre-determined trial period or fee prior to credentialed Education Specialist's assignment to you. Contractor allows you to hire Education Specialists already assigned to you if your invoices are current and you agree to pay an acceptable payroll transfer fee (up to 30% of credentialed teachers expected annual earnings) to convert a Contractor's credentialed Educational Specialist to your payroll.
- To protect our investment in recruiting and assigning credentialed Education Specialist, you agree, for a period of 180 days from their last day on assignment with you, not to hire directly or use CONTRACTOR credentialed teachers through another staffing firm without paying a liquidation fee of 30% of the CONTRACTOR'S credentialed Education Specialist expected annual compensation, unless otherwise agreed to by us in writing.

F. NOTICE TO PARTIES

All notices to be given by the parties hereto shall be in writing and served by depositing the same in the United States Post Office, postage prepaid and registered, as follows:

TO THE DISTRICT:

Best Academy of Southern California
Attention: _____
1704 Cape Horn
Julian, CA 92036
Ph: _____

TO THE CONTRACTOR:

Professional Tutors of America, Inc.
Robert Gordon, CEO
3350 E. Birch Street, Suite 201
Brea, CA 92821
Phone/Fax (714) 784-3454/ (714) 671-1887
Email: rgordon@professionaltutors.com

This contract is effective July 1, 2026 and **terminates at 5:00 p.m. on June 30, 2027**, unless sooner terminated as provided herein. By signing below, the authorized parties agree to the terms and conditions of this agreement.

Professional Tutors of America, Inc.

Best Academy of Southern California



5/20/26

Robert Gordon, CEO

Date

Date

Coversheet

Board Policy: 5145.13 Immigration Enforcement Activity

Section: VI. ACTION ITEMS
Item: B. Board Policy: 5145.13 Immigration Enforcement Activity
Purpose: Vote
Submitted by:
Related Material:
Policy Regarding Immigration Enforcement Activity (4922-8818-0628.v1) (2).docx

Board Policy #: 5145.13
Adopted/Ratified: 06/2019
Revision Date: 05/2026

BP 5145.13 Response To Immigration Enforcement

I. PURPOSE AND COMMITMENT

BEST Academy (“BEST” or the “Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. BEST supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

BEST finds school facilities, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by BEST as “sensitive locations” under state law, and seeks commitments from contractors and service providers (particularly school resource officers) not to facilitate immigration enforcement at these locations unless law requires it.

BEST provides the California Attorney General's *Know Your Educational Rights* handout to all families upon enrollment. This handout is also posted in all administrative buildings and is available on the school website. BEST also provides the California Attorney General’s “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at <https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

BEST also provides all families with information about children's educational rights as contained in this Policy upon enrollment and/or in the Student/Family Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITIONS

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.

- “*Schoolsite*” means all physical locations where BEST Academy conducts school-related business, including administrative offices/centers, learning resource centers, non-public areas where we hold school-related activities, virtual learning

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Adopted/Ratified: 06/2019
Revision Date: 05/2026

environments and platforms, or school buses and other transportation we provide.

III. ANTI-DISCRIMINATION AND HARASSMENT

BEST prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics, including but not limited to immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to school sites, at school-related events, and through school-owned technology.

BEST promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. BEST educates students to respect all peers regardless of protected characteristics and teaches them about the negative impact of bullying.

BEST trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

BEST's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION

General Principles

BEST does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, except for documents we might review but do not retain to establish a child's birthdate. BEST does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. BEST does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

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Enrollment Documentation

For Proof of Residency, BEST accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

For Age Verification, BEST accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from a parent, guardian, or custodian, or other appropriate proof

In most cases, any one document from each category is sufficient. Age-verification documents (e.g., birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), BEST collects it separately from enrollment. BEST may ask for (but do not require) place of birth, U.S. entry date, and date first attending U.S. school. BEST does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

BEST does not collect the entire Social Security number or card for enrollment. BEST may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility (such as free or reduced-price meals). When such

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information is requested, BEST explains this limited purpose and clarifies that not providing it does not bar enrollment.

For the Free and Reduced-Price Meals form, BEST notifies parents that:

1. If any household member participates in CalFresh, CalWORKs, or FDPIR, no adult needs to provide Social Security number information.
2. If no household member participates in these programs and no adult has a Social Security number, the student can still qualify based on income by checking the "No SSN" box

BEST treats all students equitably when it comes to receiving school services.

V. SHARING STUDENT INFORMATION

General Policy

BEST requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

BEST's requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case BEST does not release it. BEST permanently keeps consent notices with record files.

BEST avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. BEST provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

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Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. BEST provides an annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, BEST does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, BEST notifies parents or guardians as soon as practicable.

Response to Information Requests

When BEST receives information requests related to the immigration or citizenship status of a student or staff member:

1. Notify a designated school official
2. Provide students and families with appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents copies of documents issued by immigration enforcement officers

VI. CAMPUS ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, BEST does not permit immigration enforcement officers to enter a school-sponsored activity for immigration enforcement purposes unless they present a valid judicial warrant or court order. If a law enforcement official presents such documentation, BEST requests that they not interrupt students and faculty during an official school-sponsored activity or scheduled instructional time and instead wait until a designated break.

Response Procedures

Staff notifies the school's administrator or designee as soon as practicable of any request by an immigration enforcement official for student access, campus access, or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a school-sponsored activity:

1. **Initial Contact:** Explain to the official that staff must first notify and receive direction from the site administrator

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2. **Purpose:** Ask and document the official's stated reason for being at the school-sponsored event
3. **Documentation:** Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and produce documentation authorizing schoolsite access
4. **Record Keeping:** Make and retain copies of documentation that the official produces
5. **Exigent Circumstances:** If the official declares exigent circumstances (such as a felony in progress on the school sponsored event) and demands immediate access, comply with orders and immediately contact the site administrator
6. **Levels of Response:** If no exigent circumstances exist, respond according to the official's documentation:
 - o **ICE or other administrative warrant:** For warrants not signed by a judge, do not permit entry to nonpublic areas of the school site. Refer to the site administrator.
 - o **Judicial/court-issued warrant or court order:** Compliance is usually required to follow what is described in the court-issued order. When feasible, consult the school's administrator or legal counsel for next steps
 - o **Subpoena:** Physical access to the school site is not required. Subpoenas seek documents. Inform the school site administrator and await instructions. Do not permit entry to nonpublic areas
7. **Cooperation Without Consent:** While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
8. **Parental Notification:** The school site administrator may notify the student's parent or guardian if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
9. **Required Notifications:**
 - o The Executive Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and BEST's responses, ensuring confidentiality of potentially identifying information
 - o The Executive Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
 - o BEST follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff when BEST confirms immigration enforcement presence on campus

VIII. SUPPORT FOR AFFECTED FAMILIES

Emergency Preparedness

BEST encourages families to have emergency phone numbers and to know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contact

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information, medication lists, allergy lists) to prepare for potential family member detention or deportation.

BEST permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. BEST uses emergency card information only for specified emergencies, not for other purposes.

Caregiver Authorization Affidavits

BEST encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. BEST will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available [HERE](#).

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, BEST:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

BEST encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, BEST may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available

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- **Note:** Use this only to locate detained individuals. BEST never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

Legal Assistance

- Legal aid organizations may secure the release of detained parents or arrange student visits
- California organizations accredited by the Board of Immigration Appeals:
<https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance:
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
- Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

Consulates or Embassies

- The parents' or guardians' country of origin may offer additional information and assistance

4922-8818-0628, v. 1

Coversheet

Board Policy Freedom of Speech and Expression Policy Update

Section: VI. ACTION ITEMS
Item: C. Board Policy Freedom of Speech and Expression Policy Update
Purpose: Vote
Submitted by:
Related Material:
Student Freedom of Speech and Expression Policy (4938-4302-2228.v1) (3).docx

Board Policy #: 5145.2
Adopted/Ratified: 06/2019
Revision Date: 05/06/2026

Board Policy

BP 5145.2 Freedom Of Speech/Expression

The Board of Directors of BEST Academy (“BEST” or the “Charter School”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges, and other insignia.

Definitions

1. **“Obscenity”**: when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **“Defamation”**: Libel (written defamation) and slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **“Discriminatory Material”**: material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.
4. **“Harassment (including sexual harassment), Intimidation and/or Bullying”**: severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student’s or those students’ person or property, (2) causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health, (3) causing a reasonable student to experience a substantial interference with his or her academic performance, (4) causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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5. ***“Fighting Words”*: words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.**
6. ***“Vulgarity and/or Profanity”*: the continual use of curse words by a student, even after a warning.**
7. ***“Violating Privacy”*: publicizing or distributing confidential or private material without permission.**

School-Sponsored Activity Expression

Student free speech rights include, but are not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by the use of school-provided materials or during School-Sponsored Activities. Student expression on or through the Charter School’s website, social media, or other school-sponsored platforms or devices shall generally be afforded the same protections and subject to the same limitations as printed material within the Policy. Students’ use of Charter School technology, devices, platforms, and accounts remains subject to Charter School’s Student Technology Policy and Acceptable Use Agreement.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected expression includes the following: obscenity; defamation; discriminatory material; harassment (including sexual harassment), intimidation and/or bullying; fighting words; vulgarity and/or profanity; or violating privacy as defined above. Also prohibited shall be material that incites a clear and present danger of the commission of unlawful acts during school-sponsored activities or the violation of lawful school regulations or the substantial disruption of the orderly operation of the Charter School.

A. Distribution of Circulars, Unofficial Newspapers, and Other Printed Material

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed material, and to circulate petitions, subject to the following specific limitations:

1. **The material to be distributed shall be submitted to the Charter School Executive Director or designee at least one (1) school day prior to distribution. The Charter School Executive Director or designee shall review submitted material in a reasonable amount of time and shall allow the approved material to be distributed in accordance with the time and manner established by this Policy. The Charter School Executive Director or designee shall notify student(s) if distribution will be granted or denied (and if denied, why the distribution is not in compliance with this Policy).**

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2. **Distribution, free or for a fee, may take place before school, after school, and/or during lunch, provided there is no substantial disruption in the school programs (as determined by the Charter School Executive Director). Distribution may not occur during scheduled instructional time, whether in-person or virtual, and must not impede the flow or safety of students or staff at any School-Sponsored Activity location.**
3. **The manner of distribution shall be such that coercion is not used to induce students to accept the printed material or to sign petitions.**
4. **The solicitation of signatures must not take place during scheduled instructional activities (in-person or virtual) or in administrative virtual spaces, nor be substantially disruptive to the school program (as determined by the Charter School Executive Director or designee).**

The Charter School Executive Director or designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.

B. Official School Publications

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications, subject to the limitations of this Policy. However, it shall be the responsibility of the journalism staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy.¹ The journalism staff adviser(s) shall help the student editors judge the literary value, newsworthiness, and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. BEST officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the journalism staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the journalism staff adviser to the Charter School Executive Director.

C. Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

D. Virtual Bulletin Boards and Posting/Sharing Platforms

The Charter School may provide dedicated virtual spaces or platforms, upon request and subject to availability, for use in posting or sharing student materials. The rules for use of

¹ “Official school publications” refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

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Revision Date: 05/06/2026

these platforms shall be agreed upon by mutual agreement of student government representatives and BEST administration. Posted/shared material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech. Students may not post or distribute materials regarding the meetings of non-curricular student-initiated groups unless explicitly authorized.

E. Organized Demonstrations

Students have the right to lawful, organized demonstrations during School-Sponsored Activities (Adjustment), subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts during School-Sponsored Activities (Adjustment) or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the school, are prohibited.

No individual student may demonstrate in the name of the Charter School or as an official school group at any time unless authorized by the Charter School to participate in the activity.

F. Student Speeches

If a student is selected to speak at a Charter School-sponsored event, including but not limited to graduation or school gatherings (in-person or virtual), Charter School has the right to review the pre-prepared speech to ensure that unprotected speech is not included. If unprotected speech is included, the student will be given the opportunity to revise the speech or deliver a modified speech. If not revised or removed, the student will not be permitted to speak at the Charter School-sponsored event.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on non-school-sponsored internet websites, personal social media or email accounts, or via text messages sent on a personal device outside of school hours, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the school.

Relevant considerations include:

- 1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or aggravated by the expression,**
- 2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and**
- 3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.**

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that results in the material disruption of classwork or involves substantial disorder or invasion of the rights of others may be subject to discipline.

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Off-campus expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;**
- b. Threats aimed at teachers or other students;**
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or**
- d. Breaches of school security devices.**

Enforcement

- 1. Upon learning that students are considering actions in the areas covered by this Policy, they will be informed of the possible consequences of their actions under each specific circumstance. The Charter School Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.**
- 2. This Policy does not prohibit or prevent the BEST Governing Board from adopting otherwise valid rules and regulations relating to oral communications by students during School-Sponsored Activities or in virtual school-sponsored spaces.**
- 3. No BEST employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.**
- 4. BEST shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.**

Complaints and Appeals

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

- 1. The student and faculty member shall first attempt to resolve the problem internally.**
- 2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.**
- 3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board, which shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.**

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A student who feels their freedom of expression was unconstitutionally limited may file a complaint with BEST in accordance with the Charter School's General Complaint Policies and Procedures.

4938-4302-2228, v. 1

Coversheet

Adoption of the 2026-2027 Local Control Accountability Plan (LCAP)

Section: VI. ACTION ITEMS
Item: D. Adoption of the 2026-2027 Local Control Accountability Plan (LCAP)
Purpose: Vote
Submitted by: Alex Soriano
Related Material:
2026_Local_Control_and_Accountability_Plan_BEST_Academy_20260529.pdf

BACKGROUND:

The LCAP has been developed with input from educational partners, and a public hearing was previously held on June 3, 2026, to solicit public comment and recommendations in accordance with California Education Code requirements.



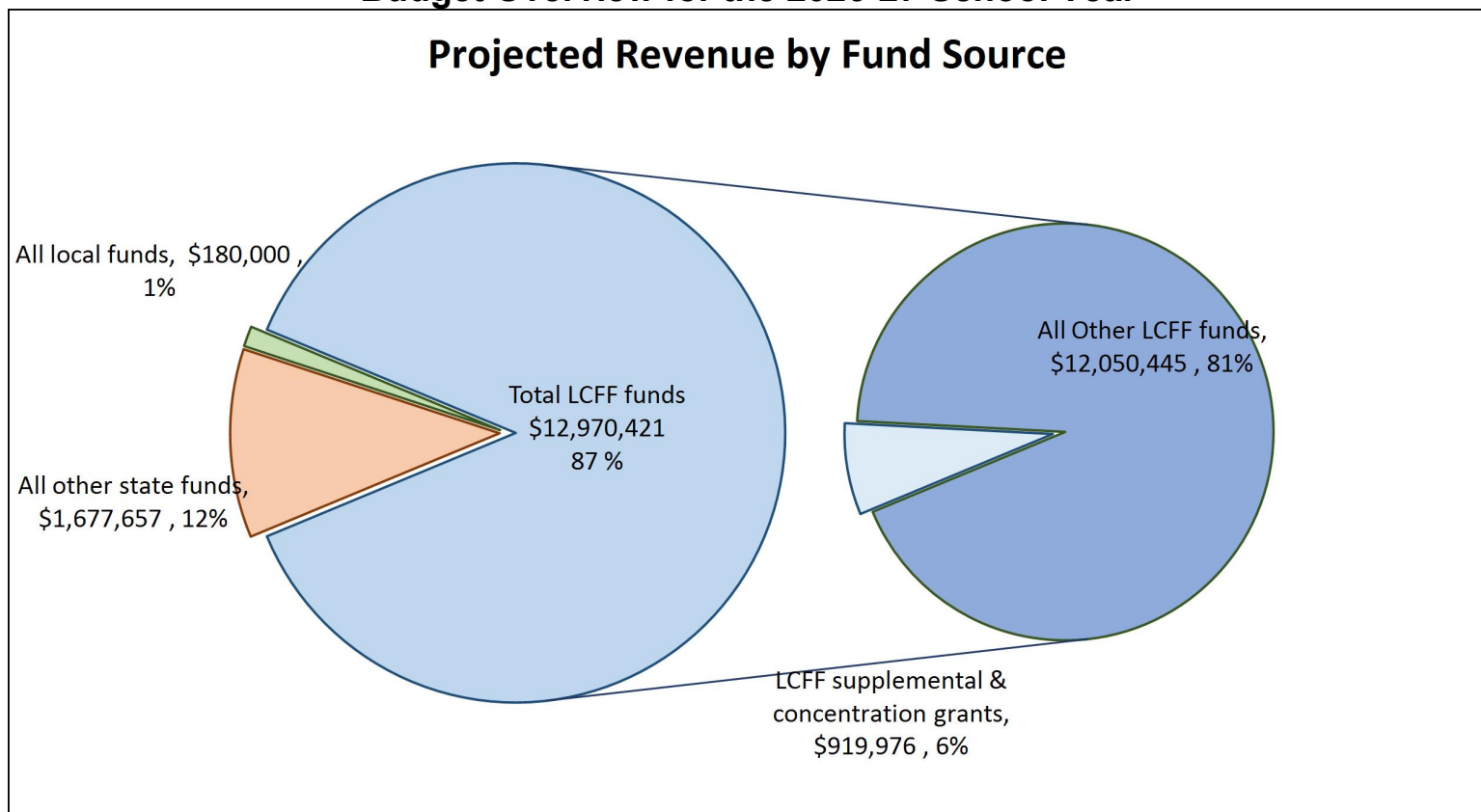
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brookfield Engineering Science Technology Academy (BEST Academy)
 CDS Code: 37 68163 0139402
 School Year: 2026-27
 LEA contact information:
 Alex Soriano
 Co-Executive Director
 asoriano@bestacademycs.com
 833-619-2378

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

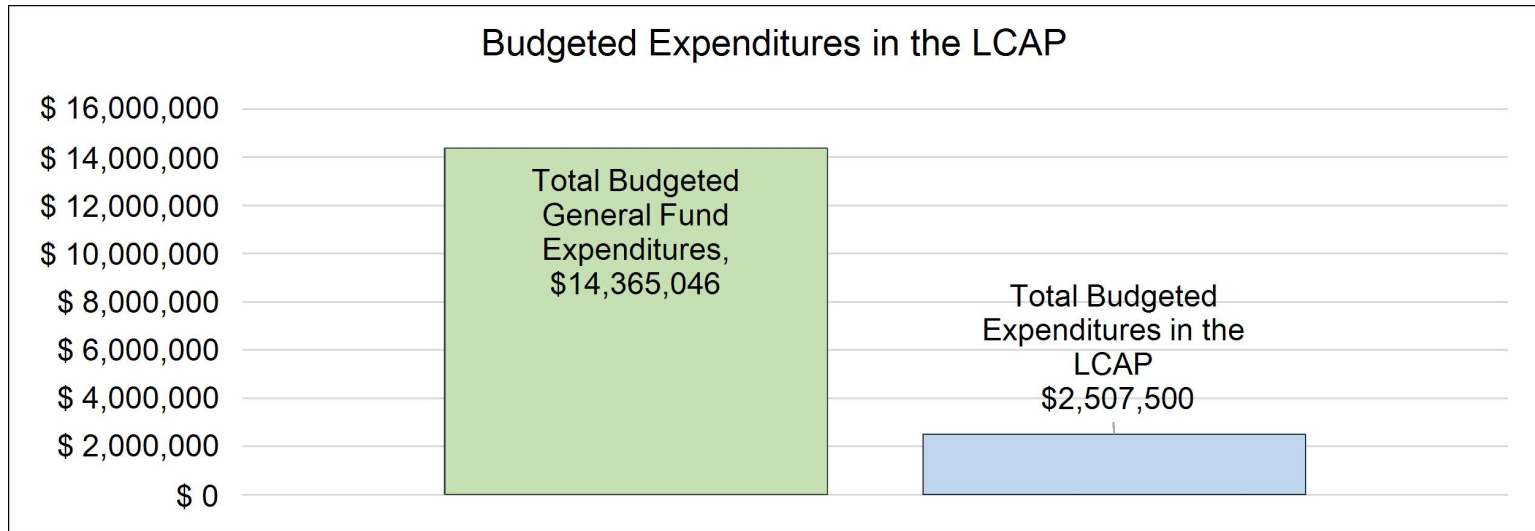


This chart shows the total general purpose revenue Brookfield Engineering Science Technology Academy (BEST Academy) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Brookfield Engineering Science Technology Academy (BEST Academy) is \$14,828,078, of which \$12,970,421 is Local Control Funding Formula (LCFF), \$1,677,657 is other state funds, \$180,000 is local funds, and \$0 is federal funds. Of the \$12,970,421 in LCFF Funds, \$919,976 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Brookfield Engineering Science Technology Academy (BEST Academy) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Brookfield Engineering Science Technology Academy (BEST Academy) plans to spend \$14,365,046 for the 2026-27 school year. Of that amount, \$2,507,500 is tied to actions/services in the LCAP and \$11,857,546 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

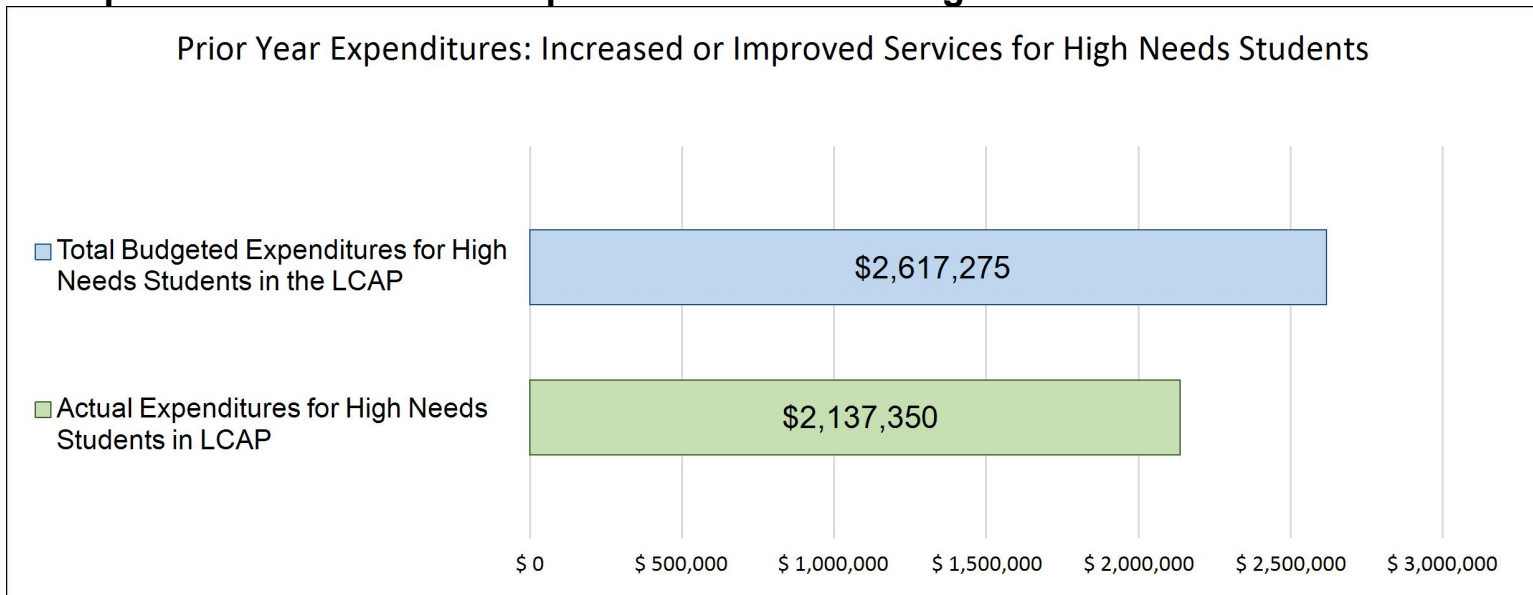
Expenditures not included in the LCAP include executive director and other classified staff salaries and benefits, special education staffing and contracted services costs, and costs for administrative functions including general liability insurance, audit, legal, marketing, and back office services.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Brookfield Engineering Science Technology Academy (BEST Academy) is projecting it will receive \$919,976 based on the enrollment of foster youth, English learner, and low-income students. Brookfield Engineering Science Technology Academy (BEST Academy) must describe how it intends to increase or improve services for high needs students in the LCAP. Brookfield Engineering Science Technology Academy (BEST Academy) plans to spend \$212,075 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Brookfield Engineering Science Technology Academy (BEST Academy) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Brookfield Engineering Science Technology Academy (BEST Academy) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Brookfield Engineering Science Technology Academy (BEST Academy)'s LCAP budgeted \$2617275 for planned actions to increase or improve services for high needs students. Brookfield Engineering Science Technology Academy (BEST Academy) actually spent \$2137350 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$479,925 had the following impact on Brookfield Engineering Science Technology Academy (BEST Academy)'s ability to increase or improve services for high needs students:

There was no impact to the actions and services or the overall increased or improved service for high needs students in 2025-26. BEST Academy allocated all of the supplemental and concentration grant funds.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Brookfield Engineering Science Technology Academy (BEST Academy)	Alex Soriano Co-Executive Director	asoriano@bestacademycs.com 833-619-2378

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Brookfield Engineering Science Technology (B.E.S.T.) Academy offers students a comprehensive, flexible learning environment, combined with a variety of support programs and services to ensure success. B.E.S.T. Academy is a tuition-free public charter school serving 3rd-12th grade students in San Diego, Orange, Riverside, and Imperial Counties. The school serves communities in Southern California that reflect the diversity of socioeconomic levels and different cultural backgrounds.

