



Blue Ridge Academy

955 Stanislaus Street, Maricopa, CA 93252
Ph (661) 525-1178 | Fax (661) 465-4544

Regular Scheduled Board Meeting

June 21, 2021 – 6:00 pm

625 West Covina Blvd.

San Dimas, CA 91773

Through Teleconference

<https://zoom.us/j/8698887379>

Call-In Information

669-900-6833

Meeting ID: 869 888 7379

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Executive Director's Report
 - a) Legislative Updates
 - b) CalABLE
 - c) Board Evaluation Updates
 - d) Department Spotlight
5. Consent Agenda – Consideration for Action
 - a) 21-22 Gen Ed Instructional Staff Calendar
 - b) Board Meeting Calendar 2021-2022
 - c) 5-24-21 Board Meeting Minutes
 - d) 5-31-21 Board Meeting Minutes
 - e) Invoices over \$100,000
6. Discussion and Potential Action on the May Financials
7. Discussion and Potential Action on the EPA Budget
8. Discussion and Potential Action on the 2021-2022 Budget



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9. Closed Session: Public Employee Appointment (Government Code section 54957)
 - a) Title: Executive Director/Principal
10. Discussion and Potential Action on Executive Director/Principal Employment Agreement
11. Discussion and Potential Action on the Local Control Accountability Plan
12. Discussion and Potential Action on Insurance Proposals
13. Discussion and Potential Action on Resuming In-Person Board Meetings
14. Discussion and Potential Action on the Board Resolution – Stipend Expense for Travel, Internet and Phone 2021-4
15. Board of Directors' Requests
16. Announcement of Next Regular Scheduled Board Meeting
17. Adjournment

All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items. There will be no separate discussion of these items prior to the time the Board of Education votes on the motion unless members of the Board, staff or public request specific items to be removed from the Consent Agenda for separate consideration for action.

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. If the board utilizes simultaneous translation equipment in a manner that allows the board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. Members of the public may also email their comments to the Board at Board@theblueridgeacademy.com no later than 1 business day before a Board meeting. Emailed comments will be read during the public comments portion of the meeting after the spoken comments, as time allows. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: Blue Ridge Academy Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 657-600-0976 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Executive Director's Report

Board Meeting
June 21, 2021



Legislative Updates

AB 1316

- Placed placed on the **inactive file**
- Will **not** move forward this year
- Author may potentially bring back to Senate floor January 2022

Trailer Bills

- Moratorium extended to January 2025
- Potentially more auditing requirements



CalABLE



- IRS (529A) federal program: Tax Free savings program for people with disabilities of all ages (not a partnership program the school would oversee)
- Headed by the California treasury department.
- Pays for disability related expenses such as education, employment, support housing, transportation etc.
- To be included in a parent newsletter in August

Board Evaluation Updates

- Handbook Progress
 - Digital Drive
 - Regularly updated
 - Specified folders for topics: Charter Overview, Bylaws, Trainings
- Community Outreach
 - Need photos for the website



Director of Student Achievement

- High School
- CAASPP
- ELPAC
- STAR 360
- LCAP
- English Learner support
- Yearly Subscriptions
- Acceleration & Promotion



Testing Team



From left to right:
Emily Cruz, Kayleigh Houchin,
Julia Phung, Kim Lund

High School Team



AD, Curriculum and Instruction: Lisa Sophos

Counselors: Victor Contreras, Julia Park, Sherri Quinones, Amber Vu

HSSCs: Jennifer Rowley & Angele Webb

Guidance Tech: Jessica Valentine



2021-2022 GE Instructional Staff Calendar



| July 2021 | | | | | | |
|-----------|----|----|----|----|----|----|
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| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

GE:5

There are 5 GE Staff flex days in July*

| August 2021 | | | | | | |
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GE:19

| September 2021 | | | | | | |
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GE:21

| October 2021 | | | | | | |
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GE:21

| November 2021 | | | | | | |
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GE:15

| December 2021 | | | | | | |
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GE:11

School Year Dates

| | |
|-------|--------------------------------|
| July | 5 GE Staff Flex Days* |
| Aug 1 | SPED Staff Return Back to Work |
| Aug 4 | GE Staff Return Back to Work |
| Jan 7 | Last Day of 1st Semester |
| Jun 3 | Last Day of School |

Staff Work Days

196 Days Aug - Jun (GE Teacher)

*5 GE Staff Flex Days in July: HST will need to have all Master Agreements for their rosters completed by the month of July. Families may not submit orders or have orders approved until they have a completed Master Agreement for 2021-2022 (signed by all parties and archived). HSTs will coordinate with their RC to determine which five days in the month of July they will work to ensure MAs are completed and pending orders are reviewed for approval.