In the 2024-2025 school year 60.14% of the schools' students were unduplicated, qualifying as low-income (56%) or English learners (24.5%), homeless (13%). Approximately, 8.2% are students with disabilities. The majority of the school's EL are in the 8-12th grades. The demographic breakdown of students is: Asian: 3.28%; Hispanic: 42.8%; Black/ African American: 1.4%; White: 50.55%, American Indian/Alaskan Native .85%.

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

B.E.S.T. Academy's independent study program provides a customized learning experience for each student enrolled. This includes access to a rigorous and robust curriculum along with varied supplemental supports and extracurricular offerings designed to meet the specific needs of each student. Through these curricular and extra-curricular experiences, students are prepared for college and career readiness to pursue 21st century opportunity beyond secondary education.

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

Goal 1: B.E.S.T. Academy will support literacy and writing skills across all content areas to demonstrate growth in meeting or exceeding standards and increase the redesignation of English learner students.

Goal 2: To provide our students with a strong foundation in STEM by increasing proficiency in math, science, and digital literacy.

Goal 3: Increase graduation rate and college career readiness among all students to ensure success in post-secondary education and the workforce.

Goal 4: Increase student, parent, and community engagement to cultivate a culture of excellence and support student success in academic, social-emotional, and extracurricular endeavors.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

BEST Academy's 2025 California Dashboard results reflect continued progress in several key areas, while also identifying areas requiring focused attention. Across the 2023, 2024, and 2025 Dashboard reports, BEST Academy demonstrated multi-year improvement in English Language Arts, Mathematics, Graduation Rate, and College/Career Readiness. At the same time, English Learner Progress declined in 2025 and remains a priority area for continued monitoring and targeted support. Enrollment also increased substantially over this period, from 379 students in 2023 to 469 students in 2024 and 693 students in 2025, which provides important context when interpreting year-to-year changes in percentages and subgroup performance.

As required, BEST Academy reviewed the 2023 Dashboard to identify lowest performance levels that remain relevant during the current three-year LCAP cycle. In 2023, BEST Academy received the lowest performance level for Graduation Rate, which was Red at 67.5%, and College/Career, which was Very Low at 0% prepared. These areas were addressed through continued focus on graduation planning, credit recovery, college and career counseling, CTE exposure, dual/concurrent enrollment, A-G awareness, and postsecondary readiness supports.

English Language Arts (ELA):

In 2025, BEST Academy's ELA performance improved to Yellow, with students performing 63.5 points below standard, an increase of 25.0 points from the prior year. This reflects continued improvement from 2023, when students were 105.3 points below standard, and from 2024, when students were 88.6 points below standard. While students remain below standard overall, the three-year trend reflects meaningful progress and supports the continued implementation of literacy interventions, diagnostic assessment, supplemental literacy tools, and targeted instructional planning.

Mathematics and Science:

Mathematics also showed continued growth in 2025, with students performing 105.7 points below standard, an increase of 28.9 points from the prior year. This continues the positive trend from 2023 and 2024, though Mathematics remains Orange and below grade-level expectations. Science was Orange in 2025, with students performing 44.4 points above standard and maintaining performance from the prior year. These results support the continued need for foundational math instruction, STEM access, intervention, tutoring, and opportunities for students to engage in science and STEM-related learning experiences.

English Learner Progress:

English Learner Progress is a significant area of concern. In 2024, 55.1% of English Learners were making progress toward English language proficiency; however, in 2025, this declined to 32.3%, resulting in a Red performance level. Long-Term English Learner progress also requires continued attention. BEST Academy will continue to strengthen ELD instruction, EL monitoring, reclassification review, SDAIE implementation, and targeted language development supports to address this decline and improve outcomes for English Learners and Long-Term English Learners.

Graduation Rate and College/Career Readiness:

Graduation Rate continued to improve in 2025, reaching 84.8%, up from 80.3% in 2024 and 67.5% in 2023. This continued growth reflects progress in credit monitoring, credit recovery, counseling supports, and re-engagement strategies. College/Career Readiness also improved from 0% prepared in 2023 to 8.9% prepared in 2024 and 10.2% prepared in 2025. Although this remains Orange and below desired outcomes, the trend indicates early progress and supports continued investment in CTE pathways, dual and concurrent enrollment, A-G awareness, college counseling, and postsecondary planning.

Student Engagement and School Climate:

BEST Academy maintained strong performance in student engagement and school climate indicators. Chronic Absenteeism was Blue in 2025 at 2.3%, and Suspension Rate remained Blue at 0.0%. These results suggest that attendance monitoring, daily participation tracking, re-engagement systems, and school climate supports continue to contribute to a safe and supportive learning environment. Local engagement data also shows mixed results: ParentSquare app downloads increased, suggesting improved access to school communication, while parent interaction rates declined. This decline should be interpreted with caution because the total number of parent accounts increased substantially, which may have affected percentage-based engagement rates.

Additional local educational partner feedback from the Spring 2026 ELAC Advisory Board LCAP Stakeholder Feedback Survey also indicates generally positive perceptions of LCAP implementation. The survey included 22 responses from parents/guardians, faculty/staff, and students. Across all four LCAP goal areas, the average effectiveness rating was 4.33 out of 5, and 87.5% of all ratings were 4 or 5. Goal 4, Parent and Community Engagement, received the strongest average rating at 4.45 out of 5. While these results suggest positive stakeholder perception, they also identified areas for continued growth, including more targeted literacy and writing support, expanded hands-on STEM opportunities, earlier college/career planning, stronger support for students with unique learning needs, and continued improvement in two-way family communication.

Conclusion:

The 2025 Dashboard results show that BEST Academy is making progress in several priority areas, particularly ELA, Mathematics, Graduation Rate, Chronic Absenteeism, and Suspension Rate. At the same time, English Learner Progress, College/Career Readiness, and continued math proficiency remain areas requiring focused attention. The school will continue aligning LCAP actions to these needs by strengthening literacy and math supports, refining English Learner monitoring and reclassification systems, expanding college and career readiness opportunities, and improving meaningful student and family engagement.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A .

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

B.E.S.T. Academy actively engages educational partners in developing the LCAP through a strategic and inclusive approach. Throughout the year, we conducted comprehensive surveys targeting all students, parents, guardians, and employees to gather feedback on various aspects of our programs and supports. This feedback was instrumental in shaping our four LCAP goals and the actions needed to achieve them. We maintained open lines of communication with our educational partners by reviewing board agendas focused on LCAP actions with members to ensure alignment with our goals. Open meetings were held with parents and community members, providing overviews of the LCAP in English and Spanish. These meetings included parent and student focus groups and hybrid community meetings. Additionally, we utilized Parent Square and social media to disseminate information and gather further input.

As part of our engagement efforts, we organized ELAC meetings on 11/19/2024, 1/28/24, 3/11/25, 4/7/25, 5/13/25. During these meetings, needs assessments and LCAP surveys were shared, revealing a desire for more socioemotional support, increased reclassification efforts, a focus on technology and digital literacy skills, and college readiness workshops. Furthermore, the LCAP survey was shared with staff on January 2025, and then shared with parents and staff once more in May. The feedback we received from these engagements had tangible outcomes. It highlighted the effectiveness of student one-on-one meetings, the supportiveness of our staff, and the improvements in student grades. It also underscored the importance of effective communication with parents. Suggestions for improvement included celebrating student successes more, increasing the availability of physical materials, enhancing parent engagement, and ensuring awareness of all school resources. These suggestions were considered and have been instrumental in shaping our ongoing efforts. Ongoing feedback from these sessions was used to refine and implement specific actions in the LCAP, ensuring that our educational partners' voices were integral to our planning and decision-making processes. This strategic and inclusive approach has been fundamental in fostering a collaborative environment that supports student success and community involvement.

In Spring 2026, BEST Academy also collected LCAP feedback through an ELAC Advisory Board stakeholder survey. The survey invited parents/guardians, students, faculty, and staff to rate the perceived effectiveness of each of the four LCAP goal areas and provide written feedback about strengths, areas for growth, and suggested improvements. The survey was available in English and Spanish and provided an

additional opportunity for educational partners connected to English Learner programs and services to inform end-of-year reflection and future planning.

Feedback from the Spring 2026 ELAC Advisory Board survey reinforced several existing LCAP priorities. Respondents rated all four LCAP goal areas positively, with an overall average effectiveness rating of 4.33 out of 5. Goal 4, Parent and Community Engagement, received the strongest average rating, suggesting that families and educational partners value the school's communication, field trips, family engagement opportunities, and individualized support. The feedback also identified areas for continued refinement, including more targeted literacy and writing supports, additional hands-on STEM opportunities, earlier and clearer college/career planning, expanded regional engagement opportunities, and continued attention to students with unique learning needs. These findings will be used to refine implementation, communication, and progress monitoring during the coming LCAP year.

The feedback we received from our educational partners through the 2024-2025 LCAP Survey has been incorporated into our 2024-25 LCAP annual update as follows:

Goal 1: Support Literacy and Writing Skills

- Request for increased support for structured writing instruction.
- Families request greater feedback and visibility into student progress.
- Strong appreciation for digital tools, but calls for more student-led work.

Goal 2: Enhance STEM Proficiency

- Educational Partners want more hands-on and project-based learning in STEM.
- Educational Partners positively rated devices, tutoring, and teacher support, but noted a desire for expanded CTE and dual enrollment awareness.

Goal 3: Increase Graduation Rate and College/Career Readiness

- Dual enrollment remains a major strength—educational partners ask for better access and support.
- Families request more consistent communication about graduation progress and college milestones.
- Calls for enhanced counseling, especially 1:1 meetings and support with financial aid.

Goal 4: Enhance Engagement and Support

- Parents shared that while ParentSquare is widely used and appreciated, many experience message fatigue and asked for clearer, more organized announcements.
- Families want greater variety in engagement events, including student-led options.
- Spanish-speaking families especially noted improvements in outreach.
- Staff emphasized the importance of consistency in teacher-led communication efforts and direct contact with families.
- Strong support for field trips, Parent Academy, and SSC/ELAC involvement—seen as meaningful connections to the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	BEST Academy will support literacy and writing skills across all content areas to demonstrate growth in meeting or exceeding standards and increase the redesignation of English learner students.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Instruction at BEST Academy Charter School focuses on literacy across all content areas to support students in Academic Language Development and content literacy. A wide range of literacy supports will be offered to students, with specific support for all Unduplicated students to develop literacy, access curriculum, and support increased Lexile growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA MAP RIT Range Conditional Growth Results	School Conditional Growth Index (CGI): Gr Subj CGI Avg. Range 3 Reading *	(Test scores June 2025) School Conditional Growth Index (CGI): Gr Subj CGI Avg. Range 3	TBD (Test scores available end of June 2026)	School Conditional Growth Index (CGI) For each grade and Subj Tested: Reading > 0.2 Language Use > 0.2 % of Students	TBD (Test scores available end of June 2026)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-0.2 - 0.2>	Reading *		Who Met Growth Projection For each grade and Subj Tested: Reading > 65% Language Use > 65%	
	3		-0.2 - 0.2>			
	Language Use		3			
	*		Language Use			
	-0.2 - 0.2>		*			
	4 Reading -0.71	-0.2 - 0.2>	-0.2 - 0.2>			
	4 Language Use 0.53	-0.2 - 0.2>	4 Reading * -0.2 - 0.2>			
	5 Reading -1.84	-0.2 - 0.2>	4 Language Use * -0.2 - 0.2>			
	5 Language Use -2.18	-0.2 - 0.2>	5 Reading -1.14 - 0.2 - 0.2>			
	6 Reading 2.63	-0.2 - 0.2>	5 Language Use - 0.41 -0.2 - 0.2>			
	6 Language Use 4.06	-0.2 - 0.2>	6 Reading * -0.2 - 0.2>			
	7 Reading 1.97	-0.2 - 0.2>	6 Language Use * -0.2 - 0.2>			
	7 Language Use 7.23	-0.2 - 0.2>	7 Reading -0.96 - 0.2 - 0.2>			
	8 Reading -0.25	-0.2 - 0.2>	7 Language Use - 0.60 -0.2 - 0.2>			
	8 Language Use 4.34	-0.2 - 0.2>	8 Reading -0.64 - 0.2 - 0.2>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9 Reading 0.71 -0.2 - 0.2> 9 Language Use 1.63 - 0.2 - 0.2> 10 Reading 2.82 -0.2 - 0.2> 10 Language Use 6.87 -0.2 - 0.2> 11 Reading 1.37 -0.2 - 0.2> 11 Language Use 2.08 -0.2 - 0.2> 12 Reading -0.15 -0.2 - 0.2> 12 Language Use -0.2 - 0.2> * summaries for groups of less than 10 students are not shown % of Students Who Met Growth Projection: Gr Subj % Met Growth Avg. Range 3 Reading * 35 - 65%	8 Language Use - 0.41 -0.2 - 0.2> 9 Reading 0.11 - 0.2 - 0.2> 9 Language Use - 0.06 -0.2 - 0.2> 10 Reading 0.08 - 0.2 - 0.2> 10 Language Use - 0.06 -0.2 - 0.2> 11 Reading 0.51 - 0.2 - 0.2> 11 Language Use -0.25 -0.2 - 0.2> 12 Reading 0.33 - 0.2 - 0.2> 12 Language Use -0.2 - 0.2> * summaries for groups of less than 10 students are not shown % of Students Who Met Growth Projection: Gr Subj % Met Growth Avg. Range 3			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3	Reading			
		Language Use	*			
		*	35 - 65%			
		35 - 65%	3			
		4 Reading 36%	Language Use			
		35 - 65%	*			
		4 Language Use 43%	35 - 65%			
		35 - 65%				
		5 Reading 35%	4 Reading *	35 - 65%		
		35 - 65%	5 Language Use 47%	4 Language Use *		
			35 - 65%	35 - 65%		
		6 Reading 57%	5 Reading 36%			
		35 - 65%	35 - 65%			
		6 Language Use 54%	5 Language Use			
		35 - 65%	33%	35 - 65%		
		7 Reading 57%	6 Reading *	35 - 65%		
		35 - 65%	7 Language Use 61%	6 Language Use *		
			35 - 65%	35 - 65%		
		8 Reading 38%	7 Reading 35%			
		35 - 65%	35 - 65%			
		8 Language Use 51%	7 Language Use			
		35 - 65%	48%	35 - 65%		
		9 Reading 60%	8 Reading 44%			
		35 - 65%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		9 Language Use 57% 35 - 65% 10 Reading 74% 35 - 65% 10 Language Use 71% 35 - 65% 11 Reading 55% 35 - 65% 11 Language Use 55% 35 - 65% 12 Reading 57% 35 - 65% 12 Language Use 35 - 65% * summaries for groups of less than 10 students are not shown	35 - 65% 8 Language Use 54% 35 - 65% 9 Reading 54% 35 - 65% 9 Language Use 37% 35 - 65% 10 Reading 37% 35 - 65% 10 Language Use 45% 35 - 65% 11 Reading 37% 35 - 65% 11 Language Use 44% 35 - 65% 12 Reading 39% 35 - 65% 12 Language Use 35 - 65% * summaries for groups of less than 10 students are not shown			
1.2	Proficiency rates on the ELPI	37.8% making progress towards English Language proficiency 2023-24	55.1% making progress towards English Language proficiency 2024-25	TBD (Rates available Summer of 2026)	58% making progress towards English Language proficiency	+ 17.3% 2024-25
1.3	CAASPP - ELA	Spring 2024 Level 1: 59.29%	Spring 2025 Level 1: 31.4%		Level 1: 26.4% Level 2: 21.4%	Level 1: -- 6.41% Level 2: + 7.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2: 22.14%	Level 2: 23.1%		Level 3: 27.6%	Level 3: -- 0.43%
		Level 3: 13.21%	Level 3: 25.9%		Level 4: 24.6%	Level 4: -- 0.43%
		Level 4: 5.36%	Level 4: 19.7%			2024-25
1.4	Interim Writing Assessment	TBD	TBD	TBD	TBD	TBD
1.5	Reclassification Rate of ELL	4.65% 2023-24	8.04% 2024-25	TBD (Rates available Summer of 2026)	15% (State Average)	+ 3.39 % 2024-25

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

BEST Academy continued to prioritize literacy and writing development across content areas through supplemental literacy tools, diagnostic assessment, English Learner supports, professional learning, and targeted instructional planning. NWEA MAP continued to serve as the primary diagnostic assessment for monitoring reading and language growth, with results used by staff to identify student needs and inform instruction. Supplemental literacy supports, including Lexia and related digital platforms, were used to support foundational reading, vocabulary, comprehension, and language development. English Learner supports continued through ELD instruction, EL monitoring, reclassification review, and staff collaboration around ELD/SDAIE strategies. Goal 1 implementation also showed first meaningful movement on Action 1.6 through a NoRedInk writing pilot with Grade 8 digital students, establishing an initial writing baseline and providing structured opportunities for students to practice targeted writing skills. A continuing challenge is that several formal outcome measures, including current-year NWEA, CAASPP ELA, and final ELPAC/ELPI results, are not available until after the LCAP reporting timeline.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences have been identified between planned implementation and actual implementation for Goal 1 actions. Literacy supports, diagnostic assessments, English Learner services, professional development, student incentives, and initial writing assessment implementation were carried out in alignment with the intent of the goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 1 actions are supporting continued progress in literacy, language development, and writing; however, final 2025–26 academic outcome data is still pending. The most recent verified CAASPP ELA data showed improvement, with fewer students performing at the lowest

performance level and increases in students meeting or exceeding standard. English Learner progress remains an area of continued focus. Current EL/ELD evidence indicates approximately 220 English Learners, 24 students identified for possible reclassification, and 10 students meeting full reclassification criteria to date. Final ELPAC/ELPI results will be reviewed once available to determine updated proficiency movement. Interim implementation evidence also indicates that literacy platforms are providing useful progress indicators while formal assessment results remain pending. In writing, NoRedInk implementation with Grade 8 digital students produced an initial pilot baseline, with 48 students activated, 5,991 questions answered, 296 topics mastered, and 940 writing samples submitted. This evidence should be interpreted as early implementation data, not yet as a schoolwide writing assessment outcome.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the overarching Goal 1 statement or core metrics. However, reflections on implementation indicate the need to refine how literacy and writing growth are measured and reported. BEST Academy will continue to strengthen the use of NWEA, CAASPP, ELPAC/ELPI, and reclassification data as primary outcome measures while using platform-based data as supporting evidence. The school will continue developing Action 1.6 by expanding and refining writing assessment implementation, including the NoRedInk pilot and potential writing assessment features in Buzz. The school will also continue to align writing supports with grade-level expectations, increase clarity around baseline data, and ensure that future reporting distinguishes between formal outcome data, interim indicators, and implementation evidence.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental literacy programs to support student Lexile growth	Teachers will utilize engaging online instructional tools to design and deliver both synchronous and asynchronous lessons. These tools will include digital texts and electronic resources that allow students to interact with content in multiple formats, supporting literacy through diverse media. Additionally, teachers will facilitate literacy skills groups and provide individualized support based on identified student needs, focusing on vocabulary development, reading comprehension, fluency, and writing.	\$20,000.00	Yes
1.2	Language development programs to support the reclassification of	To enhance support for English Language Learner (ELL) students and ensure their progress toward English language proficiency, BEST Academy will implement comprehensive language development programs. These programs will include refining support strategies to boost engagement and achievement, systematic processes for identifying and	\$421,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
	English Language Learners	<p>transitioning Long-Term English Learners (LTELs) towards reclassification using an EL Monitoring Form, and conducting triannual assessments with NWEA—RIT Range Results and biannual CAASPP—ELA scores. Additionally, integrating ELD and SDAIE strategies across the curriculum and ongoing professional development for teachers will ensure effective support for ELL students during synchronous Personalized Learning Time (PLT) classes. This holistic approach aims to create a supportive learning environment that promotes the academic success and reclassification of ELL students.</p>		
1.3	Professional development for academic achievement	<p>To enhance literacy and academic achievement across all core content areas, BEST Academy will provide comprehensive professional development for teachers. This initiative will focus on integrating effective literacy strategies into the curriculum, specifically to enhance reading and writing skills. Teachers will utilize advanced educational software tools designed to support literacy development and will engage in collaborative efforts to share best practices for implementing, supporting, and assessing these strategies.</p> <p>Additionally, software vendors will provide professional development sessions during the introduction of new educational technology tools. These sessions will continue as needed to ensure that teachers are proficient in integrating these tools into their teaching practices effectively. This ongoing professional development aims to equip teachers with the necessary skills and knowledge to foster a robust literacy environment, ultimately driving academic success for all students</p>	\$75,000.00	No
1.4	Diagnostic Assessments and MTSS Academic Interventions	<p>BEST Academy will administer NWEA diagnostic assessments three times per year to monitor student progress and identify areas for improvement. The resulting data will be analyzed by teachers within Professional Learning Communities (PLCs), where they will collaborate to develop personalized learning paths tailored to each student's needs. This collaborative approach is integral to our Multi-Tiered System of Supports (MTSS) academic intervention planning. By leveraging these diagnostic assessments, we aim to provide targeted, effective interventions that</p>	\$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		address each student's unique learning needs, thereby enhancing overall academic achievement and growth.		
1.5	Provide student incentives for literacy achievement	To foster a culture of literacy and achievement at BEST Academy, we will establish and regularly revise student benchmarks for participation and growth in literacy activities. Students who meet or exceed these benchmarks will be celebrated through both public and private recognition by teachers and administration. This recognition will include awards ceremonies, announcements in school communications, and personalized acknowledgments. By highlighting student achievements in literacy, we aim to motivate all students to engage more deeply with their reading and writing skills, thereby enhancing their overall academic performance. This initiative is a key part of our broader effort to cultivate a supportive and inspiring educational environment that values and rewards academic excellence.	\$4,000.00	No
1.6	Adoption of new writing assessment	New initiative to assess student writing to provide an initial assessment to students during the first quarter. Aligning, training, and implementation plan.	\$1,250.00	No
1.7	One-on-one Tutoring	To support literacy and writing skills across all content areas and increase the redesignation of English learner students, BEST Academy will implement one-on-one tutoring sessions at learning centers. These sessions will provide individualized instruction from highly qualified tutors to address specific literacy and writing needs, particularly for unduplicated pupils. The tutoring will be scheduled flexibly to accommodate students and families, with a data-driven approach to monitor progress and adjust strategies. Additionally, parents will be engaged with regular updates and resources to support home learning, fostering a collaborative effort to enhance student literacy outcomes.	\$1,021,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To provide our students with a strong foundation in STEM and 21st-century skills and to increase proficiency in math, information, and digital literacy.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

BEST Academy aims to ensure all of its students are successful in the 21st-century workforce. With this in mind, our goal is to provide high-quality STEM education to ensure all our students develop information, media, and technology literacy skills that will enable them to succeed in the 21st-century workforce. With this goal, BEST Academy also reaffirms its commitment to providing equal learning opportunities for ELs and low-income students to ensure their academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP scores -Math 1 = Standard not met 2 = Standard nearly met 3 = Standard Met 4 = Exceeded Standard	School-wide results 23-24 Level 1: 69.29% Level 2: 20% Level 3: 7.50% Level 4: 3.21%	School-wide results 24-25 Level 1: 41.1% Level 2: 24.6% Level 3: 17.1% Level 4: 16.7%	School-wide results 25-26 To be updated when results are available in mid-June.	All students Level 1: 20% Level 2: 30% Level 3: 35% Level 4: 15%	Level 1: There was a decrease of 10.29% from the baseline to the Y1 outcome. Level 2: There was an increase of 6.25% from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>baseline to the Y1 outcome.</p> <p>Level 3: There was an increase of 3% from the baseline to the Y1 outcome.</p> <p>Level 4: There was an increase of 1.13% from the baseline to the Y1 outcome.</p>
2.2	<p>CAST scores</p> <p>1 = Standard not met 2 = Standard nearly met 3 = Standard Met 4 = Exceeded Standard</p>	<p>School-wide results 23-24</p> <p>Level 1: 21.71% Level 2: 61.14% Level 3: 17.14% Level 4: 0%</p>	<p>School-wide results 24-25</p> <p>Level 1: 14.7% Level 2: 54.1% Level 3: 20.8% Level 4: 10.5%</p>	<p>School-wide results 25-26</p> <p>To be updated when results are available in mid-June.</p>	<p>All students</p> <p>Level 1: 30% Level 2: 35% Level 3: 25% Level 4: 10%</p>	<p>Level 1: There was a decrease of 25.23% from the baseline to the Y1 outcome.</p> <p>Level 2: There was an increase of 13.54% from the baseline to the Y1 outcome.</p> <p>Level 3: There was an increase of 13.6% from the baseline to the Y1 outcome.</p> <p>Level 4: There was a decrease of 1.02% from the baseline to the Y1 outcome.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Students completing advanced math or science classes and/or computer science classes with a C or higher	2023-2024: 12th graders Computer Science = 0 students (0%) Pre-Calc = 2 students 3 years of science = 18 students	2024-2025: 12th graders Computer Science = 0 students (0%) Pre-Calc = 3 students 3 years of science = 14 total students (12.8%)	2025-2026: 12th graders To be updated when results are available in mid-June.	12th graders At least 15% of HS students enrolled in these courses complete with a C or higher.	There were no differences from the baseline to Y1 outcomes in Computer Science. From the baseline to Y1, there was an increase of 1 student in the Pre-Calc metric and a decrease of 4 students in the 3 years of science metric
2.4	Students who meet their growth goal in the NWEA Math test	Fall 2023-Spring 2024 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 40% 4th: 64% 5th: 31% 6th: 68% 7th: 54% 8th: 61% 9th: 79%	Fall 2024-Spring 2025 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 4th: 5th: 6th: 7th: 8th:	Fall 2025-Spring 2026 To be updated when results are available in mid-June.	% of Students Who Met Growth Projection For each grade and Subj Tested: All Grades: >65%	To be updated when results are available in mid-June.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10th: 52% 11th: 51% 12th: 49%	9th: 10th: 11th: 12th:			
2.5	Students who meet their growth goal in the NWEA Science test	Fall 2023-Spring 2024 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 4th: 5th: 6th: 7th: 8th: 9th: 10th: 11th: 12th:	Fall 2024-Spring 2025 % of Students Who Met Growth Projection: Grade: % Met Growth 3rd: 4th: 5th: 6th: 7th: 8th: 9th: 10th: 11th: 12th:	N/A - Students did not test Science	% of Students Who Met Growth Projection For each grade and Subj Tested: All Grades: >65%	To be updated when results are available in mid-June.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	8th graders completing Algebra 1	2023-2024 0 (0%)	2024-2025 7 (10%)	2025-2026 7 (6.5%)	At least 20% of 8th graders complete Algebra 1	There was an increase of 7 students or 10% from the baseline to the Y1 outcome.
2.7	High school students who complete a STEM-related CTE pathway	2023-2024 2 (2.9%)	2024-2025 1 (1.7%)	2025-2026 TBD (Number Available in June 2026)	At least 30% of graduating seniors complete a STEM-related CTE pathway	There was a decrease of 1 student in from the baseline to the Y1 outcome.
2.8	Attendance to STEM clubs, local industry trips, and visits to science-related museums.	2023-2024 1 STEM-related field trip	2024-2025 12 STEM-related field trips	2025-2026 60+ STEM-related field trips	80% of attendance of those participating in STEM club or attending a field trip	There was no baseline reported for this metric.
2.9	NWEA Math RIT Range Conditional Growth Performance	Fall 2023-Spring 2024 School Conditional Growth Index (CGI): Grade: CGI 3: -4.34 4: 1.99 5: -2.69 6: 1.93 7: 2.27 8: 2.09 9: 6.21	Fall 2024-Spring 2025 School Conditional Growth Index (CGI): Grade: CGI 3: 4: 5: 6: 7: 8:	Fall 2025-Spring 2026 TBD (Total available in June 2026)	School Conditional Growth Index (CGI) For each grade and Subj Tested: Math > 0.2	To be updated when results are available in mid-June.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10: 2.76	9:			
		11: 1.04	10:			
		12: 1.58	11:			
			12:			

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Most of our actions were implemented as planned with no substantive difference. Although we are making steady progress toward achieving the outcomes for Year 3, some challenges remain. Notably, actions 2.3 and 2.4 will continue to be a focus point for next year. Although BEST Academy has successfully expanded access to STEM resources, materials, and technologies—such as laboratory equipment, computer software, robotics kits, and other STEM tools—there are limited opportunities for students to engage in STEM-centered clubs and STEM nights that are meant to encourage families to participate in project-based learning activities at home.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantial material differences between budgeted and actual expenditures. One-to-one tutoring sessions were offered at learning centers, which provided personalized instructions to students to address math and science learning difficulties. Educational excursions and guest speakers introduced students to the world of STEAM careers. Improved services for unduplicated students were delivered through integrated supports and targeted instruction.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Notable examples of our success towards our three-year outcomes are our key actions, 2.1 and 2.8, which focus on establishing a strong foundation in the math and science fields by enhancing algebra readiness by the 8th grade and exposing students to science careers. As for 2.1, only six students were enrolled in 8th-grade Algebra or higher but we will continue promoting Math so we can increase those numbers by next year. Some actions already in place to improve those numbers are piloting the Math Essentials course to build a stronger foundation in mathematics, alongside the adoption of the ST Math PreK-8 program and offering our middle school students an introductory coding class that will continue to increase STEM-related offerings at those grade levels. Furthermore, the school has expanded opportunities for university tours to STEM centers and organized educational excursions to science museums. More than 10 science museum visits were organized throughout the academic year with over 70 students attending at least one. Career days have been arranged to expose students to real-

world STEM applications through industry visits, broadening their perspectives on potential careers. These interactions with professionals and academics are designed to inspire students and provide valuable networking opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes to the goals, metrics, or actions. Based on the data analysis, the implementation of the planned actions appears to have been successful in enhancing access to advanced math and science courses for middle school students. While specific challenges remain, the successes indicate a positive impact on student engagement and achievement in STEM fields. Ongoing evaluation and adaptation of these strategies will be essential to address any emerging challenges and sustain the momentum of these initiatives.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	The school is dedicated to establishing a solid foundation for math starting in early grades to increase student achievement in advanced math and high school science. These efforts will increase algebra readiness for 8th graders, thereby increasing enrollment in advanced math and science courses in high school.	\$27,000.00	Yes
2.2	Professional development activities for academic achievement, one-on-one tutoring.	Teachers obtain AP certifications for computer science, and math, and provide teachers with professional development in coding and other STEM-related courses. Additionally, to support math and science achievement, BEST Academy will implement one-on-one tutoring sessions at learning centers. These sessions will provide individualized instruction to address the needs of unduplicated pupils. The tutoring will be scheduled flexibly to accommodate students and families, with a data-driven approach to monitor progress and adjust strategies.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	STEM-centered clubs/elective classes	Expand access to STEM resources, materials, and technologies, including laboratory equipment, computer software, robotics kits, and other STEM tools.	\$50,000.00	No
2.4	STEM family nights/STEM fairs	Organize STEM nights to provide opportunities for families for project-based learning activities at home. It helps develop a growth mindset for higher STEM achievement. Students will also get to showcase a hands-on experiment they complete at home	\$5,000.00	No
2.5	Industry visits, educational excursions, and guest speakers	Plan visits to local industries to expose students to STEM careers. These are opportunities for them to learn about careers that require science, technology, engineering, and math. The school will offer more university tours to STEM centers and educational excursions to Science museums.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase graduation rate and college career readiness among all students to ensure success in post-secondary education and the workforce.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Data indicated a need to prioritize college career readiness at BEST Academy. By understanding the critical importance of this preparation, BEST Academy is dedicated to equipping all students with the necessary skills and knowledge to thrive after graduation. This commitment also meets the school’s accountability standards, closes achievement gaps, and contributes to the long-term success and well-being of its students and the surrounding community.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation rate	2023-2024 80.3% graduation rate	2024-2025 84.8% graduation rate	2025-2026 To be updated when results are available in mid-June.	87% graduation rate	There was a 4.5% increase from the 23-24 Baseline to the Y1 outcome.
3.2	College and Career Readiness (CCI)	2023-2024	2024-2025	2025-2026	44% Prepared	Prepared: There was an 1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8.9% Prepared 14.3% Approaching preparedness	10.2% Prepared 15.3% Approaching preparedness	To be updated when results are available in mid-June.	45% Approaching preparedness	increase from the 23-24 Baseline to the Y1 outcome. Approaching preparedness: There was a 1% increase from the 23-24 Baseline to the Y1 outcome.
3.3	CAASPP- ELA 3 = Standard Met 4 = Exceeded Standard	2023-2024 11th grade results Level 3: 19.23% Level 4: 15.8%	2024-2025 11th grade results Level 3: 19.6% Level 4: 10.7%	2025-2026 To be updated when results are available in mid-June.	11th grade results Level 3: 60% Level 4: 30%	Level 3: There was an 0.37% increase from the 23-24 Baseline to the Y1 outcome. Level 4: There was a 5.1% decrease from the 23-24 Baseline to the Y1 outcome.
3.4	CAASPP- Math 3 = Standard Met 4 = Exceeded Standard	2023-2024 11th grade results Level 3: 11.5% Level 4: 1.2%	2024-2025 11th grade results Level 3: 10.9% Level 4: 1.82%	2025-2026 To be updated when results are available in mid-June.	11th grade results Level 3: 30% Level 4: 15%	Level 3: There was an 0.6% decrease from the 23-24 Baseline to the Y1 outcome. Level 4: There was a 0.62% increase from the 23-24 Baseline to the Y1 outcome.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Percentage of graduating students who go on to 2 or 4-year schools post-graduation	2023-2024 20% of students who go on to 2 or 4-year school	2024-2025 TBD% of students who go on to 2 or 4-year school	2025-2026 To be updated when results are available in mid-June.	40% of students who go on to 2 or 4-year school	There was a 15% increase from the 23-24 Baseline to the Y1 outcome.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Most of our planned actions were successfully implemented and set a solid foundation for ongoing achievements as we progress through Year 3. Some challenges remain in terms of CTE and dual/concurrent enrollment. Although enrollment numbers remain low, our students are increasingly enrolling in CTE classes and demonstrating a growing interest in CTE pathways as a viable option for postsecondary education. Likewise, while over 30 high school students have completed at least one college course, with several achieving credits in two or more classes, positively impacting our CCI indicators, we aim to increase those numbers in the next years.

We offered college field trips, with more than 40 students visiting institutions such as UCSD, SDSU, and SWC. Additionally, over 150 high school students have participated in college workshops covering essential topics, including CTE pathways, FAFSA applications, college admissions, community involvement, and A-G requirements. Furthermore, 38 high school students completed credit recovery in July 2024, and over 90 more students will have the same opportunity in the Summer of 2025.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantial material differences between budgeted and actual expenditures. Career Technical Education classes were offered as intended. Likewise, dual and concurrent enrollment and credit recovery opportunities were offered to all students. College counseling, a-g, FAFSA, and college workshops, and educational excursions were delivered as planned to increase our graduation rates and college and career readiness.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Notable examples of our success towards our three-year outcomes are our planned actions, 3.4, 3.5, and 3.6, which focus on credit evaluation and credit recovery, and counseling services and workshops. Our CTE and dual enrollment action was implemented as planned but did we not get the results we were aiming for in our first year. Nonetheless, all of our planned actions are helping the school move towards meeting our year 3 outcomes.

Credit evaluation and credit recovery:

Credit evaluation and credit recovery were successful in ensuring that students remain on a steady path toward graduation, and we instituted regular credit evaluation meetings. These collaborative sessions, involving teachers and counselors, are designed to monitor student progress and provide targeted support. With great success, these meetings have facilitated the early identification of students at risk of falling behind, enabling us to implement timely interventions that address their unique needs. Many of our high school students with credit deficiencies benefit from this opportunity.

College counseling:

We provided comprehensive college counseling services, including informative workshops focused on college applications, financial aid navigation, and career exploration. To further enhance students' understanding of postsecondary options, we have organized educational excursions to local colleges and universities. These experiences grant students firsthand exposure to various college environments, inspiring them and helping to clarify their postsecondary aspirations. Our college counseling services and workshops equip students with essential knowledge and skills, ensuring they are well-prepared for the demands of successful college applications and future academic endeavors. Over 150 high school students have participated in college workshops

Dual enrollment:

To enhance academic opportunities, we have successfully established partnerships with local colleges and universities, creating a robust framework for dual and concurrent enrollment. This initiative empowers students to earn college credits while still navigating their high school experience, providing them with a distinct advantage as they prepare for postsecondary education. At least 30 of our high school students have benefited from this initiative and we will continue to increase those numbers to meet our dashboard goals and ensure our students are college and career-ready.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the goals, metrics, or actions. While B.E.S.T. Academy made significant improvements in enhancing college and career readiness, some challenges remain to seeing the true impact and full realization of these initiatives. Moving forward, addressing these challenges through strategic planning, increased resource allocation, and targeted support will be crucial in further improving student outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Career Technical Education elective classes	Purchase CTE curriculum program to provide career exploration opportunities and prepare students for success in postsecondary career	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities. CTE staff to monitor and support student success in CTE elective courses.		
3.2	Dual and Concurrent enrollment	To promote a college-going culture the school will increase students' access to concurrent enrollment and offer more college/career field trips.	\$15,500.00	No
3.3	Credit evaluation meetings	<p>Providing advanced academic opportunities to enable students to earn college credits facilitates a smooth transition to college and prompts career exploration and educational engagement. By participating in concurrent enrollment programs, students can position themselves for high school and college success and gain a competitive edge in their future academic and career endeavors.</p> <p>High School Graduation Planning meetings, discussing courses and college/career plans post-graduation. High School Graduation Planning will begin in the 9th grade and will continue through 12th grade.</p>	\$15,000.00	No
3.4	Credit recovery opportunities	Designed to support students at risk of not graduating on time by providing targeted interventions and flexible learning opportunities to regain credits and progress toward graduation. Variety of options and supports to meet the diverse needs of students, including those who may have struggled academically, faced personal challenges, or experienced disruptions in their education.	\$91,000.00	Yes
3.5	A-G Awareness	Empowering students to pursue post-secondary education opportunities, promoting equity and access, informing data-driven decision-making, and fostering partnerships with higher education institutions. Ensuring students have the knowledge, skills, and resources they need to achieve their college aspirations.	\$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	College counseling, college workshops, educational excursions	<p>The plan is to offer personalized support to the socioeconomically disadvantaged and their families as they navigate the college application and FAFSA process. These one-on-one workshops aim to improve their understanding of applying to college and raise awareness about the various financial aid options available for higher education.</p> <p>Additionally, students will have the chance to participate in community service activities. These activities may include but are not limited to, picking up trash, and running a food or clothing drive for a local shelter among other activities. These actions will contribute to developing a college-going culture for these student groups.</p>	\$102,000.00	Yes
3.7				No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase student, parent, and community engagement to cultivate a culture of excellence and support student success in academic, social-emotional, and extracurricular endeavors.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

BEST Academy is deeply committed to fostering student success, strengthening community partnerships, promoting equity and inclusion, and continuously improving educational outcomes for all students. This commitment is based on feedback from the 2023-24 CA Healthy Kids and LCAP Parent Surveys and is rooted in our understanding that active parent involvement is crucial for optimizing student learning and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Absenteeism rate	The average Attendance Rate is 98.5% 2023-24	The average Attendance Rate is 98% 2024-25		99%	- 0.5% 2024-25
4.2	Parent Square Enrollment & Engagement	2023-24 16% Parent Interaction 13% Parents have downloaded the app 1% Opted to receive texts	2024-25 16% Parent Interaction 17% Parents have downloaded the app	2025-26 10% Parent Interaction 19% Parents have downloaded the app	50% Parent Interaction 50% Parents download App 50% Opted to receive texts	<ul style="list-style-type: none"> • 6% Parent Interaction + 6% Parents have downloaded the app 0% Opted to receive texts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Teacher direct messaging to parents per month	1% Opted to receive texts 0% Teacher direct messaging to parents per month	1% Opted to receive texts 0% Teacher direct messaging to parents per month	80% Teacher direct messaging to parents per month	0% Teacher direct messaging to parents per month
4.3	Suspension rate	The 2023-24 suspension rate was 0%	The 2024-25 suspension rate was 0%	The 2025-26 suspension rate was 0%	0%	0% 2024-25
4.4	California Healthy Kids Survey Response Rate	2023-24 Staff - 40% Parent - 1% 5th - 20% 7th - 39% 9th - 52% 11th - 45%	2024-2025 Staff - 67.4% Parent - 12% 5th - 43% 7th - 65% 9th - 55% 11th - 75%	2025-2026 (survey was not administered)	Staff - 100% Parent - 30% 5th - 50% 7th - 80% 9th - 80% 11th - 80%	2024-25 Staff - 40% Parent - 1% 5th - 20% 7th - 39% 9th - 52% 11th - 45%
4.5	California Healthy Kids Parent Survey	2023-2024 Involvement 53% School promotes parental involvement Engagement and Attendance 51% strongly agree child is motivated to complete schoolwork. 55% strongly agree child feels hopeful about future. 52% strongly agree child opportunities to connect /interact with classmates during remote learning.	2024-2025 Involvement 52% School promotes parental involvement Engagement and Attendance 48% strongly agree child is motivated to complete schoolwork. 53% strongly agree child feels hopeful about future. 42% strongly agree child	2025-2026 (survey was not administered)	Involvement 80% School promotes parental involvement Engagement and Attendance 75% strongly agree child is motivated to complete schoolwork. 75% strongly agree child feels hopeful about future. 75% strongly agree child opportunities to connect /interact	2024-25 Involvement -- 1% School promotes parental involvement Engagement and Attendance -- 3% strongly agree child is motivated to complete schoolwork. -- 25% strongly agree child feels hopeful about future. -- 10% strongly agree child

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SEL 84% agree teachers responsive to child's SEL needs. 90% feel school provides resources to support needs. 58% strongly agree that school is a safe place. 64% believe school treats all students with respect.</p>	<p>opportunities to connect /interact with classmates during remote learning. SEL 95% agree teachers responsive to child's SEL needs. 81% feel school provides resources to support needs. 56% strongly agree that school is a safe place. 96% believe school treats all students with respect.</p>		<p>with classmates during remote learning. SEL 90% agree teachers responsive to child's SEL needs. 95% feel school provides resources to support needs. 80% strongly agree that school is a safe place. 80% believe school treats all students with respect.</p>	<p>opportunities to connect /interact with classmates during remote learning. SEL + 11% agree teachers responsive to child's SEL needs. --9% feel school provides resources to support needs. --2% strongly agree that school is a safe place. +32% believe school treats all students with respect</p>
4.6	California Healy Kids Secondary Student Survey	<p>2023-24 School Connectedness Grade 9: o Feeling connected to school (Remote Only): 57% o Feeling close to people at school: 36% agreed. o Being happy with the school: 32% agreed. o Feeling like part of the school: 32% agreed.</p>	<p>2023-24 School Connectedness Grade 9: o Feeling connected to school (Remote Only): 46% o Feeling close to people at school: 30% agreed.</p>	2025-2026 (survey was not administered)	<p>School Connectedness Grade 9: o Feeling connected to school (Remote Only): 70% o Feeling close to people at school: 50% agreed. o Being happy with the school: 50% agreed.</p>	<p>2024-25 School Connectedness Grade 9: o Feeling connected to school (Remote Only): -- 11% o Feeling close to people at school: - 6% agreed.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 11: o Feeling connected to school (Remote Only): 59% o Feeling close to people at school: 43% agreed. o Being happy with the school: 38% agreed. o Feeling like part of the school: 24% agreed.</p> <p>Parent Involvement</p> <p>Grade 7: o Promotion of parental involvement: 76% of students agreed</p> <p>Grade 9: o Promotion of parental involvement: 76% of students agreed</p> <p>Grade 11: o Promotion of parental involvement: 73% of students agreed</p> <p>Social-Emotional Support</p> <p>Grade 7: o Caring relationships with adults at school: 61%</p>	<p>o Being happy with the school: 44% agreed. o Feeling like part of the school: 27% agreed.</p> <p>Grade 11: o Feeling connected to school (Remote Only): 62% o Feeling close to people at school: 43% agreed. o Being happy with the school: 60% agreed. o Feeling like part of the school: 58% agreed.</p> <p>Parent Involvement</p> <p>Grade 7: o Promotion of parental involvement: 73% of students agreed</p> <p>Grade 9: o Promotion of parental involvement: 64% of students agreed</p>		<p>o Feeling like part of the school: 50% agreed.</p> <p>Grade 11: o Feeling connected to school (Remote Only): 70% o Feeling close to people at school: 60% agreed. o Being happy with the school: 70% agreed. o Feeling like part of the school: 50% agreed.</p> <p>Parent Involvement</p> <p>Grade 7: o Promotion of parental involvement: 85% agreed</p> <p>Grade 9: o Promotion of parental involvement: 85% agreed</p> <p>Grade 11: o Promotion of parental</p>	<p>o Being happy with the school: +12% agreed. o Feeling like part of the school: --5% agreed.</p> <p>Grade 11: o Feeling connected to school (Remote Only): +3% o Feeling close to people at school: 0% agreed. o Being happy with the school: -22% agreed. o Feeling like part of the school: +34% agreed.</p> <p>Parent Involvement</p> <p>Grade 7: o Promotion of parental involvement: --3% of students agreed</p> <p>Grade 9: o Promotion of parental involvement: --12% of students agreed</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> o High expectations from adults at school: 78% o Meaningful participation at school: 35% <p>Grade 9:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 82% o High expectations from adults at school: 82% o Meaningful participation at school: 56% <p>Grade 11:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 70% o High expectations from adults at school: 90% o Meaningful participation at school: 40% <p>Absenteeism and Engagement</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 14% in the past 30 days. 	<p>Grade 11:</p> <ul style="list-style-type: none"> o Promotion of parental involvement: 74% of students agreed <p>Social-Emotional Support</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 63% o High expectations from adults at school: 65% o Meaningful participation at school: 35% <p>Grade 9:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 49% o High expectations from adults at school: 82% o Meaningful participation at school: 24% <p>Grade 11:</p>		<p>involvement: 85% agreed</p> <p>Social-Emotional Support</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 80% o High expectations from adults at school: 90% o Meaningful participation at school: 60% <p>Grade 9:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 85% o High expectations from adults at school: 85% o Meaningful participation at school: 70% <p>Grade 11:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: 80% 	<p>Grade 11:</p> <ul style="list-style-type: none"> o Promotion of parental involvement: +1% of students agreed <p>Social-Emotional Support</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: +2% o High expectations from adults at school: -13% o Meaningful participation at school: 0% <p>Grade 9:</p> <ul style="list-style-type: none"> o Caring relationships with adults at school: -33% o High expectations from adults at school: 0% o Meaningful participation at school: -32% <p>Grade 11:</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> o Maintaining focus on schoolwork: 36% reported difficulty <p>Grade 9:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 8% in the past 30 days. o Maintaining focus on schoolwork: 36% reported difficulty <p>Grade 11:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 10% in the past 30 days. o Maintaining focus on schoolwork: 33% reported difficulty 	<ul style="list-style-type: none"> o Caring relationships with adults at school: 74% o High expectations from adults at school: 79% o Meaningful participation at school: 42% <p>Absenteeism and Engagement</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 27 % in the past 30 days. o Maintaining focus on schoolwork: 45% reported difficulty <p>Grade 9:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 25% in the past 30 days. o Maintaining focus on schoolwork: 41% reported difficulty 		<ul style="list-style-type: none"> o High expectations from adults at school: 95% o Meaningful participation at school: 70% <p>Absenteeism and Engagement</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 10% o Maintaining focus on schoolwork: 25% difficulty <p>Grade 9:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 5% o Maintaining focus on schoolwork: 25% difficulty <p>Grade 11:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): 5% o Maintaining focus on schoolwork: 25% difficulty 	<ul style="list-style-type: none"> o Caring relationships with adults at school: +4% o High expectations from adults at school: - 11% o Meaningful participation at school: +2% <p>Absenteeism and Engagement</p> <p>Grade 7:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): +13% in the past 30 days. o Maintaining focus on schoolwork: +9% reported difficulty <p>Grade 9:</p> <ul style="list-style-type: none"> o Monthly absences (3 or more days): - 5% in the past 30 days. o Maintaining focus on schoolwork: +5% reported difficulty

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11: o Monthly absences (3 or more days): 23 % in the past 30 days. o Maintaining focus on schoolwork: 24 % reported difficulty			Grade 11: o Monthly absences (3 or more days): -+13% in the past 30 days. o Maintaining focus on schoolwork:--9% reported difficulty

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 was implemented through coordinated efforts to increase student, parent, and community engagement. BEST Academy continued to provide technology access, track daily student participation, implement Tiered Re-engagement, offer Parent Academy-aligned workshops, recognize parent participation, and expand SEL, extracurricular, and educational excursion opportunities. Implementation evidence indicates that engagement systems were active throughout the year, including family outreach, attendance monitoring, parent/student workshops, field trips, newsletters, ParentSquare communication, and teacher-directed school climate practices. A continuing challenge is ensuring consistent participation across families, grade levels, and programs, particularly with digital communication tools and synchronous engagement opportunities. Overall, actions were implemented in alignment with the goal and continued to support access, communication, belonging, and student re-engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted and actual expenditures. Actions related to technology access, participation tracking, Tiered Re-engagement, family workshops, parent recognition, SEL/extracurricular engagement, lending resources, and school climate supports were implemented in alignment with the goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 4 actions appear to be effective in strengthening systems for student and family engagement, though available data also indicates areas requiring continued refinement. Attendance and re-engagement practices continued to provide a structure for identifying students needing additional support and documenting outreach, follow-up, and escalation steps. Parent Academy-aligned workshops, ParentSquare

communication, newsletters, parent recognition activities, field trips, and extracurricular opportunities supported family connection, student belonging, and access to school resources. ParentSquare data showed an increase in the percentage of parents downloading the app, while the parent interaction percentage declined. This decline should be interpreted with caution, as the total number of parent accounts increased substantially from the prior year, which may have affected percentage-based engagement rates.