Instructional Days

| | |
|----------|--------------------------|
| 83 Days | Semester 1 |
| 95 Days | Semester 2 |
| 178 Days | Total Instructional Days |

Holidays

| | |
|-----------------|------------------------|
| Jul 4 - 5 | Independence Day Break |
| Sep 6 | Labor Day |
| Nov 11 | Veterans Day |
| Nov 19 - Nov 26 | Thanksgiving Break |
| Dec 16 - Jan 3 | Winter Break |
| Jan 17 | Martin Luther King Day |
| Feb 14 | Lincoln's Birthday |
| Feb 21 | Washington's Birthday |
| Mar 28 - Apr 4 | Spring Break |
| May 30 | Memorial Day |

Staff Professional Development

| | |
|-----------|--------------------------|
| Aug | Professional Development |
| Sep - May | Meetings |

School Compliance

| | |
|----------------|--------------------------|
| Every LP | Attendance Logs |
| Every LP | Work Samples |
| Every LP | Student Conferences |
| Every Semester | Assignment & Work Record |

| January 2022 | | | | | | |
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GE:19

| February 2022 | | | | | | |
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GE:18

| March 2022 | | | | | | |
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GE:19

| April 2022 | | | | | | |
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GE:19

| May 2022 | | | | | | |
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GE:21

| June 2022 | | | | | | |
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GE: 8

Staff must complete all close out items prior to beginning summer break

Assessment Windows

| | |
|---------|---------------------------|
| Sep-May | Internal Star 360 Testing |
| Feb-Mar | PFT Testing |
| Mar-May | CAASPP Testing |

Blue Ridge Academy - Board Meeting Calendar

2021-2022

| July 2021 | | | | | | |
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| August 2021 | | | | | | |
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| September 2021 | | | | | | |
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| October 2021 | | | | | | |
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| November 2021 | | | | | | |
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| December 2021 | | | | | | |
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| January 2022 | | | | | | |
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| February 2022 | | | | | | |
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| March 2022 | | | | | | |
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| April 2022 | | | | | | |
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| May 2022 | | | | | | |
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| June 2022 | | | | | | |
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| 26 | 27 | 28 | 29 | 30 | | |

Meeting Dates

- July 5 - 6:00 pm (Optional)
- July 26 - 6:00 pm
- August 9 - 6:00 pm (Optional)
- August 23 - 6:00 pm
- September 7 - 6:00 pm (Optional)
- September 25 - 9:00 am (Training)
- October 4 - 6:00 pm (Optional)
- October 25 - 6:00 pm
- November 15 - 6:00 pm
- December 6 - 6:00 pm
- January 24 - 6:00 pm
- February 7 - 6:00 pm (Optional)
- February 22 - 6:00 pm
- March 7 - 6:00 pm (Optional)
- March 21 - 6:00 pm
- April 5 - 6:00 pm (Optional)
- April 25 - 6:00 pm
- May 9 - 6:00 pm (Optional)
- May 23 - 6:00 pm (Optional)
- June 6 - 6:00 pm (Optional)
- June 20 - 6:00 pm





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Regular Scheduled Board Meeting
May 24, 2021 – 6:00 pm
625 West Covina Blvd., San Dimas, CA 91773

Attendance: Arlene Nelson, May Hampton, Nikki Sanchez, Nicole Zolfo
Absent: Jessie Maron
Also Present: Samantha Haynes, Dr. Loretta Burns
All via Teleconference

1. Call to Order:

Arlene Nelson called the meeting to order at 6:10 pm.

2. Approval of the Agenda:

The Board motioned to approve the agenda.

Motion: Nicole Zolfo

Second: May Hampton

Ayes: 5 Nays: 0

3. Public Comments:

None

4. Executive Director's Report:

The Executive Director gave a report on the following items:

- a) Legislative Updates
- b) Board of Directors Self Evaluation Follow-Up
- c) Enrollment Updates
- d) Vendor Onboarding
- e) Staff Spotlights

5. Consent Agenda – Consideration for Action:

The Board motioned to approve the Consent Agenda – Consideration for Action of the following items:

- a) Promotion, Acceleration, and Retention Policy
- b) LP Calendar Dates
- c) Board Meeting Minutes – May 10, 2021

Motion: May Hampton

Second: Nikki Sanchez

Ayes: 4 Nays: 0 Absent: Jessie Maron

6. Discussion and Potential Action on the April Financials:

The Board motioned to approve the April Financials.