Additional ELAC Advisory Board stakeholder feedback provides local evidence that educational partners generally perceive the LCAP goal areas as effective. Across 22 survey responses, the average effectiveness rating across all four LCAP goals was 4.33 out of 5, with 87.5% of all ratings at 4 or 5. Goal 4 received the strongest average rating at 4.45 out of 5, suggesting that engagement, communication, and family partnership efforts are viewed positively by respondents. Continued areas for growth include increasing meaningful two-way parent interaction, expanding family participation in feedback opportunities, improving student buy-in, strengthening regional access to activities, and refining early intervention practices for students who show signs of disengagement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the overall Goal 4 statement or core metrics. However, reflections on implementation and educational partner feedback indicate the need to continue refining how engagement is measured, communicated, and documented. BEST Academy will continue using attendance data, Tiered Re-engagement documentation, Contact Manager logs, ParentSquare data, event participation records, ELAC/SSC feedback, and local survey results to monitor progress. The school will also continue efforts to increase ParentSquare app use, strengthen meaningful two-way family communication, expand parent and student voice opportunities, increase regional access to engagement activities where feasible, and support teacher-directed practices that promote belonging, safety, and positive relationships. For future reporting, BEST Academy will continue to distinguish between total participation, unique student/family participation, and percentage-based engagement rates so that engagement data more clearly reflects both activity volume and actual reach.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and when needed, families may request a school-owned laptop and any other technologies or equipment to support access to our online curriculum at no cost to the family. Additionally, a prorated internet reimbursement may be asked during enrollment or at any time after enrollment. The tools are to engage with our instructional program and curriculum, delivered through our learning management system Clever and BUZZ. Low-income students will be prioritized as the school works towards increasing student access to school-owned laptops and online curriculum.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Track and Record Daily Student Participation	<p>ALL students must regularly communicate with a teacher every learning period. Parents/legal guardians (or their qualified designee) must communicate with their student’s teacher(s) regularly, with the frequency to be determined by the teacher based on the student’s grade level and progress in the program.</p> <p>Students are required to complete daily learning logs, assigned PE logs, as well as attend any scheduled 1:1 meetings with their teacher.</p>	\$10,000.00	No
4.3	Framework of Tiered Re-engagement Strategies for Students	<p>B.E.S.T. Academy has developed the Framework of Tiered Re-engagement Strategies to significantly enhance student engagement and decrease chronic absenteeism. This proactive framework is crucial for providing tailored support to all students, particularly those who might struggle with engagement or consistent attendance, ensuring they receive the comprehensive assistance needed to succeed academically and socially.</p> <p>The framework incorporates a structured, three-tiered approach to re-engage students. It begins with parent-pupil conferences that encourage active family involvement and foster a strong connection between the school and home. These conferences are designed to collaboratively develop strategies that fully integrate students into the school program. Subsequently, tiered re-engagement strategies are utilized to further promote regular attendance and active participation in school activities.</p> <p>This approach is especially suited for charter schools, emphasizing the importance of increasing parental engagement as a vital component of the educational process. Through the Tiered Re-engagement Strategies, B.E.S.T. Academy is committed to creating an inclusive and supportive educational environment where every student has the opportunity to thrive.</p>	\$5,000.00	Yes
4.4	Parent Academy	B.E.S.T. Academy will implement a Parent Academy to provide parents with the tools and resources to support student growth at home. This initiative empowers caregivers to become full partners in their children’s	\$53,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education, particularly benefiting unduplicated students by fostering greater parental involvement.		
4.5	Parent Recognition	We seek to recognize parent involvement at B.E.S.T. Family members and educational partners will be recognized for participation in ELAC, SSC, and school educational excursions. Recognition events are promoted and shared via social media, school websites, and other digital platforms to foster digital community engagement.	\$10,000.00	No
4.6	Activities to support student and family engagement in SEL and extracurricular activities.	<p>Teachers will implement and support engagement in Social-Emotional Learning (SEL) through a research-based curriculum and various extracurricular activities. This action aims to foster a supportive school climate and promote student well-being, principally benefiting unduplicated students by addressing their specific social-emotional needs.</p> <p>Additionally, the school will allocate funds for enrichment activities and educational excursions within the community. This includes:</p> <p>Quarterly Educational Excursions: Each grade level will have community-based educational excursions, focusing on cultural, historical, and environmental learning experiences. These excursions include transportation, entry fees, and guided tours.</p> <p>Enrichment Programs: Offer after-school enrichment programs such as art, music, science clubs, video, computer coding, and sports. These programs will be run by trained instructors and will include the necessary materials and equipment.</p> <p>Community Partnerships: Collaborate with local organizations to provide workshops and activities that promote academic and social skills. This includes guest speakers, hands-on workshops, and mentorship programs.</p>	\$50,000.00	Yes
4.7	Lending Library for Technology Tools	B.E.S.T. Academy will establish a lending library that provides students and families with access to essential technology tools and learning	\$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Learning Resources	resources to support student learning at home. This initiative aims to ensure that all students, particularly unduplicated pupils such as low-income students, English learners, and foster youth, have the necessary resources to succeed academically outside of the classroom.		
4.8	Teacher-Directed Engagement to Enhance School Climate and Survey Outcomes	To address the interpretation and impact of survey questions related to school climate, BEST Academy will implement a teacher-directed action item focused on enhancing perceptions of respect, safety, and caring relationships. Key components include providing targeted professional development for teachers to understand and address survey questions, organizing regular focus groups with students and parents for in-depth feedback, and implementing specific programs like mentorship and conflict resolution workshops to promote a positive school climate. Additionally, a school-specific survey will be developed to continuously monitor intervention effectiveness, with regular assessments and feedback loops to adjust strategies as needed. Teachers will engage in collaborative planning and reflection sessions to review data and refine action plans, ensuring responsiveness to the school community's needs. This approach aims to create a more positive and inclusive school climate, directly enhancing the educational experience and building stronger, more trusting relationships within the school community.	\$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$919976	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.634%	0.000%	\$0.00	7.634%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Supplemental literacy programs to support student Lexile growth</p> <p>Need: In the 2023-2024 school year, 60% of B.E.S.T. Academy's students were unduplicated, with 56% qualifying as low-income and 24.5% as English learners (EL). Most of the school's ELs are in grades 8-12. At the start of the school year, 78% of students were working on</p>	<p>B.E.S.T. Academy has identified a critical need to enhance literacy skills, particularly among its unduplicated students, including low-income and English learners (ELs). Data from the WASC Self-Study reveals that at the beginning of the school year, 78% of students were working on foundational (K-2) skills in at least one strand, which decreased to 41% by the end of the year. Significant Lexile growth was observed through the Beable program, with 7th graders improving by 93 points, 8th graders by 92 points, 10th graders</p>	<p>To ensure the effectiveness of Action 1.1 in supporting student Lexile growth and overall literacy development, B.E.S.T. Academy will employ a variety of metrics focused on language development and the four domains of literacy:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>foundational zone (K-2) skills in at least one strand. By the end of the year, this number was reduced to 41%, demonstrating significant, yet insufficient, progress.</p> <p>Based on reflections from staff on the 2023-2024 school year classroom performance and specific data from the Beable reading comprehension program, there is a significant need to refine support for English learners to increase engagement and academic achievement. Specifically, parents have reported through surveys a desire for more structured support in reading and literacy, with requests for free access to books and resources to aid home learning. Additionally, survey feedback and our own self-study indicate a need for more synchronous ELD class time and enhanced communication regarding available support and resources.</p> <p>These findings underscore the importance of providing unduplicated students with accessible, high-quality educational resources and personalized support to address their unique learning needs. By implementing supplemental literacy programs and leveraging digital tools, B.E.S.T. Academy aims to create an inclusive, engaging, and supportive learning environment that fosters academic success and language proficiency for all students.</p> <p>Scope:</p>	<p>by 106 points, and 12th graders by 156 points. Despite this progress, there remains a need for sustained and targeted interventions to further advance literacy skills.</p> <p>The school has a substantial population of ELL students, primarily in grades 8-12, with only 32.4% making progress toward English language proficiency. Integrating specific ELD resources, such as academic vocabulary and graphic organizers, has proven effective, but there is a noted need for more synchronous ELD class time. Additionally, low parent engagement in school events, with attendance ranging from 10-15%, indicates a need for improved communication and involvement strategies. By implementing supplemental literacy programs, B.E.S.T. Academy aims to provide personalized support, leveraging digital tools to create an inclusive and engaging learning environment.</p> <p>This approach not only addresses the literacy needs of unduplicated students but also fosters greater academic success and language proficiency across the entire student body.</p>	<p>reading, writing, speaking, and listening.</p> <p>Standardized Assessments: NWEA RIT Range Results: Conduct assessments twice yearly to track reading growth and proficiency. These results will help identify students, particularly English learners (ELs) and Long-Term English Learners (LTELs), who need targeted interventions in reading.</p> <p>CAASPP—ELA Scores: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in English Language Arts (ELA). These scores will be reviewed biannually to monitor growth and proficiency.</p> <p>ELPAC Results: English Learner Progress Indicator: Track the progress of English learners using the English Language Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>LEA-wide Schoolwide</p>		<p>Assessments for California (ELPAC). This metric will help ensure that EL students are making adequate progress towards achieving English language proficiency.</p> <p>Lexile Growth Data: Beable Program Data: Monitor Lexile growth data from the Beable reading comprehension program. Significant Lexile growth has already been observed, such as a 93-point increase in 7th grade and a 156-point increase in 12th grade. Continued monitoring will ensure sustained progress.</p> <p>Interim Writing Assessments: Writing Skills Evaluation: Conduct regular interim writing assessments to measure students' writing abilities. These assessments will help identify areas for targeted intervention and track improvements over time.</p> <p>Speaking and Listening Assessments:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Oral Language Proficiency: Utilize rubrics and performance-based assessments to evaluate students' speaking and listening skills. Regular assessments will ensure that students develop their oral language proficiency in alignment with literacy goals.</p> <p>Parent and Community Engagement Metrics: Workshop Attendance and Feedback: Track attendance and participation in literacy workshops and events for parents. Collect feedback to gauge the effectiveness of these initiatives in supporting home-based literacy activities.</p> <p>EL Monitoring Forms: Progress Tracking: Use EL Monitoring Forms to evaluate the progress of EL and LTEL students. This includes tracking reclassification rates to ensure students progress towards Fluent English Proficient status.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy can make informed adjustments to its literacy programs. This approach will address identified gaps and improve overall program effectiveness, ensuring that all students, particularly unduplicated pupils, achieve significant literacy growth and academic success.</p>
<p>1.2</p>	<p>Action: Language development programs to support the reclassification of English Language Learners</p> <p>Need: Through a comprehensive review of academic performance data, including ELPAC scores and feedback from LCAP Stakeholder Surveys, B.E.S.T. Academy has identified a critical need to enhance support for English Language Learner (ELL) students. The data indicates that while there is notable progress, there is a significant proportion of ELL students who require additional, targeted interventions to achieve English language proficiency. Specifically, only 32.4% of ELL students are making adequate progress, and many Long-Term English Learners (LTELs) are not transitioning to Fluent English Proficient status at expected rates.</p>	<p>Implementing comprehensive language development programs at B.E.S.T. Academy is specifically designed to address the needs of unduplicated pupils, particularly English Language Learners (ELLs) and Long-Term English Learners (LTELs). Data from the 2023-2024 school year reveals that only 32.4% of ELL students are making adequate progress toward achieving English language proficiency, with 20 students eligible for reclassification as Fluent English Proficient. This indicates a significant need for targeted interventions to enhance engagement and academic performance. By refining support strategies tailored to the unique needs of ELL students, the program aims to provide differentiated instruction and targeted interventions that help these students overcome language barriers and excel academically.</p> <p>One of the core components of the program is the systematic identification and transition processes</p>	<p>To ensure the effectiveness of Action 1.2 in supporting student Lexile growth and overall literacy development, B.E.S.T. Academy will employ a variety of metrics focused on language development and the four domains of literacy: reading, writing, speaking, and listening.</p> <p>Standardized Assessments: NWEA RIT Range Results: Conduct assessments twice yearly to track reading growth and proficiency. These results will help identify</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Stakeholder feedback also highlights the necessity for more consistent and effective instructional strategies and professional development for teachers to better support ELL students. Therefore, refining our support for ELL students to increase their engagement and academic achievement is essential to ensure they can successfully progress toward English language proficiency.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>for LTEL students. By implementing systematic processes for identifying and transitioning these students towards reclassification, B.E.S.T. Academy ensures that students at risk of falling behind receive the necessary support. Using an EL Monitoring Form to track progress through NWEA—RIT Range Results and CAASPP—ELA scores provide data-driven insights that inform instructional strategies and interventions. This approach allows for timely and effective adjustments to support student progress. Moreover, integrating English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies across the curriculum ensures that ELL students receive consistent and effective language support. This comprehensive approach helps ELL students develop language proficiency while mastering academic content. Additionally, ongoing professional development for content area teachers focuses on best practices for supporting ELL and LTEL students. Training includes strategies for enhancing language acquisition and academic achievement during synchronous Personalized Learning Time (PLT) classes, ensuring that teachers are equipped to meet the diverse needs of their students.</p> <p>Implementing these language development programs on an LEA-wide basis ensures that all ELL students across the district benefit from consistent, high-quality support. This approach promotes equity by ensuring every ELL student has access to the resources and interventions needed to succeed. By addressing the needs of unduplicated pupils comprehensively, the program</p>	<p>students, particularly English learners (ELs) and Long-Term English Learners (LTELs), who need targeted interventions in reading.</p> <p>CAASPP—ELA Scores: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in English Language Arts (ELA). These scores will be reviewed biannually to monitor growth and proficiency.</p> <p>ELPAC Results: English Learner Progress Indicator: Track the progress of English learners using the English Language Proficiency Assessments for California (ELPAC). This metric will help ensure that EL students are making adequate progress towards achieving English language proficiency.</p> <p>Lexile Growth Data: Beable Program Data: Monitor Lexile growth data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>supports the overall academic success of the student population, fostering an inclusive and supportive learning environment for all. Through these efforts, B.E.S.T. Academy aims to enhance student outcomes and prepare all students for future academic and professional success.</p>	<p>from the Beable reading comprehension program. Significant Lexile growth has already been observed, such as a 93-point increase in 7th grade and a 156-point increase in 12th grade. Continued monitoring will ensure sustained progress.</p> <p>Interim Writing Assessments: Writing Skills Evaluation: Conduct regular interim writing assessments to measure students' writing abilities. These assessments will help identify areas for targeted intervention and track improvements over time.</p> <p>Speaking and Listening Assessments: Oral Language Proficiency: Utilize rubrics and performance-based assessments to evaluate students' speaking and listening skills. Regular assessments will ensure that students develop their oral language proficiency in alignment with literacy goals.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Parent and Community Engagement Metrics: Workshop Attendance and Feedback: Track attendance and participation in literacy workshops and events for parents. Collect feedback to gauge the effectiveness of these initiatives in supporting home-based literacy activities.</p> <p>EL Monitoring Forms: Progress Tracking: Use EL Monitoring Forms to evaluate the progress of EL and LTEL students. This includes tracking reclassification rates to ensure students progress towards Fluent English Proficient status.</p> <p>By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy can make informed adjustments to its literacy programs. This approach will address identified gaps and improve overall program effectiveness, ensuring that all students,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			particularly unduplicated pupils, achieve significant literacy growth and academic success.
<p>1.7</p>	<p>Action: One-on-one Tutoring</p> <p>Need: In the 2023-2024 school year, 60% of BEST Academy's students were unduplicated, with 56% qualifying as low-income and 24.5% as English learners (EL). Most of the school's ELs are in grades 8-12. At the start of the school year, 78% of students were working on foundational zone (K-2) skills in at least one strand. By the end of the year, this number was reduced to 41%, demonstrating significant, yet insufficient, progress.</p> <p>Based on staff reflections on the 2023-2024 school year classroom performance and specific data from the Beable reading comprehension program, there is a significant need to refine support for English learners to increase engagement and academic achievement. Specifically, parents have reported through surveys a desire for more structured support in reading and literacy to aid home learning. Additionally, survey feedback and our own self-study indicate a need for more synchronous ELD class time and enhanced communication regarding available support and resources.</p> <p>These findings underscore the importance of providing unduplicated students with</p>	<p>Based on comprehensive data collection, there is a clear need for targeted literacy interventions to support unduplicated pupils at BEST Academy. Data indicates that at the start of the school year, 78% of students were working on foundational zone (K-2) skills in at least one strand, reducing to 41% by year-end, reflecting significant progress but ongoing need for support. Additionally, Lexile growth data from the Beable program showed substantial improvements, with 7th graders growing by 93 points, 8th graders by 92 points, 10th graders by 106 points, and 12th graders by 156 points, underscoring the need for continued, individualized literacy support.</p> <p>Furthermore, 32.4% of English learners (ELs) are making progress toward English language proficiency, with 20 students eligible for reclassification as Fluent English Proficient in the 2023-24 school year. However, there is a noted need for more synchronous ELD class time and targeted interventions. Parental involvement is also critical, as evidenced by 65% of parents strongly agreeing that the school encourages them to be active partners in their child's education and 71% affirming the school's promotion of academic success for all students.</p> <p>Implementing one-on-one tutoring sessions at learning centers will provide personalized support tailored to the specific literacy and writing needs of unduplicated pupils, particularly low-income</p>	<p>To ensure the effectiveness of Action 1.7 in supporting student Lexile growth and overall literacy development, BEST Academy will employ a variety of metrics focused on language development and the four domains of literacy: reading, writing, speaking, and listening.</p> <p>Standardized Assessments</p> <p>NWEA RIT Range Results: Conduct assessments twice yearly to track reading growth and proficiency. These results will help identify students, particularly English learners (ELs) and Long-Term English Learners (LTELs), who need targeted interventions in reading.</p> <p>CAASPP—ELA Scores: Use California Assessment of Student</p>

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	<p>accessible, high-quality educational resources and personalized support to address their unique learning needs. By implementing supplemental literacy programs and leveraging digital tools, BEST Academy aims to create an inclusive, engaging, and supportive learning environment that fosters academic success and language proficiency for all students.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>students and ELs. This LEA-wide strategy ensures efficient resource use and consistent support across all schools and addresses the holistic improvement of school climate. By fostering a culture of academic excellence and inclusivity, this action will help all students, especially unduplicated pupils, achieve significant literacy growth and academic success, as measured by improvements in NWEA RIT scores, CAASPP results, ELPAC proficiency rates, and reclassification rates of ELs.</p>	<p>Performance and Progress (CAASPP) scores to evaluate student progress in English Language Arts (ELA). These scores will be reviewed biannually to monitor growth and proficiency.</p> <p>ELPAC Results</p> <p>English Learner Progress Indicator: Track the progress of English learners using the English Language Proficiency Assessments for California (ELPAC). This metric will help ensure that EL students are making adequate progress towards achieving English language proficiency.</p> <p>Lexile Growth Data</p> <p>Beable Program Data: Monitor Lexile growth data from the Beable reading comprehension program. Significant Lexile growth has already been observed, such as a 93-point increase in 7th grade and a 156-point increase in 12th grade. Continued</p>

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			<p>monitoring will ensure sustained progress.</p> <p>Interim Writing Assessments</p> <p>Writing Skills Evaluation: Conduct regular interim writing assessments to measure students' writing abilities. These assessments will help identify areas for targeted intervention and track improvements over time.</p> <p>Speaking and Listening Assessments</p> <p>Oral Language Proficiency: Utilize rubrics and performance-based assessments to evaluate students' speaking and listening skills. Regular assessments will ensure that students develop their oral language proficiency in alignment with literacy goals.</p> <p>Parent and Community Engagement Metrics</p> <p>Workshop Attendance and Feedback: Track</p>

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			<p>attendance and participation in literacy workshops and events for parents. Collect feedback to gauge the effectiveness of these initiatives in supporting home-based literacy activities.</p> <p>EL Monitoring Forms</p> <p>Progress Tracking: Use EL Monitoring Forms to evaluate the progress of EL and LTEL students. This includes tracking reclassification rates to ensure students' progress towards Fluent English Proficient status.</p> <p>By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy will make informed adjustments to its one-on-one tutoring program. This approach will ensure that the tutoring sessions are effective and that students, particularly unduplicated pupils, are making measurable improvements in their literacy and writing skills,</p>

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			ultimately leading to higher academic achievement.
2.1	<p>Action: Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)</p> <p>Need: Historically, socioeconomically disadvantaged students, EL, and foster youth have had less access to advanced math and fewer opportunities to succeed in STEM careers. Our school demographics indicate that 60% of B.E.S.T. Academy's students are unduplicated pupils, with 61% qualifying as low-income and 32% as English learners (EL). In reviewing our data from the California Dashboard and the CAASPP results in both Math and Science, the school discovered that less than 5% of our socioeconomically disadvantaged students are performing at grade level standards. Based on this data, we identified the need to expand opportunities to our unduplicated students so they can meet the Math and Science standards, be ready to enroll in advanced math and science courses, and increase their possibility of success in STEM-oriented academic areas and fields.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>We are dedicated to building a strong foundation in mathematics for all our students and helping them overcome any anxiety related to the subject while also recognizing disparities in opportunities and outcomes for unduplicated students.</p> <p>Several of our actions address the identified needs listed above. First, we will provide students and families with high-quality curriculum materials including physical objects and math manipulatives to help them understand mathematical concepts, especially those with less access to high-quality learning opportunities due to socioeconomic disadvantages. These hands-on mathematical activities will help students develop numeracy and better understand number facts, algebraic thinking, and spatial reasoning. By using real-world concepts and tangible materials, students will be able to increase their chances of success in math and science. Using these instructional resources at home will improve abstract thinking skills and help students develop the academic language necessary to meet the language requirements of the discipline.</p> <p>To address the needs of our EL student population teachers will continue to refine Specially Designed Academic Instruction in English (SDAIE) strategies to incorporate them into their math and science synchronous classes. While these strategies are tailored to English learners to effectively address content and language objectives within the same math lesson, they benefit all students.</p>	<p>To monitor the effectiveness of action 2.1, we will employ the NWEA RIT scores. We will use these local diagnostic assessments to track Math and science proficiency. We will also use the Math performance indicator on the California Dashboard, and CAASPP Math and Science results.</p> <p>California Dashboard: Our socioeconomically disadvantaged, and EL are approximately 150 points below the standard. We anticipate our actions will move our unduplicated students closer to achieving the standard.</p> <p>CAASPP results: Less than 3% of our EL, and socioeconomically disadvantaged students are meeting the Math standard. And less than 5% of our socioeconomically disadvantaged students are meeting the Science standard. These indicators</p>

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		<p>The targeted supports are tailored to meet the needs of unduplicated students, and we anticipate that these measures will lead to improved outcomes. These efforts will raise the percentage of our unduplicated students who meet the math and science standards, fostering a STEM mindset that will enable them to pursue advanced high school math and science courses.</p> <p>These services will mainly target our unduplicated students. Still, they will be accessible to all students across the LEA, as everyone benefits from these math and science instructional improvements in our independent learning community.</p>	<p>provide a comprehensive view of student progress and program impact.</p> <p>Our contributing actions are expected to increase the percentage of unduplicated students meeting the Math and Science standard requirements and move from less than 5% to 20-35%. These improved results will help us move from orange to yellow and higher within the next three years.</p>
<p>2.2</p>	<p>Action: Professional development activities for academic achievement, one-on-one tutoring.</p> <p>Need: In reviewing our data, over 60% of B.E.S.T. Academy's students were unduplicated, with 56% qualifying as low-income and 32% as English learners (EL). The California Dashboard indicates that our socioeconomically disadvantaged students, and EL are approximately 150 points below the standard. Likewise, our CAASPP results show that less than 3% of our EL, and socioeconomically disadvantaged students are meeting the Math standard. And less than 5% of our socioeconomically disadvantaged students are meeting the Science standard.</p>	<p>Implementing one-on-one tutoring sessions will provide personalized support tailored to the specific math and science needs of unduplicated pupils, particularly low-income students and ELs. This LEA-wide strategy ensures efficient resource use and consistent support across all schools. By fostering a culture of academic excellence and inclusivity, this action will help all students, especially unduplicated pupils, achieve significant math and science growth as measured by improvements in NWEA RIT scores, CAST and CAASPP results.</p>	<p>To ensure the effectiveness of Action 2.2 in supporting student math and science success, B.E.S.T. Academy will employ a variety of metrics focused on student growth.</p> <p>CAASPP—Math Scores: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in Math. These scores will be reviewed biannually to monitor growth and proficiency.</p>

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	<p>These indicators provide a comprehensive view of student progress and program impact.</p> <p>These findings underscore the importance of providing unduplicated students with accessible, high-quality personalized support to address their unique learning needs. By implementing tutoring and leveraging digital tools, B.E.S.T. Academy aims to increase student math and science achievement that fosters academic success for all students.</p> <p>Scope: LEA-wide Schoolwide</p>		<p>CAST: Use California Assessment of Student Performance and Progress (CAASPP) scores to evaluate student progress in Science.</p> <p>NWEA RIT Range Results: Conduct assessments to track Math and Science growth. These results will help identify students, particularly EL and socioeconomically disadvantaged who need targeted interventions in math.</p> <p>By continuously collecting and reviewing data from these metrics, B.E.S.T. Academy will make informed adjustments to its one-on-one tutoring program. This approach will ensure that the tutoring sessions are effective and that students, particularly unduplicated pupils, are making measurable improvements in math and science skills, ultimately leading to higher academic achievement in STEM.</p>

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<p>3.4</p>	<p>Action: Credit recovery opportunities</p> <p>Need: Socioeconomically disadvantaged students are more likely to face interruptions in their educational journey, which can hinder timely graduation and progression to postsecondary education. The school reviewed our overall Graduation Rate (67%) and analyzed the comments made by educational partners in the LCAP Survey. Unduplicated students are graduating at a lower rate than the overall student population. Based on this data, we identified the need to provide EL, socioeconomically disadvantaged, foster youth students with greater credit recovery opportunities to increase their graduation rates.</p> <p>These students are currently at the yellow level, but our goal is to progress to the blue level within the next two years. To meet this need, the school has implemented an action plan to increase the overall graduation rate to 87% and to increase the graduation rate of our socioeconomically disadvantaged and EL students.</p> <p>Scope: LEA-wide</p>	<p>To address this need, the school will expand the offerings of credit recovery opportunities to support our unduplicated students who may have experienced disruption in their education. These actions will be primarily directed toward our socioeconomically disadvantaged, foster youth and EL students, however, they will be available to all students on an LEA-wide basis, as everyone benefits from these credit recovery opportunities to graduate promptly from high school.</p>	<p>To monitor the effectiveness of action 3.4, we will use local data to track the course-taking patterns of our unduplicated students to make sure they are on track for graduation. We will also use a state metric in which our current overall graduation rate is 67% on the California dashboard. This metric provides a comprehensive view of student progress and program impact. These actions are expected to increase the overall graduation rate and at the same time increase the graduation percentage of our unduplicated students and move from yellow to blue in the next three years.</p>
<p>3.6</p>	<p>Action: College counseling, college workshops, educational excursions</p>	<p>To meet this need the school will provide personnel, professional development, professional services, materials, and supplies to train staff to</p>	<p>To monitor the effectiveness of our action, we will employ the CCI</p>

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	<p>Need: The school has reviewed the College and Career Indicator and analyzed the comments made by educational partners in the LCAP Survey. Our findings suggest that socioeconomically disadvantaged students have not achieved the desired level of College/Career Readiness as measured by the California Dashboard. To meet this need, the school will implement an action plan to increase the percentage of socioeconomically disadvantaged students who are college- and career-ready.</p> <p>Scope: Schoolwide</p>	<p>offer one-on-one financial workshops to families and students. In addition, counseling services will be available for unduplicated middle and high school students to provide information and assistance about the college admissions process and financial affordability. All in all, our actions aim to increase postsecondary opportunities for these unduplicated students. By offering field trips, increasing exposure to college and career pathways, financial aid workshops, and providing social supports to promote college and career readiness, we will lay the foundation for their postsecondary trajectory success.</p> <p>These targeted supports are designed to meet the needs of unduplicated students who tend to be predominantly first-generation students and also have limited exposure to the college experience and to financial aid opportunities.</p> <p>We anticipate these actions to result in improved outcomes and to increase the percentage of socioeconomically disadvantaged students who are making progress toward the College/Career Readiness requirements, moving from very low to medium or higher within the next three years.</p> <p>We also anticipate these actions to increase the number of unduplicated students participating in dual and concurrent enrollment programs that allow them to earn a high school diploma and gain college readiness skills.</p>	<p>indicator that provides a comprehensive view of student progress and program impact. In addition, we will use a local metric to track the number of graduating students who go on to 2 or 4-year schools post-graduation</p> <p>These actions are expected to increase the percentage of socioeconomically disadvantaged meeting the College/Career Readiness requirements, move from very low to medium or higher in the next three years, and increase the number of students attending post-secondary institutions.</p>
<p>4.1</p>	<p>Action: Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p>	<p>To address these needs, B.E.S.T. Academy will implement Action 4.1: Access to Technology, Internet Connectivity, and a Rigorous Curriculum. This action will ensure that all families can request</p>	<p>To monitor the effectiveness of these initiatives, B.E.S.T. Academy will employ</p>

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	<p>Need: Based on reflections on classroom performance during the 2023-2024 school year through teacher-led focus groups and feedback from educational partners in our 2023-24 LCAP Parent Survey and the California Healthy Kids Survey, student, parent, and community engagement needs to be improved. This is crucial to supporting student success in academic, social-emotional, and extracurricular endeavors. Enhancing access to technology and internet connectivity ensures that all students and families can engage fully with our delivery model of online instructional programs and curriculum.</p> <p>Unduplicated students face significant barriers to accessing necessary technology and internet connectivity, which impede their ability to fully participate in online learning. To bridge this digital divide, B.E.S.T. Academy will provide school-owned laptops and internet reimbursement, ensuring all students have the necessary tools to engage with the instructional program and curriculum.</p> <p>Ensuring that low-income students and other unduplicated pupils have access to a rigorous curriculum through platforms like Clever and BUZZ is crucial. These tools offer interactive and comprehensive educational content that supports academic achievement. By prioritizing low-income students for school-owned laptops, the academy ensures those</p>	<p>a school-owned laptop. equipment and any other technologies, at no cost upon enrollment and as needed. Additionally, families may request a prorated internet reimbursement or an internet hotspot during the enrollment process or at any time after enrollment. These tools are essential for engaging with our instructional program and curriculum, delivered through our learning management systems, Clever and BUZZ.</p> <p>Our research indicates that unduplicated students are more like to become disengaged. Therefore, low-income and English language learner students will be prioritized to ensure equitable access to school-owned laptops and internet connectivity. This will help bridge the digital divide and enable all students to participate fully in their education, enhancing engagement and supporting their academic success. By providing these resources on an LEA-wide basis, we aim to create a more inclusive and supportive learning environment that benefits the entire school community.</p>	<p>various metrics that provide a comprehensive view of student progress and program impact.</p> <p>We will track technology access and usage by monitoring the number of laptops and internet reimbursements or hot spots provided to families. Additionally, we will assess student engagement with our learning management systems, Clever and BUZZ, to ensure they effectively utilize these resources.</p> <p>Attendance and engagement will be measured by tracking improvements in student attendance and participation in online classes and activities. We will also monitor the frequency and outcomes of parent-pupil conferences aimed at reducing chronic absenteeism.</p> <p>Parent and community engagement will be</p>

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	<p>who need it most have access to the required technology.</p> <p>Providing technology and internet access helps families support their children's learning at home. This enhances parental engagement by facilitating communication with teachers, monitoring academic progress, and participation in school activities. Increasing access to technology fosters a more inclusive and supportive community, allowing all students and their families to fully engage in the educational process.</p> <p>Access to technology and a rigorous curriculum is linked to improved academic performance. It enables students to complete assignments, participate in virtual classrooms, and utilize educational software. Engaging with the school community through digital platforms also supports students' social-emotional development by providing access to counseling, peer interactions, and extracurricular activities.</p> <p>Scope: LEA-wide Schoolwide</p>		<p>evaluated by tracking attendance and participation in workshops, Board meetings, ELAC meetings, and other parent events. We will collect feedback from parents on the effectiveness of our communication methods and the support provided to ensure we are meeting their needs.</p> <p>Student progress and achievement will be assessed using standardized and interim assessments to evaluate academic performance. We will also monitor social-emotional development through surveys and observations to provide a well-rounded understanding of each student's growth.</p> <p>Our approach involves continuous data collection and review, with feedback from teachers, students, and parents crucial to informing our strategies. Our programs will be adjusted regularly to address any identified</p>

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			<p>gaps and improve overall effectiveness.</p> <p>Through these efforts, B.E.S.T. Academy aims to create a supportive and enriching learning environment that fosters student engagement, parental involvement, and community support, ultimately enhancing student success in all areas.</p>
<p>4.3</p>	<p>Action: Framework of Tiered Re-engagement Strategies for Students</p> <p>Need: Data indicates that unduplicated students, particularly those from low-income backgrounds and English learners, are at a higher risk of disengaging from schoolwork and experiencing chronic absenteeism. In the 2024-2025 school year, 60% of B.E.S.T. Academy's students were unduplicated, with 56% qualifying as low-income and 24.5% as English learners. Feedback from the 2023-2024 LCAP Parent Survey and the CA Healthy Kids Survey highlights a significant need to enhance student, parent, and community engagement to support student success in various areas.</p> <p>Scope:</p>	<p>The Framework of Tiered Re-engagement Strategies is principally directed at unduplicated students who are most at risk of disengagement and absenteeism. By implementing these strategies across the district, B.E.S.T. Academy ensures that all students, particularly unduplicated pupils, receive the necessary support to succeed academically and socially.</p> <p>This comprehensive approach helps improve attendance, re-engage students, and support overall student success, addressing the unique challenges unduplicated students face while benefiting the entire student body.</p>	<p>B.E.S.T. Academy will use a comprehensive set of metrics to monitor the progress of Action 4.3. Academic performance will be tracked through student grades, GPA, and standardized test scores such as CAASPP and NWEA RIT, as well as regular progress reports. Engagement and participation will be measured by monitoring student participation rates in school activities and events, analyzing survey responses from student engagement and satisfaction surveys, and collecting qualitative data from teacher observations.</p>

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	<p>LEA-wide Schoolwide</p>		<p>Additionally, tools such as Buzz Reports and ELPAC will be used to assess academic progress, while stakeholder feedback will be gathered through the LCAP Parent Survey and the CA Healthy Kids Survey. These metrics will provide a detailed and holistic view of the effectiveness of re-engagement strategies and support continuous improvement efforts.</p> <p>Through these efforts, B.E.S.T. Academy aims to create a supportive and enriching learning environment that fosters student engagement, parental involvement, and community support, ultimately enhancing student success in all areas.</p>
<p>4.4</p>	<p>Action: Parent Academy</p> <p>Need: Our research indicates that unduplicated students benefit significantly from increased parental involvement in their education. Parent academies provide essential support and resources to families, empowering them to</p>	<p>Research and survey feedback indicates that unduplicated students, including low-income students and English learners, benefit significantly from increased parental involvement. In the 2023-2024 school year, most parents expressed the need for additional support and resources to aid their children's education at home. Enhancing parental involvement is crucial for supporting</p>	<p>To monitor the effectiveness of these initiatives, B.E.S.T. Academy will employ various metrics that provide a comprehensive view of engagement and program impact.</p>

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	<p>actively participate in their children's academic journey. They help parents of English learners understand how to support their children's language development at home and serve as a bridge between home and school cultures, fostering better communication and understanding.</p> <p>Based on staff reflections on classroom performance from the 2023-2024 school year and feedback from educational partners collected in the 2023-24 LCAP and CA Healthy Kids Survey, there is a significant need to enhance student, parent, and community engagement. This engagement supports student success in academic, social-emotional, and extracurricular endeavors. Ensuring families have the necessary resources and support to engage fully with the instructional program and curriculum is vital.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>student success in academic and social-emotional areas.</p>	<ul style="list-style-type: none"> • Parent and Community Engagement: Track attendance and participation in Parent Academy workshops, Board meetings, ELAC meetings, and other parent events. Collect feedback from parents on the effectiveness of our communication methods and the support provided. • Technology Access and Usage: Track the use of digital platforms for promoting and conducting Parent Academy events. Monitor engagement with these platforms to ensure effective utilization. • Student Progress and Achievement: Assess the

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			<p>impact of increased parent engagement on student academic performance and social-emotional development through surveys and observations.</p> <ul style="list-style-type: none"> • Attendance and Engagement: Measure improvements in student attendance and participation in extracurricular activities and online events facilitated by increased parent engagement. <p>Our approach involves continuous data collection and review, with feedback from teachers, students, and parents being crucial to informing our strategies. Regular adjustments will be made to our Parent Academy programs to address any identified gaps and improve overall effectiveness.</p>

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			<p>Through these efforts, B.E.S.T. Academy aims to create a supportive and enriching learning environment that fosters student engagement, parental involvement, and community support, ultimately enhancing student success in all areas.</p>
<p>4.6</p>	<p>Action: Activities to support student and family engagement in SEL and extracurricular activities.</p> <p>Need: Our findings indicate that there is a substantial need for enhanced strategies to re-engage students, particularly those at a higher risk of disengagement or chronic absenteeism, such as our unduplicated students. Feedback from the 2023-2024 California Healthy Kids Parent Survey indicates that while parents appreciate the school’s supportive environment, there is a need for enhanced engagement strategies. Notably, 65% of parents reported that the school encourages them to be active partners, but only 39% reported actual involvement in school activities. Additionally, 59% of parents felt that the school treats all students with respect, and 63% felt welcome to participate at the school. However, only 53% of parents believe that the school provides opportunities for meaningful student participation, and 47% think the school effectively communicates the</p>	<p>The activities and SEL programs are principally directed at unduplicated students to address their specific needs in social-emotional learning and engagement. By implementing these programs LEA-wide, B.E.S.T. Academy ensures that all students benefit from a positive and inclusive school environment. This approach addresses the unique challenges faced by unduplicated students while promoting overall student success and community engagement.</p> <p>Addressing engagement and absenteeism on a schoolwide basis also improves the overall school climate. By fostering a culture of excellence and inclusivity, B.E.S.T. Academy can create a positive environment that benefits every student. This holistic improvement not only supports the academic and social-emotional needs of unduplicated students but also enhances the educational experience for the entire student body.</p> <p>Through these LEA-wide actions, B.E.S.T. Academy aims to create an equitable and supportive educational environment. This approach addresses the unique needs of</p>	<p>Attendance and Participation:</p> <ul style="list-style-type: none"> o Track student attendance in weekly SEL lessons, mindfulness activities, and classroom community-building exercises. o Monitor enrollment and participation in after-school enrichment programs. o Record student participation in quarterly educational excursions. <p>Student Development:</p> <ul style="list-style-type: none"> o Use SEL assessments to measure improvements in social-emotional skills. <p>School Climate:</p> <ul style="list-style-type: none"> o Compare year-over-year CA Healthy Kids and LCAP surveys to assess

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	<p>importance of respecting different cultural beliefs and practices.</p> <p>These findings highlight a significant need to enhance student, parent, and community engagement to support student success in academic, social-emotional, and extracurricular endeavors. Ensuring families have the necessary resources and fostering a supportive community is vital to help all students thrive.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>unduplicated students while promoting overall student success and community engagement.</p>	<p>the overall school climate and perceptions of safety and support.</p> <ul style="list-style-type: none"> o Monitor parent-pupil conferences and follow-ups on absenteeism. <p>Resource Utilization:</p> <ul style="list-style-type: none"> o Track distribution and use of SEL materials and enrichment program supplies. o Record teacher participation in SEL professional development and evaluate classroom implementation. <p>These metrics will help B.E.S.T. Academy ensure that Action 4.6 effectively addresses the needs of unduplicated students, enhances engagement, and fosters a supportive school environment. Continuous data collection and analysis will allow for timely adjustments to improve program effectiveness.</p>
<p>4.7</p>	<p>Action: Lending Library for Technology Tools and Learning Resources</p> <p>Need:</p>	<p>By establishing this lending library, B.E.S.T. Academy aims to remove barriers to learning, support student achievement, and promote a culture of educational excellence both in and out of the classroom. This initiative directly addresses</p>	<p>To monitor the effectiveness of the Resource Lending Library, B.E.S.T. Academy will track the following metrics:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In the 2024-2025 school year, 60% of B.E.S.T. Academy's students were unduplicated, with 61% qualifying as low-income and 32% as English learners (EL). The free resource lending library at B.E.S.T. Academy will significantly benefit unduplicated students, particularly low-income or English learners (ELs). These students often face challenges such as limited access to educational materials, which are crucial for their academic success. By providing access to various books, bilingual resources, and learning aids, the lending library will help bridge the gap for students who lack the financial resources to purchase these materials. According to the LCAP Parent Survey, many parents expressed the need for more free access to books and additional support for home learning, indicating a clear demand for such resources.</p> <p>Additionally, the lending library will enhance literacy skills and support home learning by making educational materials available at home. This is particularly important for reinforcing classroom learning and engaging parents in their children's education. For instance, the CA Healthy Kids Parent Survey revealed that 76% of parents appreciated the school's efforts to promote parental involvement, and the availability of these resources will further empower parents to assist with homework and educational activities. The library will also provide enrichment materials to stimulate interest in various subjects, ensuring a well-rounded education and promoting a love for learning.</p>	<p>the needs of unduplicated pupils—low-income students, English learners, and foster youth—by ensuring equitable access to the technology and resources necessary for academic success.</p> <p>Feedback from the LCAP Parent Survey highlights a strong need for enhanced engagement through multiple targeted actions. Parents have indicated a desire for increased workshops, improved communication strategies, support for social-emotional learning, celebration of student success, and additional resources and training for home learning. The lending library will provide the tools and resources that meet these needs, thereby fostering greater parent involvement and student engagement.</p> <p>Implementing this comprehensive, multi-tiered approach effectively meets the diverse needs of students and parents. By making these resources available LEA-wide, B.E.S.T. Academy can promote a supportive and inclusive educational environment that benefits all students. This strategy not only addresses the specific challenges faced by unduplicated pupils but also enhances the overall school community by fostering equity and inclusion. Through this initiative, B.E.S.T. Academy is committed to creating an environment where every student can thrive academically and socially.</p>	<p>Utilization Rates: Measure the number of families and students using the lending library.</p> <p>Resource Distribution: Monitor the types and quantities of materials checked out, ensuring a wide range of subjects and materials are used.</p> <p>Student Engagement: Assess improvements in student engagement and participation through surveys and feedback.</p> <p>Academic Progress: Track student progress in literacy and other academic areas through standardized assessments and teacher observations.</p> <p>Parent Feedback: Collect feedback from parents on the usefulness and impact of the resources provided.</p> <p>By implementing and monitoring these metrics, B.E.S.T. Academy aims to create an equitable and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>By addressing these needs, the resource-lending library will help overcome technological barriers for students who may not have reliable internet access or devices at home. This initiative ensures that all students, regardless of socioeconomic status, have the tools to succeed academically. Overall, the lending library will foster a more equitable and supportive educational environment, enhance parental involvement, and contribute to the academic and social-emotional development of B.E.S.T. Academy's unduplicated students.</p> <p>Scope: LEA-wide Schoolwide</p>		<p>supportive educational environment that addresses the unique needs of unduplicated students while promoting overall student success and community engagement.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

All planned actions/services are proposed to ensure positive outcomes for student achievement for unduplicated students. The actions and services provided in the previous section are the most effective use of these funds to meet our school's goals for our unduplicated students. The planned actions and services and their related budgeted expenditures demonstrate that the school is meeting the required proportional increase in spending for unduplicated students relative to that of all students.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Parent Engagement staff members and Student Intervention Coordinator focus on engaging and supporting students, with a specific focus on unduplicated students. Staff provides resources and information to parents and families to support student academic success; additionally, staff works with individual students to identify and address areas of need. The Student Intervention Coordinator works with teachers to implement effective High Dosage Tutoring to address the learning needs of lower-performing students and increase student achievement levels.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 : 19.5
Staff-to-student ratio of certificated staff providing direct services to students		1 : 61.14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	12050445	919976	7.634%	0.000%	7.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,507,500.00	\$0.00	\$0.00	\$0.00	\$2,507,500.00	\$823,000.00	\$1,684,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplemental literacy programs to support student Lexile growth	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	0.35%
1	1.2	Language development programs to support the reclassification of English Language Learners	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2025-26 school year	\$408,000.00	\$13,250.00	\$421,250.00				\$421,250.00	5.74%
1	1.3	Professional development for academic achievement	All	No			All Schools	2025-26 school year	\$0.00	\$75,000.00	\$75,000.00				\$75,000.00	0.85%
1	1.4	Diagnostic Assessments and MTSS Academic Interventions	All	No			All Schools	2025-26 school year	\$0.00	\$11,000.00	\$11,000.00				\$11,000.00	
1	1.5	Provide student incentives for literacy achievement	All	No			All Schools	2025-26 school year	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.6	Adoption of new writing assessment	All	No			All Schools	2025-26 school year	\$0.00	\$1,250.00	\$1,250.00				\$1,250.00	
1	1.7	One-on-one Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	\$0.00	\$1,021,500.00	\$1,021,500.00				\$1,021,500.00	7.45%
2	2.1	Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-2026 school year	\$0.00	\$27,000.00	\$27,000.00				\$27,000.00	2.01%
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.25%
2	2.3	STEM-centered clubs/elective classes	All	No			All Schools	2025-2026 school year	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	STEM family nights/ STEM fairs	All	No			All Schools	2025-2026 school year	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	0.00
2	2.5	Industry visits, educational excursions, and guest speakers	All	No			All Schools	2025-2026 school year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	0.00
3	3.1	Career Technical Education elective classes	All	No			All Schools	2025-2026 school year	\$0.00	\$0.00	\$0.00				\$0.00	0.00
3	3.2	Dual and Concurrent enrollment	All	No			All Schools	2025-2026 school year	\$0.00	\$15,500.00	\$15,500.00				\$15,500.00	0.00
3	3.3	Credit evaluation meetings	All	No				2025-2026 school year	\$15,000.00	\$0.00	\$15,000.00				\$15,000.00	0.32%
3	3.4	Credit recovery opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 school year	\$0.00	\$91,000.00	\$91,000.00				\$91,000.00	0.50%
3	3.5	A-G Awareness	All	No			All Schools	2025-2026 school year	\$175,000.00	\$0.00	\$175,000.00				\$175,000.00	0.00
3	3.6	College counseling, college workshops, educational excursions	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	All Schools	2025-2026 school year	\$102,000.00	\$0.00	\$102,000.00				\$102,000.00	1.46%
3	3.7		All	No			All Schools	2024-25 school year								
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	\$0.00	\$150,000.00	\$150,000.00				\$150,000.00	0.99%
4	4.2	Track and Record Daily Student Participation	All Students with Disabilities	No				2025-26 school year	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	0.05%
4	4.4	Parent Academy	English Learners Low Income	Yes	LEA-wide Schoolwide	English Learners Low Income		2025-26 school year	\$53,000.00	\$0.00	\$53,000.00				\$53,000.00	1.02%
4	4.5	Parent Recognition	All Students with Disabilities	No				2025-26 school year	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	English Learners Low Income	Yes	LEA-wide Schoolwide	English Learners Low Income		2025-26 school year	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	0.50%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					ide											
4	4.7	Lending Library for Technology Tools and Learning Resources	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2025-26 school year	\$0.00	\$175,000.00	\$175,000.00				\$175,000.00	2.98%
4	4.8	Teacher-Directed Engagement to Enhance School Climate and Survey Outcomes	All	No				2025-26 school year	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
12050445	919976	7.634%	0.000%	7.634%	\$2,120,750.00	24.470%	42.069 %	Total:	\$2,120,750.00
								LEA-wide Total:	\$2,018,750.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,029,750.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental literacy programs to support student Lexile growth	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	0.35%
1	1.2	Language development programs to support the reclassification of English Language Learners	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$421,250.00	5.74%
1	1.7	One-on-one Tutoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$1,021,500.00	7.45%
2	2.1	Access for middle school students so that they can reach advanced Math and science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$27,000.00	2.01%
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	0.25%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	STEM-centered clubs/elective classes				All Schools	\$50,000.00	0.00
2	2.4	STEM family nights/ STEM fairs				All Schools	\$5,000.00	0.00
2	2.5	Industry visits, educational excursions, and guest speakers				All Schools	\$5,000.00	0.00
3	3.1	Career Technical Education elective classes				All Schools	\$0.00	0.00
3	3.2	Dual and Concurrent enrollment				All Schools	\$15,500.00	0.00
3	3.4	Credit recovery opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,000.00	0.50%
3	3.5	A-G Awareness				All Schools	\$175,000.00	0.00
3	3.6	College counseling, college workshops, educational excursions	Yes	Schoolwide	Foster Youth Low Income	All Schools	\$102,000.00	1.46%
3	3.7					All Schools		
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$150,000.00	0.99%
4	4.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	0.05%
4	4.4	Parent Academy	Yes	LEA-wide Schoolwide	English Learners Low Income		\$53,000.00	1.02%
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Yes	LEA-wide Schoolwide	English Learners Low Income		\$50,000.00	0.50%
4	4.7	Lending Library for Technology Tools and Learning Resources	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$175,000.00	2.98%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,033,975.00	\$2,499,725.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental literacy programs to support student Lexile growth	Yes	\$40,000.00	19350
1	1.2	Language development programs to support the reclassification of English Language Learners	Yes	\$390,000.00	421000
1	1.3	Professional development for academic achievement	No	\$50,000.00	50000
1	1.4	Diagnostic Assessments and MTSS Academic Interventions	No	\$4,200.00	11665
1	1.5	Provide student incentives for literacy achievement	No	\$2,500.00	3960
1	1.6	Adoption of new writing assessment	No	\$25,000.00	1250
1	1.7	One-on-one Tutoring	Yes	\$1,388,510.00	1021000
2	2.1	Access for middle school students so that they can reach advanced Math and Science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	Yes	\$115,000.00	27000
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	Yes	\$40,000.00	5000
2	2.3	STEM-centered clubs/elective classes	No	\$50,000.00	50000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	STEM family nights/STEM fairs	No	\$5,000.00	5000
2	2.5	Industry visits, educational excursions, and guest speakers	No	\$5,000.00	5000
3	3.1	Career Technical Education elective classes	No	\$33,000.00	0
3	3.2	Dual and Concurrent enrollment	No	\$32,000.00	15500
3	3.3	Credit evaluation meetings	No	\$15,000.00	15000
3	3.4	Credit recovery opportunities	Yes	\$87,265.00	91000
3	3.5	A-G Awareness	No	\$135,000.00	175000
3	3.6	College counseling, college workshops, educational excursions	Yes	\$135,000.00	102000
3	3.7		No		
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$150,000.00	150000
4	4.2	Track and Record Daily Student Participation	No	\$10,000.00	10000
4	4.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$5,000.00	5000
4	4.4	Parent Academy	Yes	\$40,000.00	53000
4	4.5	Parent Recognition	No	\$40,000.00	10000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Yes	\$51,500.00	56000
4	4.7	Lending Library for Technology Tools and Learning Resources	Yes	\$175,000.00	187000
4	4.8	Teacher-Directed Engagement to Enhance School Climate and Survey Outcomes	No	\$10,000.00	10000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1373358	\$2,617,275.00	\$2,137,350.00	\$479,925.00	24.470%	19.530%	-4.940%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental literacy programs to support student Lexile growth	Yes	\$40,000.00	19350	0.35%	.17%
1	1.2	Language development programs to support the reclassification of English Language Learners	Yes	\$390,000.00	421000	5.74%	3.86%
1	1.7	One-on-one Tutoring	Yes	\$1,388,510.00	1021000	7.45%	9.36%
2	2.1	Access for middle school students so that they can reach advanced Math and Science courses (Pre-calc, Statistics, Calculus, AP Computer Science)	Yes	\$115,000.00	27000	2.01%	.25%
2	2.2	Professional development activities for academic achievement, one-on-one tutoring.	Yes	\$40,000.00	5000	0.25%	.04%
3	3.4	Credit recovery opportunities	Yes	\$87,265.00	91000	0.50%	.83%
3	3.6	College counseling, college workshops, educational excursions	Yes	\$135,000.00	102000	1.46%	.94%
4	4.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$150,000.00	150000	0.99%	1.37%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$5,000.00	5000	0.05%	.04%
4	4.4	Parent Academy	Yes	\$40,000.00	53000	1.02%	.48%
4	4.6	Activities to support student and family engagement in SEL and extracurricular activities.	Yes	\$51,500.00	56000	0.50%	.48%
4	4.7	Lending Library for Technology Tools and Learning Resources	Yes	\$175,000.00	187000	2.98%	1.71%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10901071	1373358	0.00	12.598%	\$2,137,350.00	19.530%	39.137%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Adoption of the 2026-2027 Proposed School Budget