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Motion: May Hampton
Second: Arlene Nelson
Ayes: 4 Nays: 0 Absent: Jessie Maron

7. **Public Hearing – Local Control Accountability Plan:**

The Board motioned to move into the Public Hearing for the Local Control Accountability Plan at 6:46 pm.

Motion: Arlene Nelson
Second: May Hampton
Ayes: 4 Nays: 0 Absent: Jessie Maron

The Board was presented with the draft Local Control Accountability Plan with goals that were created based on the various stakeholder feedback meetings that were conducted over the course of the year.

The public was given the opportunity to comment during the Public Hearing of the Local Control Accountability Plan.
No public comments were made.

The Board motioned to close the Public Hearing for the Local Control Accountability Plan at 7:21 pm.

Motion: Nicole Zolfo
Second: May Hampton
Ayes: 4 Nays: 0 Absent: Jessie Maron

8. **Discussion and Potential Action on the Vice Principal / Special Education Director Contract Template:**

The Board motioned to approve the Vice Principal / Special Education Director Contract Template.

Motion: Arlene Nelson
Second: Nicole Zolfo
Ayes: 4 Nays: 0 Absent: Jessie Maron

9. **Closed Session: Public Employee Appointment (Government Code section 54957)**

a) **Title: Executive Director/Principal**

The Board motioned to move into closed session at 7:26 pm.

Motion: Arlene Nelson
Second: May Hampton
Ayes: 4 Nays: 0 Absent: Jessie Maron



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The Board motioned to move out of closed session at 7:35 pm.

Motion: Arlene Nelson

Second: May Hampton

Ayes: 4 Nays: 0 Absent: Jessie Maron

The Board reported out that no Action was taken in closed Session.

10. Discussion and Potential Action on Executive Director/Principal Employment

Agreement:

The Board motioned to table the Executive Director/Principal Employment Agreement to the next regular scheduled board meeting.

Motion: Arlene Nelson

Second: May Hampton

Ayes: 4 Nays: 0 Absent: Jessie Maron

11. Discussion and Potential Action on the Compensation Policy:

The Board motioned to approve the Compensation Policy.

Motion: Nicole Zolfo

Second: Nikki Sanchez

Ayes: 4 Nays: 0 Absent: Jessie Maron

12. Discussion and Potential Action on the Proposed Hiring Addition: Assistant Director:

The Board motioned to approve the Proposed Hiring Addition: Assistant Director.

Motion: May Hampton

Second: Arlene Nelson

Ayes: 4 Nays: 0 Absent: Jessie Maron

13. Discussion and Potential Action on the Board Bylaws:

The Board motioned to approve the Board Bylaws.

Motion: May Hampton

Second: Nicole Zolfo

Ayes: 4 Nays: 0 Absent: Jessie Maron

14. Discussion and Potential Action on the Board Member Terms

a) Arlene Nelson

b) Nikki Sanchez

The Board motioned to appoint Nikki Sanchez to serve a new 2-year term as a Board of Director.

Motion: Arlene Nelson



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Second: May Hampton

Ayes: 3 Nays: 0 Absent: Jessie Maron Abstain: Nikki Sanchez

The Board motioned to appoint Arlene Nelson to serve a new 2-year term as a Board of Director.

Motion: Arlene Nelson

Second: May Hampton

Ayes: 3 Nays: 0 Absent: Jessie Maron Abstain: Arlene Nelson

15. Discussion and Potential Action on the 2021-2022 Board of Directors Meeting

Calendar:

The Board motioned to approve the 2021-2022 Board of Directors Meeting Calendar:

Motion: May Hampton

Second: Nikki Sanchez

Ayes: 4 Nays: 0 Absent: Jessie Maron

16. Board of Director's Requests:

May Hampton requested that CalABLE be placed for consideration on the agenda at the next Board Meeting.

Arlene Nelson requested that information be brought back at the next regular scheduled Board Meeting about resuming Board Meetings in person.

17. Announcement of Next Regular Scheduled Board Meeting:

June 21, 2021 at 6:00 pm.

18. Adjournment:

The Board motioned to adjourn the meeting at 8:00 pm.

Motion: May Hampton

Second: Nikki Sanchez

Ayes: 4 Nays: 0 Absent: Jessie Maron

Prepared by:

Samantha Haynes

Noted by:

Board Secretary



Blue Ridge Academy

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Special Board Meeting
May 31, 2021 – 6:00 pm
625 West Covina Blvd., San Dimas, CA 91773

Attendance: Jessie Maron, Arlene Nelson, Nikki Sanchez, Nicole Zolfo (arrived late)
Absent: May Hampton
Also Present: Samantha Haynes, Dr. Loretta Burns
All via Teleconference

1. Call to Order:

Jessie Maron called the meeting to order at 6:04 pm.