Section: VI. ACTION ITEMS
Item: E. Adoption of the 2026-2027 Proposed School Budget
Purpose: Vote
Submitted by: Alex Soriano
Related Material: 2026-27 Adopted Budget Review.pptx
2026-27 BEST Academy Adopted Budget Alt Form & MYP.pdf

BACKGROUND:

The proposed budget aligns with the goals, actions, and expenditures outlined in the newly adopted 2026-2027 LCAP. A public hearing on the budget was previously conducted on June 3, 2026, to allow for public review and input prior to this final adoption.






2026-27 Budget Review

June 3, 2026



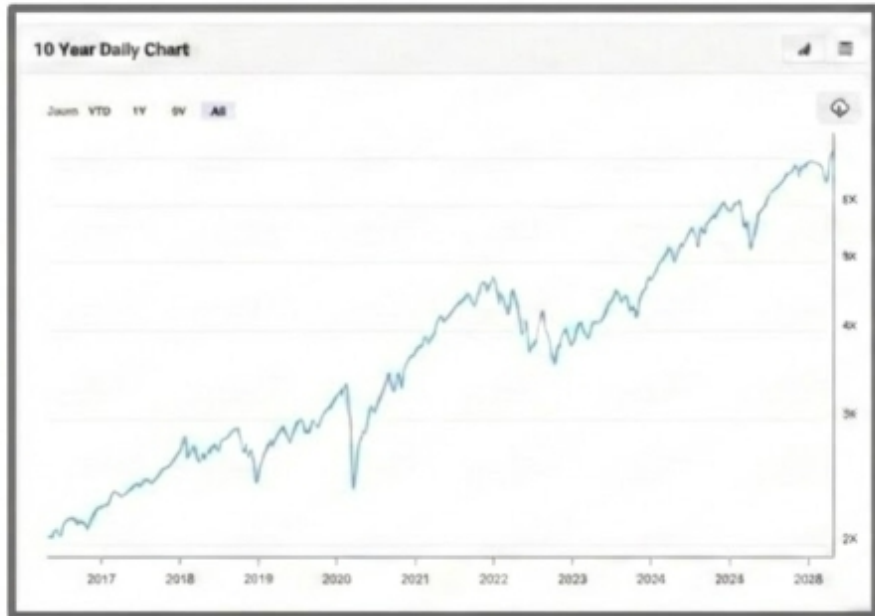
Fiscal Goal

Practice responsible budgeting by maximizing financial resources, and advocating for B.E.S.T. Academy students' academic success.

-  1 Strictly adhere to all laws and regulations governing the use of public funds
-  2 Ensure that all of our educational programs are utilized to its fullest potential
-  3 Monitor fiscal health to ensure the long term financial stability of the charter
-  4 Regularly monitor charter's spending to ensure alignment with established budget
-  5 Be transparent on the creation and execution in all aspects of our budget



Factors that Affect Budget



- **State Guarantee**
40% of state General Funds must be spent on K-14 education.
- 75% of CA tax revenue collected is from the top 10%. A larger portion of this income is based on stock dividends.

Governor's January Proposed



In Budget:

- Special Education, 13.1% increase.
- LCFF COLA increase of 4.31%






Not in Proposed Budget (waiting until May Revise, 20th):

- One Time Student Support Professional Development Block Grant \$890 per ADA. (\$851,730)

Prop-28



- 1**  **COMPLIANCE & RESTRICTIONS.** A lot of RED TAPE. Must spend to supplement, not supplant. Board plan.
- 2**  **SPENDING BREAKDOWN.** 500+ ADA, 80+% to cover employee cost. <1% for admin cost. <20% for material cost.
- 3**  **FUNDING PROJECTION.** Funding for 26-27. \$124 per student ADA. \$84 per Economically Disadvantaged. \$145,000.

ADA Projections

Enrollment

	Year Three	Year Four	Year Five
	2026-27	2027-28	2028-29
Grades K-3	440.00	440.00	440.00
Grades 4-6	255.00	255.00	255.00
Grades 7-8	175.00	175.00	175.00
Grades 9-12	130.00	130.00	130.00
TOTAL	1,000.00	1,000.00	1,000.00

Unduplicated Count

Unduplicated Percentage

54%	Year One	Year Two	Year Three	Year Four	Year Five
	2024-25	2025-26	2026-27	2027-28	2028-29
Grades K-12	491	374	200	200	200
	64%	39%	20%	20%	20%

3-Year Budget Analysis

Budget Analysis

	2026-27	2027-28	2028-29
Total Revenues	\$ 14,828,078	\$ 15,232,880	\$ 15,183,986
Total Expenditures	\$ 14,365,046	\$ 14,764,013	\$ 15,177,061
Fiscal Year Ending Fund Balance	\$ 463,032	\$ 468,867	\$ 6,924

2026-27 Expenditure Projections (a)

Books & Supplies:

- 4100 - Core Curriculum & Textbooks: \$341,722
- 4300 - Materials & Office Supplies: \$365,325
- 4400 - Non-Cap Computers & Equipment: \$131,143

Travel and Conferences:

- 5200 - Mileage & Travel: \$102,517
- 5210 - Conference & PD: \$203,775

Dues and Memberships:

- 5300 - Dues and Memberships: \$18,023

2026-27 Expenditure Projections (b)

Insurance:

- 5400 - General Liability Insurance: \$28,783

Utilities and Housekeeping:

- 5501 - Facility Security: \$1,914
- 5505 - Utilities: \$2,050
- 5515 - Custodial Services: \$1,367

Rental, Lease Repairs:

- 5610 - RLL Lease: \$55,113

2026-27 Expenditure Projections (c)

Professional & Consulting Services

- 5803 - Audit Services: \$23,787
- 5805 - District Admin & Oversight: \$318,434
- 5812 - Business Services: \$122,850
- 5815 - Educational Consultants: \$143,523
- 5840 - Banking & Payroll Fees: \$22,089
- 5845 - Legal Expenses: \$68,344
- 5851 - Advertising/Marketing: \$136,689
- 5876 - Student Assessments: \$68,344
- 5877 - Student Activities & Transportation: \$98,416
- 5879 - Special Education Services: \$246,040
- 5881 - Student Information System: \$159,926
- 5882 - Vendor Units: \$3,839,000
- 5899 - Misc. Operating Services: \$34,143

2026-27 Expenditure Projections (d)

Communications:

- 5910 - Phone & Internet: \$82,013
- 5920 - Postage: \$56,007

Capital Outlay

- 6900 - Depreciation: \$20,000

Staffing:

- **Total Staff Salary and Benefits:** \$7,622,378.50
 - Annual Salaries: \$5,687,158.00
 - SUI: \$25,620
 - OASDI: \$352,603.80
 - Medicare: \$82,463.79
 - WC: \$56,871.58
 - 403B: \$767,766.33
 - H&W: \$649,895.00
- **Total Wages:**
 - 1100, 1120, 1300: \$4,923,110
 - 2100, 2300, 2400: \$764,048
- **Total Benefits:**
 - \$1,980,713.15

2026-27 Budget Requirements: (40/80)

Credentialed Salaries	40%	43%	Met
Total Student Services	80%	80%	Met

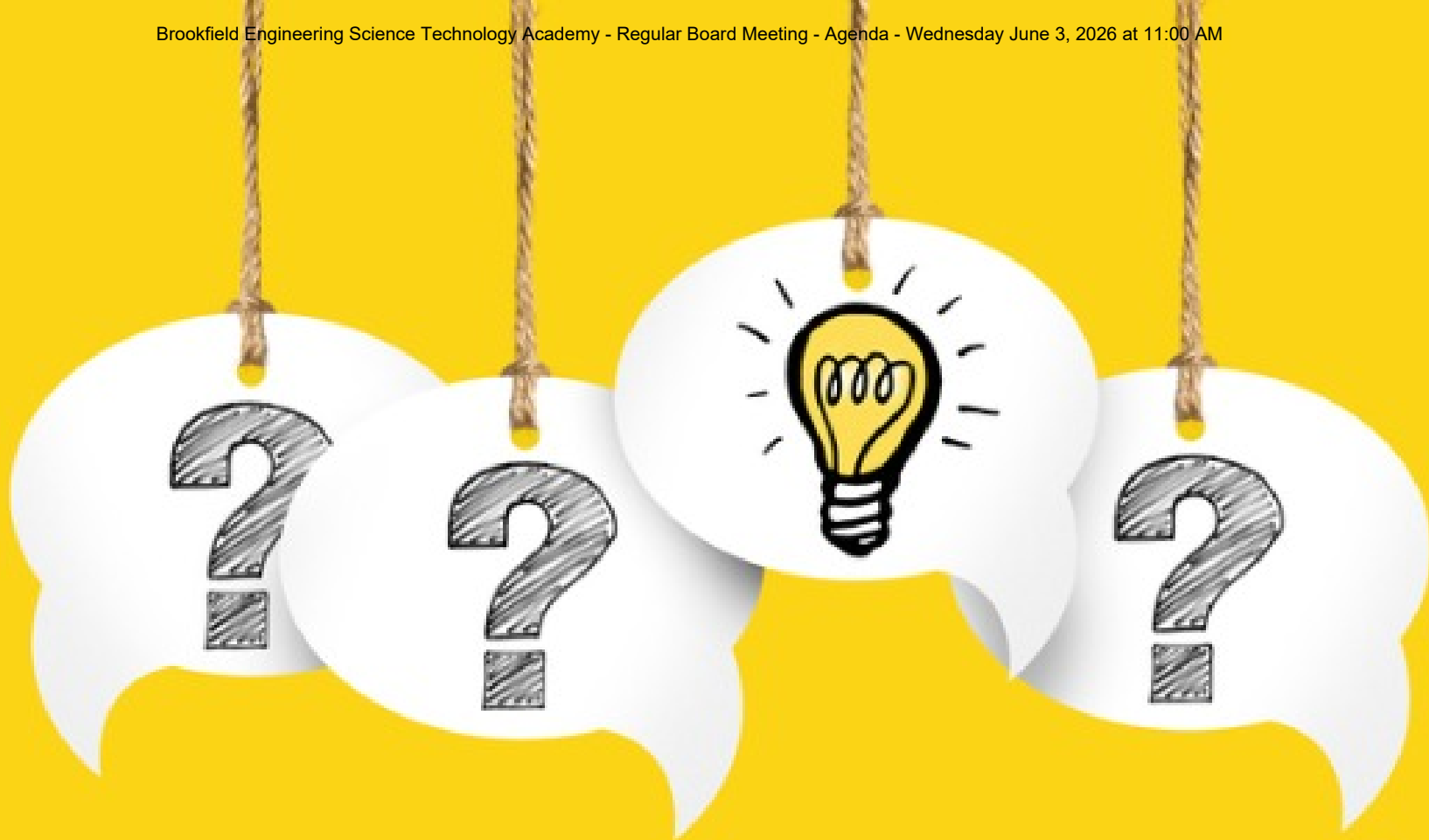
FTE: 25/1

Proposed Conferences:

- **NWEA**, Orlando, June 23-25th (1 or 2)
- **School Pathways**, Sacramento, Oct 27-28th (2)
- **CA School Counselor**, Riverside, Oct 7-9th (2)
- **DLAC**, Atlanta, Oct 19-21st (2)
- **A Plus+**, Anaheim, Oct 19-23rd (10)
- **CSDC**, Sacramento, Nov 16-18th, (4)
- **CCIS**, Burlingame, Feb 1-3rd, (6)
- **CCSA**, Sacramento, March 8-11th, (5)

Budget: \$80,000

Proposed: \$85,000



**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2026 to June 30, 2027**

Charter School Certification

Charter School Name: Brookfield Engineering Science & Technology Academy
CDS #: 37-6816309139402
Charter Approving Entity: Julian Union Elementary
County: San Diego
Charter #: 2055

For information regarding this report, please contact:

For Approving Entity:

Chad Leptich
 Name
 CBO
 Title
760-765-0661
 Telephone
leptich@juesd.net
 E-mail address

For Charter School:

James Mays III
 Name
 Executive Director
 Title
323-590-2115
 Telephone
jmays@bestacademycs.com
 E-mail address

To the entity that approved the charter school:

x) 2026-27 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
 Charter School Official
 (Original signature required)

Printed
 Name: James Mays III Title: Executive Director

To the Julian Union Elementary School District

x) 2026-27 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Printed
 Name: Chad Leptich Title: CBO

To the Superintendent of Public Instruction:

x) 2026-27 CHARTER SCHOOL PRELIMINARY BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
 County Superintendent/Designee
 (Original signature required)

**CHARTER SCHOOL PRELIMINARY BUDGET
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2024 to June 30, 2025**

Charter School Name: Brookfield Engineering Science & Technology Academy
 CDS #: 37-68163-0139402
 Charter Approving Entity: Julian Union Elementary
 County: San Diego
 Charter #: 2055

This charter school uses the following basis of accounting:

Please enter an "X" in the applicable box below; check only one box

- Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2025-26 Estimated Actuals (A)	2026-27 Preliminary Budget Unrestricted (B)	2026-27 Preliminary Budget Restricted (C)	2026-27 Preliminary Budget Total (D)	Difference (Col A & D)
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	10,916,795.00	11,324,341.00		11,324,341.00	407,546
Education Protection Account - Current Year	8012	188,000.00	200,000.00		200,000.00	12,000
State Aid - Prior Years	8019		0.00		0.00	0
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,223,570.00	1,446,080.00		1,446,080.00	222,510
Other LCFF Transfers	8091, 8097		0.00		0.00	0
Total, LCFF Sources		12,328,365.00	12,970,421.00		12,970,421.00	642,056
2. Federal Revenues (see NOTE on last page)						
No Child Left Behind	8290	0.00		0.00	0.00	0
Special Education - Federal	8181, 8182	0.00		0.00	0.00	0
Child Nutrition - Federal	8220	0.00		0.00	0.00	0
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0
Total, Federal Revenues		0.00	0.00	0.00	0.00	0
3. Other State Revenues						
Special Education - State	StateRevSE	928,020.00		1,230,500.00	1,230,500.00	302,480
Child Nutrition Programs	8520			0.00	0.00	0
Mandated Costs Reimbursements	8550	24,008.00	29,572.00		29,572.00	5,564
Lottery - Unrestricted and Instructional Materials	8560	256,620.00	191,000.00	82,000.00	273,000.00	16,380
Low Performing Student Block Grant	8590		0.00		0.00	0
All Other State Revenues	StateRevAO	297,611.00	0.00	144,585.00	144,585.00	(153,026)
Total, Other State Revenues		1,506,259.00	220,572.00	1,457,085.00	1,677,657.00	171,398
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00	0.00		0.00	0
All Other Local Revenues	LocalRevAO	180,000.00	180,000.00	0.00	180,000.00	0
Total, Local Revenues		180,000.00	180,000.00	0.00	180,000.00	0
5. TOTAL REVENUES		14,014,624.00	13,370,993.00	1,457,085.00	14,828,078.00	813,454
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	3,649,608.00	3,430,487.00	639,592.00	4,070,079.00	420,471
Certificated Pupil Support Salaries	1200	237,934.00	323,497.00	0.00	323,497.00	85,563
Certificated Supervisors' and Administrators' Salaries	1300	665,003.00	529,534.00	0.00	529,534.00	(135,469)
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0
Total, Certificated Salaries		4,552,545.00	4,283,518.00	639,592.00	4,923,110.00	370,565
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	230,228.00	155,776.00	0.00	155,776.00	(74,452)
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0
Non-certificated Supervisors' and Administrators' Sal.	2300	135,294.00	138,676.00	0.00	138,676.00	3,382
Clerical and Office Salaries	2400	609,244.00	469,596.00	0.00	469,596.00	(139,648)
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0
Total, Non-certificated Salaries		974,766.00	764,048.00	0.00	764,048.00	(210,718)

Description	Object Code	2024-25 Estimated Actuals (A)	2025-26 Preliminary Budget Unrestricted (B)	2025-26 Preliminary Budget Restricted (C)	2025-26 Preliminary Budget Total (D)	Difference (Col A & D)
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00	0.00	0
PERS	3201-3202	0.00	0.00	0.00	0.00	0
OASDI / Medicare / Alternative	3301-3302	422,839.00	386,140.00	48,928.00	435,068.00	12,229
Health and Welfare Benefits	3401-3402	641,170.00	611,388.00	84,000.00	695,388.00	54,218
Unemployment Insurance	3501-3502	28,560.00	19,990.00	5,630.00	25,620.00	(2,940)
Workers' Compensation Insurance	3601-3602	55,273.00	45,612.00	11,260.00	56,872.00	1,599
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0
Other Employee Benefits	3901-3902	632,953.00	684,616.00	83,150.00	767,766.00	134,813
Total, Employee Benefits		1,780,795.00	1,747,746.00	232,968.00	1,980,714.00	199,919
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	315,325.00	341,722.00	0.00	341,722.00	26,397
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0
Materials and Supplies	4300	331,092.00	258,325.00	107,000.00	365,325.00	34,233
Noncapitalized Equipment	4400	171,858.00	131,143.00	0.00	131,143.00	(40,715)
Food	4700	0.00	0.00	0.00	0.00	0
Total, Books and Supplies		818,275.00	731,190.00	107,000.00	838,190.00	19,915
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0
Travel and Conferences	5200	236,494.00	281,292.00	25,000.00	306,292.00	69,798
Dues and Memberships	5300	17,000.00	18,032.00	0.00	18,032.00	1,032
Insurance	5400	26,559.00	28,783.00	0.00	28,783.00	2,224
Operations and Housekeeping Services	5500	4,919.00	5,331.00	0.00	5,331.00	412
Rentals, Leases, Repairs, and Noncap. Improvements	5600	50,856.00	55,113.00	0.00	55,113.00	4,257
Professional/Consulting Services and Operating Expend.	5800	4,979,322.00	4,834,888.00	452,525.00	5,287,413.00	308,091
Communications	5900	113,517.00	138,020.00	0.00	138,020.00	24,503
Total, Services and Other Operating Expenditures		5,428,667.00	5,361,459.00	477,525.00	5,838,984.00	410,317
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0
Equipment	6400	0.00	0.00	0.00	0.00	0
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0
Depreciation Expense (for accrual basis only)	6900	20,000.00	20,000.00	0.00	20,000.00	0
Total, Capital Outlay		20,000.00	20,000.00	0.00	20,000.00	0
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0
Debt Service:						0
Interest	7438	0.00	0.00	0.00	0.00	0
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0
Total, Other Outgo		0.00	0.00	0.00	0.00	0
8. TOTAL EXPENDITURES		13,575,048.00	12,907,961.00	1,457,085.00	14,365,046.00	789,998
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		439,576.00	463,032.00	0.00	463,032.00	

Description	Object Code	2024-25 Estimated Actuals (A)	2025-26 Preliminary Budget Unrestricted (B)	2025-26 Preliminary Budget Restricted (C)	2025-26 Preliminary Budget Total (D)	Difference (Col A & D)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		439,576.00	463,032.00	0.00	463,032.00	0
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	5,548,289.00	5,987,865.00		5,987,865.00	439,576
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00	0
c. Adjusted Beginning Balance		5,548,289.00	5,987,865.00	0.00	5,987,865.00	
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		5,987,865.00	6,450,897.00	0.00	6,450,897.00	463,032
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	
All Others	9719	0.00	0.00	0.00	0.00	
Legally Restricted Balance	9740	0.00		0.00	0.00	
Designated for Economic Uncertainties	9770	678,752.00	718,255.00		718,255.00	
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	
Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	
Undesignated / Unappropriated Amount	9790	5,309,113.00	5,732,642.00	0.00	5,732,642.00	463,032

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Brookfield Engineering Science & Technology Academy
 CDS #: 37-68163-0139402
 Charter Approving Entity: Julian Union Elementary
 County: San Diego
 Charter #: 2055
 Fiscal Year: 2025-26

Description	Object Code	2026-27 (populated from Alternative Form Tab)			Totals for 2027-28	Totals for 2028-29
		Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	11,324,341.00		11,324,341.00	11,445,507.00	11,682,744.00
Education Protection Account - Current Year	8012	200,000.00		200,000.00	200,000.00	200,000.00
State Aid - Prior Years	8019	0.00		0.00		
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,446,080.00		1,446,080.00	1,446,080.00	1,446,080.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
Total, LCFF Sources		12,970,421.00		12,970,421.00	13,091,587	13,328,824
2. Federal Revenues						
No Child Left Behind	8290		0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182		0.00	0.00	0.00	0.00
Child Nutrition - Federal	8220		0.00	0.00	0.00	0.00
Other Federal Revenues	8290	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	0.00	0.00	0.00	0.00
3. Other State Revenues						
Special Education - State	StateRevSE		1,230,500.00	1,230,500.00	1,230,500.00	1,230,500.00
Child Nutrition Programs	8520		0.00	0.00		
Mandated Costs Reimbursements	8550	29,572.00		29,572.00	27,077.00	27,077.00
Lottery - Unrestricted and Instructional Materials	8560	191,000.00	82,000.00	273,000.00	273,000.00	273,000.00
Low Performing Student Block Grant	8590	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	0.00	144,585.00	144,585.00	430,716.00	144,585.00
Total, Other State Revenues		220,572.00	1,457,085.00	1,677,657.00	1,961,293.00	1,675,162.00
4. Other Local Revenues						
Transfers from Sponsoring LEAs to Charter Schools	8791	0.00		0.00	0.00	0.00
All Other Local Revenues	LocalRevAO	180,000.00	0.00	180,000.00	180,000.00	180,000.00
Total, Local Revenues		180,000.00	0.00	180,000.00	180,000.00	180,000.00
5. TOTAL REVENUES		13,370,993.00	1,457,085.00	14,828,078.00	15,232,880	15,183,986
B. EXPENDITURES						
1. Certificated Salaries						
Teachers' Salaries	1100	3,430,487.00	639,592.00	4,070,079.00	4,192,181.00	4,314,284.00
Certificated Pupil Support Salaries	1200	323,497.00	0.00	323,497.00	334,496.00	342,907.00
Certificated Supervisors' and Administrators' Salaries	1300	529,534.00	0.00	529,534.00	545,420.00	561,306.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		4,283,518.00	639,592.00	4,923,110.00	5,072,097.00	5,218,497.00
2. Non-certificated Salaries						
Instructional Aides' Salaries	2100	155,776.00	0.00	155,776.00	160,449.00	165,123.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	138,676.00	0.00	138,676.00	142,836.00	146,997.00
Clerical and Office Salaries	2400	469,596.00	0.00	469,596.00	483,684.00	497,772.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		764,048.00	0.00	764,048.00	786,969.00	809,892.00

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2027-28	Totals for 2028-29
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	386,140.00	48,928.00	435,068.00	448,120.00	461,172.00
Health and Welfare Benefits	3401-3402	611,388.00	84,000.00	695,388.00	714,885.00	779,874.00
Unemployment Insurance	3501-3502	19,990.00	5,630.00	25,620.00	26,389.00	27,157.00
Workers' Compensation Insurance	3601-3602	45,612.00	11,260.00	56,872.00	58,578.00	60,284.00
Retiree Benefits	3701-3702	0.00	0.00	0.00	0.00	0.00
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	684,616.00	83,150.00	767,766.00	790,799.00	813,832.00
Total, Employee Benefits		1,747,746.00	232,968.00	1,980,714.00	2,038,771.00	2,142,319.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	341,722.00	0.00	341,722.00	348,557.00	355,528.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	258,325.00	107,000.00	365,325.00	372,632.00	380,085.00
Noncapitalized Equipment	4400	131,143.00	0.00	131,143.00	168,995.00	172,375.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		731,190.00	107,000.00	838,190.00	890,184.00	907,988.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	281,292.00	25,000.00	306,292.00	312,418.00	318,666.00
Dues and Memberships	5300	18,032.00	0.00	18,032.00	18,393.00	18,761.00
Insurance	5400	28,783.00	0.00	28,783.00	29,358.00	29,945.00
Operations and Housekeeping Services	5500	5,331.00	0.00	5,331.00	5,437.00	5,546.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	55,113.00	0.00	55,113.00	56,215.00	57,340.00
Professional/Consulting Services and Operating Expend.	5800	4,834,888.00	452,525.00	5,287,413.00	5,393,391.00	5,504,513.00
Communications	5900	138,020.00	0.00	138,020.00	140,780.00	143,596.00
Total, Services and Other Operating Expenditures		5,361,459.00	477,525.00	5,838,984.00	5,955,992.00	6,078,367.00
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 for modified accrual basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	20,000.00	0.00	20,000.00	20,000.00	20,000.00
Total, Capital Outlay		20,000.00	0.00	20,000.00	20,000.00	20,000.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		##### ###	##### ###	14,365,046	14,764,013	15,177,063
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		463,032.00	0.00	463,032.00	468,867.00	6,923.00

Description	Object Code	Preliminary Budget Unrestricted	Preliminary Budget Restricted	Preliminary Budget Total	Totals for 2027-28	Totals for 2028-29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		463,032.00	0.00	463,032.00	468,867.00	6,923.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance			0.00			
a. As of July 1	9791	5,987,865.00	0.00	5,987,865.00	6,450,897.00	6,919,764.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00	0.00	0.00	0.00	0.00
c. Adjusted Beginning Balance		5,987,865.00	0.00	5,987,865.00	6,450,897.00	6,919,764.00
2. Ending Fund Balance, Oct 31 (E + F.1.c.)		6,450,897.00	0.00	6,450,897.00	6,919,764.00	6,926,687.00
Components of Ending Fund Balance:						
Reserve for Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00	0.00	0.00
Reserve for Stores (equals object 9320)	9712	0.00	0.00	0.00	0.00	0.00
Reserve for Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
Legally Restricted Balance	9740		0.00	0.00	0.00	0.00
Designated for Economic Uncertainties	9770	718,255.00		718,255.00	738,200.00	758,855.00
Other Designations	9775, 9780	0.00	0.00	0.00	0.00	0.00
Net Investment in Capital Assets (Accrual Basis Only)	9796	0.00	0.00	0.00	0.00	0.00
Undesignated / Unappropriated Amount	9790		0.00		6,181,564.00	6,167,832.00

Coversheet

July 1, 2026, through June 30, 2030 (spanning 4 fiscal years)Creative Back Office (CBO) Contract Renewal

Section: VI. ACTION ITEMS
Item: F. July 1, 2026, through June 30, 2030 (spanning 4 fiscal years)Creative Back Office (CBO) Contract Renewal
Purpose: Vote
Submitted by:
Related Material: 060326 - B.E.S.T. Academy Back Office Services Proposal (1).pdf

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Date: June 3rd, 2026

School: B.E.S.T. Academy

Introduction to Scope of Services & Company Mission

At Creative Back Office our mission is to provide reliable, accurate and innovative business solutions for each of our clients. Our expertise lies not only in school budgeting and finance, but also in delivering exceptional customer service to our clients thru years of consulting experience.

The goal of our firm is to provide specialized business services for your organization thru a customized service offering. We want to work with you on solutions that add value to your organization. As a result, we envision the services listed below as a menu; and your organization is welcome choose the bundle that best meet your needs.

We want to deliver only what you need, not charge you for what you don't.

As you review the services below, our hope is that you think about how best Creative Back Office can support your organization. Just as there is no "one size fits all" formula for educating students, we believe the same principle holds true for providing high quality back office services. Therefore we are here to help in a capacity that best adds value to your organization.



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SCHEDULE A

SCOPE OF SERVICES

Services and responsibilities to be rendered by the Consultant, for the School are listed below and hereinafter will be referred to as the “Services.”

- 1.0 Internal Accounting Procedures & Policies Evaluation - The Consultant will monitor the School’s current accounting procedures and policies.
 - 1.1 The Consultant will work with the School to develop and implement processes for administering Accounts Payable (A/P) and Accounts Receivable (A/R). The Consultant will provide recommendations on best practices for A/P and A/R management and processing and can provide on site training for the School’s staff on recommended procedures and processes.
 - 1.2 The Consultant will work with the School to develop and implement processes for Credit/Debit Card purchasing, internal controls pertaining to school issued cards, and receipt management. The Consultant will provide recommendations on best practices for Credit/Debit Card management and can provide on site training for the School’s staff on recommended procedures and processes.
- 2.0 Accounts Payable, Accounts Receivable, & Credit Card Processing - The Consultant will handle the complete processing of payables, receivables, and credit card management for the School.
 - 2.1 Accounts Payable Processing - the Consultant will provide complete Accounts Payable Processing and Management. The Consultant will receive approved invoices from the School, input the invoices into the School’s accounting system, and process the checks via print and mail.
 - 2.2 Accounts Receivable Processing - the Consultant will provide complete Accounts Receivable Processing and Management. The Consultant will process wire transfers, receive checks for deposit from the School, deposit the checks into the School’s bank account, and input deposits into the School’s accounting system.
 - 2.2.1 If applicable, the consultant would work with the School’s authorized district and county offices on wire processing. The Consultant will also work with the School and relevant offices on initial establishment of wire accounts.
 - 2.3 Credit/Debit / Divvy Card Management - the Consultant will provide complete Credit/Debit Card management. The Consultant will monitor Credit/Debit / Divvy card purchases made by the



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School, manage Credit/Debit / Divvy Card receipts, code expenditures into School's general ledger, and pay monthly card balances.

3.0 Chart of Accounts Development, Accounting System & General Ledger Monitoring- The Consultant will provide an in-depth analysis of the School's current chart of accounts and general ledger set up.

- 3.1 Chart of Accounts - the Consultant will develop the School's General Ledger & Chart of Accounts. The Chart of Accounts will be build to align with the California Department of Education's CDE) Standardized Account Code Structure (SACS) and California School Accounting Manual (CSAM).
- 3.2 Accounting System - the Consultant will develop the General Ledger Chart of Accounts within the Consultant's webs based accounting system. The School will be provided access to the accounting system for up to (5) users with 24/7 access to the accounting system.
 - 3.2.1 The Consultant is responsible for all costs associated with the operating & maintenance of the accounting system.
- 3.3 General Ledger Account Coding Review - The Consultant will provide a weekly review of the General Ledger to ensure proper coding and account reconciliations are maintained. If requested, the Consultant can provide on site training for the School's staff on General Ledger account coding.

4.0 Financial Statement & Reports Evaluation - The Consultant will be responsible for developing and evaluating the School's internal and external financial reports.

- 4.1 Internal financial statements to be developed and evaluated by the Consultant will include: Income Statement, Balance Sheet, Trial Balance, General Ledger, Budget vs. Actual Report, Cash Flow Statement.
- 4.2 External financial statements to be developed and evaluated by the Consultant will include: Budget, 1st Interim Financial Report, 2nd Interim Financial Report, Unaudited Actuals Report, Funding Determination Form and applicable Special Education and Federal Reports outlined below.
 - 4.2.1 For external reports compiled by the Consultant for submission to district, county and state offices, the Consultant will be available to answer questions that may arise from the respective offices listed above.



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5.0 Annual & Multi Year Budget Preparation – The Consultant will work with the School to develop annual and multi-year budgets.

- 5.1 The Consultant will develop the annual Adopted Budget that is required to be submitted to authorizing district, county, and state offices. During the course of the budget development, the Consultant will recommend strategies and solutions to ensure the School’s long-term fiscal sustainability.
 - 5.1.1 The Consultant will be available to answer questions from the School’s authorizing district pertaining to the Adopted Budget.
- 5.2 The Consultant will provide the School with at a minimum two (2) budget updates during a given fiscal year. The budget updates will be in conjunction with the 1st Interim Report and 2nd Interim Report, submitted in December and March.
- 5.3 The Consultant will provide a monthly review and analysis of the Budget vs. Actuals Report for the School’s use. The report will be aligned the effective working budget (Adopted, 1st Interim, 2nd Interim).
- 5.4 The Consultant will develop an annual and multi year cash flow for the School’s use. Cash Flow projections will reflect the revenues and expenditures outlined in the Budget.
 - 5.4.1 The Consultant will provide the School with revenue updates from the CDE as they become available during the course of the contract. The Consultant will provide the School revenue updates based on the Advanced Apportionment, P-1 Apportionment, and P-2 Apportionment schedules.
- 5.5 Renewal Petition Budget & Authorization Process – the Consultant will develop the charter petition budget and attend (as requested) capacity meetings with Julian Union School District as part of the renewal process.
 - 5.5.1 Petition Budget – the Consultant will develop the complete renewal petition budget and subsequent revisions containing each of the elements required both within the CDE Charter Petition Guidelines and Julian Union School District.
 - 5.5.2 Capacity Meetings – the Consultant will attend (as requested) capacity meetings with Julian Union School District to discuss charter petition budget and fiscal related items.



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- 5.6 **Special Education Budget Compliance** – In conjunction with monitoring the annual budget, the Consultant will monitor special education revenues and expenditures to ensure compliance and appropriate use of funds.
 - 5.6.1 The Consultant will work in conjunction with the School’s SELPA to provide projected revenues and expenditure recommendations to ensure compliance with the Education Memorandum of Understanding (MOE).
 - 5.6.2 The Consultant will develop each of the required financial reports as required by the School’s SELPA.
 - 5.7 **Federal Title I, II, III Compliance & Consolidation Application** – In conjunction with monitoring the annual budget, the Consultant will monitor Federal Title I, II, & III revenues and expenditures to ensure compliance and appropriate use of funds.
 - 5.7.1 The Consultant will work in conjunction with the School’s Director to develop and annual working budget for each Federal Program.
 - 5.7.2 The Consultant will work with the School to develop and submit Parts I and II of the No Child Left Behind Consolidated Application as required by the acceptance of Title I, II, III program funds.
 - 5.7.3 The Consultant will work with the School to develop and submit the required Quarterly Federal Cash Management reports.
 - 5.8 If not explicitly listed above, the Consultant will provide management support of newly created ancillary Federal and State Funding Categorical funding including reporting requirements. At the time of the proposal ancillary funding sources for includes - Learning Recovery Block Grant, Proposition 28 Art & Music Funding, Student Support Professional Development Block Grant.
- 6.0 **Audit Preparation Support** – During the course of the contract, the Consultant will provide guidance on how to best prepare for the School’s annual financial audit. Guidance will include recommendations on proper expense and revenue documentation, common year-end auditor requested items, and general preparation support.
- 6.1 **Bank Account Reconciliations** – the Consultant will complete monthly bank account reconciliations for all School associated accounts. School associated accounts include general checking, savings, petty cash, and credit card accounts. If the School has additional accounts to be reconciled, an additional service charge may apply.



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6.2 **Audit Preparation** - prior to the year-end audit, the Consultant will conduct a thorough review of the School's financials. Specifically, the Consultant will review proper coding and documentation of revenues and expenditures, verify correct accrued accounts receivable and accounts payable balances, and account balance for all School accounts (bank, county treasury, credit card, etc.) at the close of the fiscal year. The Consultant will serve as the lead point of contact to work alongside the School during the audit review process.

7.0 **Payroll Processing & Retirement Reporting** - The Consultant will provide complete payroll processing services and submission of the School's monthly retirement reporting.

7.1 **Payroll Processing** - The Consultant will facilitate payroll processing for the School thru a third-party payroll provider. The School will provide all relevant payroll information to the Consultant for entry into the payroll system. The Consultant work in conjunction with the School to process payroll per the School's designated pay schedule.

7.1.1 **Note** - The School is responsible for providing accurate and current information to the Consultant pertaining to all School employee payroll information. This includes salary information, W-4 status forms, direct deposit forms, retirement status forms, health insurance forms, wage garnishments, and all other forms determining an employee's pay.

7.2 **Retirement Reporting** - the Consultant review and facilitate the submission of the School's monthly 403(b) retirement reports and required components.

7.3 **Payroll Service Fees.** Creative Back Office will cover the cost of BEST Academy's payroll service fees thru Bamboo HR, Inc.

7.4 **Out of State Employee Compliance** - the Consultant will help facilitate payroll tax accounts for BEST Academy employees who live outside of California.

8.0 **School Board Meetings & On-Site Consultation** - The Consultant will attend School Board Meetings and schedule various on-site development meetings to discuss budget considerations and other strategic planning.

8.1 The Consultant will attend board meetings contingent with the School's Board Meeting Calendar or unless otherwise specifically requested by the School. The Consultant will be available to discuss on the current financial activity of the School and any items pertaining to the contracted services listed above. The Consultant will provide relevant materials as necessary.



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8.2 Additionally, the Consultant will also arrange various on-site strategic development meetings with School administrator to discuss the financial position of the school.

8.2.1 The Consultant will be responsible for all travel and accommodation expenses related to the On-Site visits.

9.0 Student Attendance Reporting - the Consultant will work with the school develop and file CDE required Attendance Reports.

9.1 Attendance Reporting - The Consultant will submit the three (3) CDE required attendance reports on the School's behalf. The required attendance reports are as followed: P-1 Attendance Report, P-2 Attendance Report, and Annual Attendance Reports.

9.2 Annual Calendar Development - The Consultant will provide consultation in developing the School's annual calendar. Consultation will include alignment of Learning Periods (LP), schedule considerations for maximizing ADA, and CDE Compliance Considerations.

9.2.1 Training of School Employees on Attendance Reporting - the Consultant will provide hands-on training to designated School employees on the components of each report, how to extract each report from the School's internal SIS and how to submit the report (taken from the SIS) into the CDE's external PADC Software System.

10.0 Local Control Accountability Plan (LCAP) - The Consultant will work with the School's director in developing the annual Local Control Accountability Plan (LCAP).

10.1 The Consultant will provide support to the School's director in completing each of the following LCAP components: Plan Summary, Budget Summary, Annual Update, Stakeholder Engagement, Goals Actions & Services, and Demonstration of Services for Unduplicated Pupils.

10.2 The Consultant will align the expenditures in the LCAP Goals, Actions and Services with the Adopted Budget.

10.3 The Consultant will provide support to the School's director in completing the LCAP Federal Addendum; a required component for schools receiving Federal Title I, II, & III revenues.



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**SCHEDULE
B
COMPENSATION**

Consultant agrees to undertake and complete the Services (as defined in Exhibit A) in accordance with the Terms of this Agreement to be charged below:

Scope of Services and Compensation Package:

The Scope of Services and Compensation Schedule outlined in Schedule A and B are comprehensive (total service costs for B.E.S.T. Academy (authorized out of JUESD)).

Term of Contract

The proposed contract will be effective from July 1st 2026 - June 30th 2030

Compensation Schedule:

The proposed contract is for (4) fiscal years based on the following scheduled:

2026-27 Annual Contract of \$120,500 paid in 12 equal installments of \$10,041.67.

2027-28 Annual Contract of \$124,000 paid in 12 equal installments of \$10,333.33.

2028-29 Annual Contract of \$128,000 paid in 12 equal installments of \$10,666.67

2029-30 Annual Contract of \$132,000 paid in 12 equal installments of \$11,000.

Additional Services Outside of Contract Scope

If the School requests additional services that fall outside of the services outlined in Sections 1.0 - 10.0 the Consultant will provide a written service proposal to the School prior to beginning the requested work. The written proposal will included estimated total hours and an estimated total cost. The Consultant's hourly rate ranges from \$75 - \$250 and will be determined on the overall scope of the additional service project.



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ARTICLE 1 SERVICE AGREEMENT

1.1 **Service Agreement.** Outlined in the agreement below, Creative Back Office (hereinafter referred to as “Consultant”) will provide outsourced business services for BEST Academy (hereinafter referred to as “School”). Consultant will provide the services outlined Exhibit A (collectively, the “consulting services”)

1.2 **Confidentiality.** In order for Consultant to perform the consulting services, it may be necessary for The School to provide Consultant with Confidential Information (as defined below), regarding the School’s business and products. The School will rely heavily upon Consultant’s integrity and prudent judgment to use this information only in the best interests of the School.

1.3 **Standard of Conduct.** In rendering consulting services under this Agreement, Consultant shall conform to high professional standards of work and business ethics. Consultant shall not use time, materials, or equipment of the School without the prior written consent of the School. In no event shall Consultant take any action or accept any assistance or engage in any activity that would result in any university, governmental body, research institute or other person, entity, or organization acquiring any rights of any nature in the results of work performed by or for the School.

1.4 **Client’s Responsibility.** As the Consultant is a third party contractor, the Consultant will rely on the School to provide requested information in a timely and comprehensive manner to allow the Consultant to carry out the agreed upon services. If after three requests and ten (10) business days, information is not provided to the Consultant in a timely and complete manner, the Consultant’s ability the carry out agreed upon services will be in jeopardy and result in the Consultant issuing a formal memorandum to the School outlining the requested information. Additionally, in the event that a change in the School’s operations may affect the ability of the Consultant to carry out agreed upon services, the School must inform the Consultant in writing within 7 (seven) business days of the effective change.

ARTICLE 2 INDEPENDENT CONTRACTOR

2.1 **Independent Contractor.** Consultant is an independent contractor and is not an employee, partner, or co-venturer of, or in any other service relationship with, the School. The manner in which Consultant’s services are rendered shall be within Consultant’s sole control and discretion. Consultant is not authorized to speak for, represent, or obligate the School in any manner without the prior express written authorization from an officer of the School.

2.2 **Taxes & Benefits.** Consultant shall be responsible for all taxes arising from compensation and other amounts paid under this Agreement, and shall be responsible for all payroll taxes and fringe benefits of



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Consultant's employees. Neither federal, nor state, nor local income tax, nor payroll tax of any kind, shall be withheld or paid by the School on behalf of Consultant or his/her employees. Consultant and Consultant's employees will not be eligible for, and shall not participate in, any employee pension, health, welfare, or other fringe benefit plan of the School.

ARTICLE 3 COMPENSATION FOR CONSULTING SERVICES

3.1 Compensation. The School shall pay the Consultant, per the payment scheduled outlined in Exhibit B which will be on based on the agreed upon services outlined in Exhibit A.

3.2 Reimbursements. Per the agreement, The Consultant will not bill the School for internal administrative costs. Internal administrative costs include Consultant's internal printing and reproduction, standard postage expenses, phone expenses, and travel & lodging expenses for contracted meetings per the agreement. Expenses that are not listed above are considered to be "Reimbursable Expenses" to be paid back to the Consultant. These expenses include, but are not limited to the following: express postage, materials that require external printing and reproduction, and travel & lodging expenses for meetings outside the contracted agreement. Prior to the Consultant executing any "Reimbursable Expenses," the Consultant will inform the School of the estimated charges and will seek prior approval from the School. "Reimbursable Expenses" will be billed at cost, plus 15% in an invoice to be generated by the Consultant.

ARTICLE 4 TERMS AND TERMINATION

4.1 Term. This Agreement shall be effective as of 7/1/2026 and shall continue in full force and effect for three (3) years. The School and Consultant may negotiate to extend the term of this Agreement and the terms and conditions under which the relationship shall continue. The Agreement will automatically renew for an additional one (1) year unless either party provides written notice of nonrenewal to the other party at least forty five (45) days prior to the expiration of the current term.

4.2 Termination for Cause. The School may terminate this Agreement for "Cause," after giving Consultant written notice of the reason. Cause means: (1) Consultant has breached the provisions of Article 5 of this Agreement in any respect, or materially breached any other provision of this Agreement and the breach continues for 30 days without cure by Consultant following receipt of a notice from the School; (2) Consultant has committed fraud, misappropriation, or embezzlement in connection with the School's business; (3) Consultant has been convicted of a felony; or (4) Consultant's use of narcotics, liquor, or illicit drugs has a detrimental effect on the performance of his or her employment responsibilities, as determined by the School.



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4.3 **Termination Payment Terms.** If this Agreement is terminated pursuant to either of the above provisions, the School shall still be obligated to pay agreed upon monthly rates to the Consultant for all services rendered up until the effective date of the termination of the agreement.

4.4 **Responsibility upon Termination.** Any equipment provided by the School to the Consultant in connection with or furtherance of Consultant's services under this Agreement, including, but not limited to, computers, laptops, and personal management tools, shall, immediately upon the termination of this Agreement, be returned to the School.

4.5 **Survival.** The provisions of Articles 5, 6, 7, and 8 of this Agreement shall survive the termination of this Agreement and remain in full force and effect thereafter.

ARTICLE 5 CONFIDENTIAL INFORMATION

5.1 **Obligation of Confidentiality.** In performing consulting services under this Agreement, Consultant may be exposed to and will be required to use certain "Confidential Information" (as hereinafter defined) of the School. Consultant agrees that Consultant will not and Consultant's employees, agents, or representatives will not use, directly or indirectly, such Confidential Information for the benefit of any person, entity, or organization other than the School, or disclose such Confidential Information without the written authorization of the School, either during or after the term of this Agreement, for as long as such information retains the characteristics of Confidential Information.

5.2 **Definition.** "Confidential Information" means information not generally known and proprietary to the School or to a third party for whom the School is performing work, including, without limitation, information concerning any patents or trade secrets, confidential or secret designs, processes, formulae, source codes, plans, devices or material, research and development, proprietary software, analysis, techniques, materials, or designs (whether or not patented or patentable), directly or indirectly useful in any aspect of the business of the School, any vendor names, customer and supplier lists, databases, management systems and sales and marketing plans of the School, any confidential secret development or research work of the School, or any other confidential information or proprietary aspects of the business of the School. All information which Consultant acquires or becomes acquainted with during the period of this Agreement, whether developed by Consultant or by others, which Consultant has a reasonable basis to believe to be Confidential Information, or which is treated by the School as being Confidential Information, shall be presumed to be Confidential Information.

5.3 **Property of the School.** Consultant agrees that all documents and tangible items developed by the Consultant on behalf of the School in connection with services rendered under this Agreement are and shall remain the exclusive property of the School. Promptly upon the expiration or termination of this Agreement, or



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upon the request of the School, Consultant shall return to the School all documents and tangible items, provided to Consultant or created by Consultant for use in connection with services to be rendered hereunder, including, without limitation, all Confidential Information, together with all copies and abstracts thereof.

ARTICLE 6 RIGHTS AND DATA

All documents and tangible items prepared as instruments of services, shall remain the property of the Consultant whether the agreement for which they are made is executed or not. They are not to be used by the School, by other vendors or extensions to external accounting systems except by agreement in writing to the Consultant.

Any unauthorized modification or reuse of the instruments of service shall be at the School's sole risk and the Consultant agrees to defend, indemnify and hold designer harmless, from all claims, injuries, damages, losses, expenses, and attorney's fees arising out of the unauthorized modification or use of these instruments of service.

ARTICLE 7 INDEMNIFICATION

7.1 Consultant's Indemnification. The Consultant shall indemnify, defend and hold you harmless against any claims brought against you to the extent the Consultant infringed or misappropriated classified information to a third party.

7.2 School's Indemnification. Subject to the preceding paragraph, you agree to indemnify, defend and hold the Consultant harmless against any claims brought against the Consultant to the extent those claims are based upon allegations that you (a) infringed intellectual property rights or (b) breached your agreement (if any) with any third parties.

7.3 Conditions to Indemnification. The foregoing obligations are conditioned upon: (a) prompt written notice by the indemnified party to the indemnifying party of any claim, action or demand for which indemnity is claimed; (b) complete control of the defense and settlement thereof by the indemnifying party, provided that no settlement of an indemnified claim shall be made without the consent of the indemnified party, such consent not to be unreasonably withheld or delayed; and (c) reasonable cooperation by the indemnified party in the defense as the indemnifying party may request. The indemnified party shall have the right to participate in the defense against the indemnified claims with counsel of its choice at its own expense.



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7.4 **Definition of “Claims.”** For purposes of Section 8, “Claims” means losses, actions, liabilities, damages, expenses and reasonable attorneys’ fees and court costs.

ARTICLE 8 GENERAL PROVISIONS

8.1 **Construction of Terms.** If any provision of this Agreement is held unenforceable by a court of competent jurisdiction, that provision shall be severed and shall not affect the validity or enforceability of the remaining provisions.

8.2 **Governing Law.** This Agreement shall be governed by and construed in accordance with the internal laws (and not the laws of conflicts) of the State of California

8.3 **Complete Agreement.** This Agreement constitutes the complete agreement and sets forth the entire understanding and agreement of the parties as to the subject matter of this Agreement and supersedes all prior discussions and understandings in respect to the subject of this Agreement, whether written or oral.

8.4 **Dispute Resolution.** If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties agree that such dispute or controversy will be arbitrated in accordance with proceedings under American Arbitration Association rules, and such arbitration will be the exclusive dispute resolution method under this Agreement. The decision and award determined by such arbitration will be final and binding upon both parties. All costs and expenses, including reasonable attorney’s fees and expert’s fees, of all parties incurred in any dispute that is determined and/or settled by arbitration pursuant to this Agreement will be borne by the party determined to be liable in respect of such dispute; provided, however, that if complete liability is not assessed against only one party, the parties will share the total costs in proportion to their respective amounts of liability so determined. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved.

8.5 **Modification.** No modification, termination, or attempted waiver of this Agreement, or any provision thereof, shall be valid unless in writing signed by the party against whom the same is sought to be enforced.

8.6 **Waiver of Breach.** The waiver by a party of a breach of any provision of this Agreement by the other party shall not operate or be construed as a waiver of any other or subsequent breach by the party in breach.

8.7 **Successors and Assigns.** This Agreement may not be assigned by either party without the prior written consent of the other party; provided, however, that the Agreement shall be assignable by the School without Consultant’s consent in the event the School is acquired by or merged into another corporation or business entity.



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The benefits and obligations of this Agreement shall be binding upon and inure to the parties hereto, their successors and assigns.

8.8 No Conflict. Consultant warrants that Consultant has not previously assumed any obligations inconsistent with those undertaken by Consultant under this Agreement.



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IN WITNESS WHEREOF, this Agreement is executed as of the date set forth above.

[BEST Academy]

James Mays

Executive Director / Founder

Date:

[Creative Back Office]

Cory Cavanah

President

Date:



Coversheet

2025-26 EPA Expenditure Resolution - Final

Section: VI. ACTION ITEMS
Item: G. 2025-26 EPA Expenditure Resolution - Final
Purpose: Vote
Submitted by:
Related Material: EPA Resolution BEST FY26 - Final.docx

**BROOKFIELD
ENGINEERING SCIENCE &
TECHNOLOGY ACADEMY
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of San Diego Virtual School.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the San Diego Virtual School has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 3rd, 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

Brookfield Engineering Science & Technology

Final Expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	191,558.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		191,558.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	191,558.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	191,558.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

2026-2027 Education Protection Account Resolution - Preliminary

Section: VI. ACTION ITEMS
Item: H. 2026-2027 Education Protection Account Resolution - Preliminary
Purpose: Vote
Submitted by:
Related Material: EPA Resolution BEST FY27 - Preliminary.docx

**BROOKFIELD
ENGINEERING SCIENCE &
TECHNOLOGY ACADEMY
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the community college or school district, county office of education, or charter school shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of San Diego Virtual School.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the San Diego Virtual School has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 3rd, 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

Brookfield Engineering Science & Technology
Preliminary Expenditures through: June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	200,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		200,000.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	200,000.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	0.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	200,000.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Proposition 28: Arts and Music in Schools Funding Annual Report for Fiscal Year 2025-26

Section: VI. ACTION ITEMS
Item: I. Proposition 28: Arts and Music in Schools Funding Annual Report for
Fiscal Year 2025-26
Purpose: Vote
Submitted by:
Related Material: 2025-26 BEST Academy Prop 28 AnnualReport (1).pdf
2025-26 BEST Academy Prop 28 Annual Certification (1).pdf

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Brookfield Engineering Science Technology Academy

CDS Code: 3768163-0139402

Charter School Number: 2055

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

For 2025-26 BEST Academy continued to staff 2 full time art teachers. The art teachers taught general art and digital media to all students grades TK-12.

2. Number of full-time equivalent teachers (certificated). 2.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 957

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 5/27/2026 11:51:02 AM

Annual Report Data URL

<https://www.bestacademycs.com/compliance-accountability>

Submission Date 5/27/2026 11:59:32 AM

View Annual Certification

Close x

Proposition 28: Arts and Music in Schools Funding Annual Certification Requirements

Name: Brookfield Engineering Science Technology Academy
CDS Code: 3768163-0139402
Charter School Number: 2055
Allocation Year: 2025-26

As a condition of receipt of funds pursuant to [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code \(EC\)](#) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.

Completed By Jim Mays
Title Executive Director
Email jmays@bestacademycs.com
Telephone 323-590-2115
Submission Date 5/27/2026 11:47:39 AM

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Coversheet

Board Policy 3430: Investment Policy and Guidelines

Section: VI. ACTION ITEMS
Item: J. Board Policy 3430: Investment Policy and Guidelines
Purpose: Vote
Submitted by:
Related Material: BP 3430 Investment Policy and Guidelines (1).docx

Board Policy #: 3430
Adopted/Ratified: 05/06/2026

Board Policy

BP 3430 Investment Policy and Guidelines

This Investment Policy and Guidelines policy (“Policy”) establishes standards for the prudent management and investment of eligible surplus funds of Brookfield Engineering Science Technology Academy (“BEST Academy”). This Policy is intended to protect public funds and eligible private funds entrusted to BEST Academy by prioritizing safety, liquidity, and yield, in that order. It is further intended to support transparent Board oversight, strong internal controls, and compliance with applicable law, donor restrictions, grant conditions, contractual requirements, and generally accepted public-fund investment practices.

This Policy applies to surplus funds that are not immediately required for BEST Academy’s operating needs and that are legally available for investment. This Policy does not authorize investment of any fund if the investment would violate applicable law, BEST Academy’s charter, governing documents, grant terms, donor restrictions, debt covenants, contractual obligations, or Board direction.

I. Statutory Authority & Legal Foundation

BEST Academy shall invest surplus funds only as authorized by applicable law, its charter, governing documents, grant and donor restrictions, and Board-approved policy. To the extent California Education Code section 41015 and California Government Code section 53601 apply to BEST Academy, this Policy shall be interpreted to comply with those provisions. To the extent those provisions do not directly apply, the Board adopts the conservative public investment standards reflected in Government Code section 53601 as minimum investment standards unless a more restrictive requirement is imposed by law, contract, donor restriction, grant condition, or this Policy.

No provision of this Policy shall be interpreted to authorize an investment that is not legally available to BEST Academy. Before BEST Academy implements any investment program under this Policy, the Executive Director of Academics, Instruction, and Finance (“Executive Director”) shall consult, as appropriate, with legal counsel, the independent auditor, and qualified fiscal advisors to confirm that proposed investment practices are consistent with BEST Academy’s legal status and applicable requirements.

II. Roles and Responsibilities

The Board of Directors (“Board”) retains ultimate fiduciary oversight over BEST Academy’s investment program. The Board may delegate day-to-day administration of the investment program to the Executive Director, subject to this Policy, Board-approved investment agreements, and annual Board reauthorization. The Executive Director may recommend amendments to this Policy, but no amendment, exception, waiver, or modification shall be effective unless approved by formal Board action.

Board Policy #: 3430
Adopted/Ratified: 05/06/2026

The Executive Director is responsible for administering the investment program, monitoring cash flow and liquidity needs, recommending depositories and investment service providers, confirming that funds are eligible for investment, reviewing investment performance, and reporting to the Board. The Executive Director may delegate ministerial tasks, such as preparing documentation or initiating approved transactions, to qualified BEST Academy staff. Such delegation shall not relieve the Executive Director of responsibility for ensuring compliance with this Policy.

Individuals authorized to initiate investment-related transactions, subject to written approval procedures and separation of duties, are limited to the following positions unless otherwise approved by the Board:

Authorized Position	Scope of Authority
Executive Director of Academics, Instruction, and Finance	May approve and direct investment transactions consistent with this Policy and Board-approved agreements.
Finance Assistant	May prepare documentation, obtain quotes or statements, communicate with approved institutions, and initiate transactions only after required approval.
Executive Director of Operations	May assist with ministerial transaction steps only when authorized under written procedures and approved by the Executive Director.

No single administrator has unilateral authority to override this Policy, waive investment parameters, approve an unlisted investment, or modify Board-approved investment agreements. All intentional exceptions or emergency modifications require prior Board approval unless immediate action is necessary to protect BEST Academy from loss, in which case the Executive Director shall notify the Board Chair as soon as practicable and place the matter on the next Board agenda for ratification or further direction.

III. Investment Philosophy & Standard of Care

A. Core Objectives

The objectives of BEST Academy's investment strategies, in strict order of priority, are:

- 1. Safety: Protect and preserve principal—minimize the probability of a loss of principal value.**
- 2. Liquidity: Provide an appropriate level of liquidity for BEST Academy's operational needs by ensuring that an adequate allocation of cash equivalent securities is maintained and that other investments can be readily converted into cash, if necessary.**

Board Policy #: 3430
 Adopted/Ratified: 05/06/2026

3. **Yield: Earn a suitable amount of interest income considering the paramount objectives of preserving principal, maintaining liquidity, and prevailing market conditions.**

All individuals managing, executing, or overseeing BEST Academy investments shall act with care, skill, prudence, and diligence under the circumstances then prevailing. Investment decisions shall be made in light of general economic conditions, anticipated cash needs, the purpose of the funds, the preservation of principal, and the liquidity needs of BEST Academy. Investment decisions shall be evaluated not in isolation, but in the context of the overall portfolio, applicable restrictions, and the purposes for which the funds are held.

IV. Investment Portfolios

The Executive Director shall monitor available cash and classify funds before investment. Funds shall not be invested unless staff have documented that the funds are legally available for investment and that the investment is consistent with any restrictions attached to the funds.

Fund Category	Treatment Under This Policy
Operating Cash	Cash required for near-term operations, payroll, vendor payments, student services, facilities obligations, and other expected disbursements. Operating Cash may be invested only in cash, insured or collateralized depository accounts, approved government money market or cash-equivalent vehicles, or securities with a remaining maturity of one month or less.
Core Cash	Cash not required for immediate operating needs and available to provide liquidity reserves. Core Cash may be invested in eligible investments under this Policy, subject to maturity, concentration, liquidity, and quality restrictions.
Restricted Public Funds	Grant, categorical, or other restricted public funds may be invested only when investment is permitted by the applicable funding source requirements and when interest treatment is properly documented.
Restricted Private Donor Funds	Donor-restricted funds may be invested only when permitted by the donor instrument, gift terms, applicable nonprofit fiduciary standards, and this Policy.
Funds Restricted from Investment	Funds restricted by law, contract, donor direction, grant condition, or Board action from investment shall be maintained in appropriate depository or custodial

Board Policy #: 3430
 Adopted/Ratified: 05/06/2026

	accounts and shall not be invested under this Policy.
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Before any restricted, grant-funded, or donor-restricted funds are invested, staff shall document that the investment is permitted by the applicable grant award, donor instrument, governing document, and law. Interest earnings shall be credited, restricted, or used in accordance with the applicable funding source requirements.

V. . Portfolio Structure and Liquidity

BEST Academy’s investments shall be structured to approximately match anticipated cash needs. The Executive Director shall maintain sufficient liquidity to meet expected expenditures for at least the next six months, unless the Board approves a different liquidity target based on documented financial circumstances.

The maximum maturity of any individual Core Cash security shall not exceed five years, unless a shorter maturity is required by this Policy, applicable law, the governing instrument, or Board direction. The maximum maturity of any Operating Cash investment shall not exceed one month. If an investment type is listed as eligible for both Operating Cash and Core Cash, the Operating Cash maturity limit shall control for Operating Cash.

VI. Diversification Parameters

BEST Academy’s investments shall be diversified to reduce risk and preserve liquidity. The portfolio shall be diversified by issuer, institution, maturity, security type, and, where applicable, sector. Diversification is not required for U.S. Treasury obligations or fully insured or fully collateralized deposits if the Executive Director determines that the concentration is consistent with safety and liquidity objectives.

The Executive Director shall avoid overconcentration in any single issuer, business sector, financial institution, broker, advisor, or maturity range. Investments with higher credit, liquidity, market, or complexity risk shall be limited or prohibited. Any investment not expressly listed in this Policy is prohibited, even if otherwise permitted by law, unless the Board amends this Policy before purchase.

VII. Eligible Investments and Policy Limits

The following investments may be used only when consistent with this Policy, applicable law, legal counsel guidance, Board-approved investment agreements, and the requirements of the particular funding source. The limits below are maximum limits; the Executive Director may apply more restrictive limits when necessary to protect safety and liquidity.

Investment Type	Minimum Quality or Eligibility Criteria	Maximum Maturity	Portfolio Limit	Issuer or Institution Limit	Eligible Investment Portfolio
Insured or Collateralized	FDIC, NCUA, or other applicable	N/A	100%	Subject to collateralizati	Operating, Core

Board Policy #: 3430
 Adopted/Ratified: 05/06/2026

Depository Accounts	federal insurance to insured limits; balances above insured limits must be collateralized as required by applicable law and approved agreements.			on, insurance, and Board-approved depository limits.	
U.S. Treasury Obligations	Full Faith and Credit of the U.S.	Up to 5 Years	100% of Portfolio	Unlimited	Operating, Core
Registered State Securities	Revenue notes, bonds, and warrants issued by the State or its agencies	Up to 5 Years	100% of Portfolio	Unlimited	Operating, Core
State of California and California Local Agency Obligations	State of California and California Local Agency Obligations Registered treasury notes, bonds, warrants, or other obligations of the State of California or California local agencies, subject to applicable statutory eligibility and credit review.	Up to 5 Years	50% of Portfolio	10% per issuer	Core; Operating only if maturity is one month or less
U.S. Agencies and Government-Sponsored Enterprises	Obligations issued by or fully guaranteed as to principal and interest by a federal agency or government-sponsored enterprise, subject to legal and credit review.	5 years	100% of Portfolio	40% per issuer, unless otherwise approved by the Board for U.S. government-backed obligations.	Operating only if maturity is one month or less, Core
Bankers Acceptances	Eligible commercial bank time drafts consistent with applicable public investment standards.	180 Days	40% of Portfolio	30% Limit per Issuing Bank	Core; Operating only if maturity is one month or less
Commercial Paper	High-quality commercial paper that satisfies applicable public investment standards and Board-	270 Days	25% of Portfolio	10% per Issuer	Core: Operating only if maturity is one month or less

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	approved credit criteria.				
Money Market Mutual Funds or Shares of Beneficial Interest	Funds must satisfy applicable public investment standards, including rating or qualified-adviser criteria, and must not charge commissions prohibited by applicable standards.	N/A	20% aggregate	10% in any one mutual fund, unless a more restrictive legal or fund-specific limit applies.	Operating, Core
Negotiable Certificates of Deposit	Issued by eligible financial institutions and subject to applicable statutory limits, collateralization rules where applicable, and conflict-of-interest screening.	5 years	30% of Portfolio	10% per issuer unless otherwise approved by the Board and legally permissible.	Core; Operating only if maturity is one month or less
Local Agency Investment Fund, County Treasury, or Board-Approved Public Investment Pool	Permitted only if BEST Academy is legally eligible to participate and participation is approved by the Board.	N/A	100% unless more restrictive limits apply	Subject to program rules and Board approval.	Operating, Core
Repurchase and Reverse Repurchase Agreements	Subject to the criteria set forth in Government Code Section 53601(j)	1 year, subject to requirements in 53601(j)	20% of Portfolio	Unlimited	Operating, Core
Medium Term Notes	Issued by a U.S. corporation or depository institution licensed by the U.S. or any State with a debt rating of "A" or equivalent	5 years	30% of Portfolio	Unlimited	Operating, Core
Joint Powers Authority Beneficial Interest	JPA must be organized under applicable law and must retain an investment adviser that is registered or exempt from registration, has at	N/A	permissible and the Board approves it.	10% in any one JPA pool unless otherwise approved by the Board.	Core; Operating only if immediately liquid

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	least five years of relevant experience, and has assets under management exceeding \$500 million.				
Pledged Money	Certificates of participation in bonds, indebtedness, or lease, installment sale, or other agreements of a local agency	Up to 5 Years	100% of Portfolio	Unlimited	Operating, Core
First Priority Security Interest	Listed as eligible securities in Government Code Section 53651.	Up to 5 Years	100% of Portfolio	Unlimited	Operating, Core
Mortgage Securities	Subject to criteria set forth in Government Code Section 53601(o)	Up to 5 Years	100% of Portfolio	Unlimited	Operating, Core
Joint Powers Authority Beneficial Interest	JPA is organized pursuant to Government Code Section 6509.7, which invests in eligible securities and obligations under Section 53601.	Up to 5 Years	100% of Portfolio	Unlimited	Operating, Core
Government Money Market Funds	S&P >= AAAM Moody's >= Aaa-mf Fitch >= AAAmmf	N/A	100% of Portfolio	50% of Portfolio and 3% of Money Market Fund assets	Operating, Core

The following investments and practices are prohibited unless separately approved by Board resolution after review by legal counsel and the independent auditor: reverse repurchase agreements, securities lending agreements, mortgage-backed securities, collateralized mortgage obligations, asset-backed securities, equipment lease-backed certificates, consumer receivable-backed securities, first-priority secured obligations, derivatives, structured notes, leveraged investments, inverse floaters, range notes, interest-only strips, principal-only strips, private placements, cryptocurrency or digital assets, equities, commodities, and any investment that could result in a loss exceeding the original principal invested.

Funds held by a trustee or fiscal agent and pledged to the payment or security of bonds, indebtedness, leases, installment sale agreements, certificates of participation, or similar obligations shall be invested only as authorized by the governing debt, lease, trust, fiscal agent, or financing documents and only to the extent consistent with applicable law and this Policy.

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VIII. Credit Ratings, Downgrades, and Remediation

The Executive Director shall manage BEST Academy's investment transactions pursuant to this The Executive Director shall establish written procedures to maintain sound internal controls over investment activity. These procedures shall include separation of duties, documented approval workflows, transaction records, reconciliation to financial statements, review of account statements, and safeguards against unauthorized transfers.

All securities shall be held in BEST Academy's name through delivery-versus-payment settlement or in third-party custody with an independent custodian approved by the Board. Securities shall not be held solely in the custody of the selling broker-dealer unless approved by legal counsel and the Board. All depository, custodial, brokerage, advisory, and public-pool accounts shall be established in BEST Academy's legal name and shall be subject to Board-approved agreements.

Deposits exceeding federal insurance limits shall be collateralized as required by applicable law and Board-approved agreements. Staff shall monitor collateralization, insurance coverage, account titling, authorized signers, and custodial arrangements on a regular basis.

IX. Advisor – Broker Relationship

The Executive Director shall recommend to the Board any depositories, investment advisers, brokers, custodians, and investment service providers involved in BEST Academy's investment program. The Board must approve investment agreements before implementation.

Investments shall be transacted only through authorized institutions, firms, brokers, advisers, custodians, or public investment pools approved by the Board for reliability, creditworthiness, trustworthiness, and suitability for BEST Academy's needs. Each approved service provider shall receive a copy of this Policy and shall acknowledge in writing that it has reviewed the Policy and will support transactions only within the Policy's parameters.

No investment adviser, broker, depository, custodian, or service provider may have discretionary authority over BEST Academy funds unless the Board expressly approves such authority in a written agreement reviewed by legal counsel.

X. Internal Controls, Custody, and Safekeeping

The Executive Director shall establish written procedures to maintain sound internal controls over investment activity. These procedures shall include separation of duties, documented approval workflows, transaction records, reconciliation to financial statements, review of account statements, and safeguards against unauthorized transfers.

All securities shall be held in BEST Academy's name through delivery-versus-payment settlement or in third-party custody with an independent custodian approved by the Board. Securities shall not be held solely in the custody of the selling broker-dealer unless approved by legal counsel and the Board. All depository, custodial, brokerage, advisory, and

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public-pool accounts shall be established in BEST Academy's legal name and shall be subject to Board-approved agreements.

Deposits exceeding federal insurance limits shall be collateralized as required by applicable law and Board-approved agreements. Staff shall monitor collateralization, insurance coverage, account titling, authorized signers, and custodial arrangements on a regular basis.

XI. Conflicts of Interest and Ethics

Board members, officers, employees, consultants, and agents involved in investment decisions shall comply with applicable conflict-of-interest laws, BEST Academy policies, and all disclosure requirements. No person involved in the investment process may use BEST Academy investment activity for personal gain, accept improper compensation or gifts from investment providers, or participate in a decision in which the person has a prohibited financial interest.

Before purchasing negotiable certificates of deposit, placing funds with a credit union, or entering any investment-provider relationship, the Executive Director shall ensure that appropriate conflict-of-interest screening has been completed. Any actual or potential conflict shall be disclosed and resolved before the transaction proceeds.

XII. Reporting to the Board

The Executive Director shall provide the Board with an investment report at least quarterly, and more frequently if required by law, Board direction, or the nature of the investment activity. If the Board delegates investment authority under a legal framework that requires monthly transaction reporting, the Executive Director shall provide monthly reports in addition to quarterly portfolio reports.

Each investment report shall identify, as applicable, the type of investment, issuer or institution, purchase date, maturity date, cost, par value, dollar amount invested, current market value, source of valuation, credit rating, yield, custodial location, compliance status, and any exception or remediation plan. The report shall also include a statement indicating whether the portfolio complies with this Policy and whether BEST Academy has sufficient liquidity to meet anticipated obligations for the next six months.

For funds invested in insured accounts, public investment pools, county treasury pools, or similar cash-equivalent programs, the Executive Director may provide the most recent official statement from the institution or program if it contains sufficient information for Board oversight. The Board may request additional information at any time.

XIII. Annual Review and Board Approval

The Executive Director shall review this Policy at least annually and recommend any needed amendments to the Board. The Board shall review this Policy annually at a public meeting and shall approve any changes before they take effect.

No amendment, modification, exception, or waiver of this Policy shall be effective unless approved by the Board. Staff may not implement any investment practice inconsistent with

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this Policy unless the Board first amends the Policy or grants a specific written authorization that is legally permissible and consistent with BEST Academy's fiduciary duties.

XIV. Legal References

This Policy is intended to be interpreted in a manner consistent with applicable legal requirements, including, as applicable, the following authorities:

California Education Code section 41015; Investment of surplus school funds by school districts and county offices of education, if applicable to BEST Academy.

California Government Code sections 53600–53610; Local agency investment of surplus funds and prudent investor standards, if applicable or adopted as Board standards.

California Government Code section 53601; Authorized public investment instruments and statutory limitations, if applicable or adopted as Board standards.

California Government Code section 53607; Delegation of investment authority and reporting, if applicable.

California Government Code section 53646; Investment policy and portfolio reporting standards, if applicable or adopted as Board standards.

California Education Code sections 47604 and 47604.1; Charter school governance, nonprofit operation, public meeting, public records, and conflict-of-interest requirements.

California Probate Code sections 18502–18504; Prudent management of institutional and donor-restricted funds, if applicable.

BEST Academy Charter, Bylaws, Fiscal Policies, Grant Agreements, Donor Instruments, and Board Resolutions; Additional internal and contractual requirements governing the fund