2. Approval of the Agenda:

The Board motioned to approve the agenda.

Motion: Jessie Maron

Second: Arlene Nelson

Ayes: 3 Nays: 0 Absent: Nicole Zolfo and May Hampton

3. Public Comments:

None

Nicole Zolfo arrived at 6:09 pm.

4. Discussion and Potential Action on AB86: Expected Learning Opportunity Grant (ELO):

The Board motioned to approve AB86: Expected Learning Opportunity Grant with the updates to the budget amounts.

Motion: Arlene Nelson

Second: Nikki Sanchez

Ayes: 4 Nays: 0 Absent: May Hampton

5. Board of Director's Requests:

None

6. Announcement of Next Regular Scheduled Board Meeting:

June 21, 2021 at 6:00 pm.

7. Adjournment:

The Board motioned to adjourn the meeting at 5:31 pm.

Motion: Jessie Maron

Second: Arlene Nelson

Ayes: 4 Nays: 0 Absent: May Hampton



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Prepared by:
Samantha Haynes

Noted by:

Board Secretary



302 Washington St. #811
 San Diego, CA 92103
 888-720-0156
 backoffice@chartertechservices.com
 www.CharterTechServices.com

Invoice 11813

| | | | | |
|---|--|---------------------------|--|-------------------------------|
| BILL TO Blue Ridge Academy 955 Stanislaus Street Maricopa, CA 93252 | SHIP TO Blue Ridge Academy 625 W COVINA BLVD SAN DIMAS, CA 91773 | DATE 05/26/2021 | PLEASE PAY \$560,332.01 | DUE DATE 05/26/2021 |
|---|--|---------------------------|--|-------------------------------|

| DESCRIPTION | QTY | RATE | AMOUNT |
|--|-----|----------|-------------|
| Techstore prebuy - Student Chromebook | 135 | 299.98 | 40,497.30T |
| Techstore prebuy - Student Chromebook warranty | 135 | 69.00 | 9,315.00 |
| CA recycle fee - Student Chromebook | 135 | 4.00 | 540.00 |
| Techstore prebuy - Student Windows Laptop: Standard | 208 | 523.68 | 108,925.44T |
| Techstore prebuy - Student Windows Laptop: Standard warranty | 208 | 81.32 | 16,914.56 |
| CA recycle fee - Student Windows Laptop: Standard | 208 | 4.00 | 832.00 |
| Techstore prebuy - Student Apple iPad | 254 | 349.98 | 88,894.92T |
| Techstore prebuy - Student Apple iPad warranty | 254 | 82.95 | 21,069.30 |
| CA recycle fee - Student Apple iPad | 254 | 4.00 | 1,016.00 |
| Techstore prebuy - Student Apple Macbook Air | 121 | 1,036.99 | 125,475.79T |
| Techstore prebuy - Student Apple Macbook Air warranty | 121 | 192.15 | 23,250.15 |
| CA recycle fee - Student Apple Macbook Air | 121 | 4.00 | 484.00 |
| Techstore prebuy - Printer: Color Inkjet | 42 | 109.99 | 4,619.58T |
| Techstore prebuy - Printer: Flatbed Inkjet | 43 | 159.99 | 6,879.57T |
| Techstore prebuy - Mouse: Wireless (USB) | 24 | 18.99 | 455.76T |
| Techstore prebuy - Mouse: Wireless (Bluetooth) | 45 | 44.99 | 2,024.55T |
| Techstore prebuy - Mouse: Wired | 7 | 9.99 | 69.93T |
| Techstore prebuy - Color ink cartridge combo: color inkjet | 53 | 32.99 | 1,748.47T |
| Techstore prebuy - Color ink cartridge combo: flatbed inkjet | 56 | 32.99 | 1,847.44T |

| DESCRIPTION | QTY | RATE | AMOUNT |
|---|-----|------------------|---------------------|
| Techstore prebuy - Student Windows Laptop: Mid | 40 | 884.00 | 35,360.00T |
| Techstore prebuy - Student Windows Laptop: Mid warranty | 40 | 81.32 | 3,252.80 |
| CA recycle fee - Student Windows Laptop: Mid | 40 | 4.00 | 160.00 |
| Techstore prebuy - Headset | 40 | 39.95 | 1,598.00T |
| Techstore prebuy - Student Apple iPad Pro | 20 | 818.99 | 16,379.80T |
| Techstore prebuy - Student Apple iPad Pro warranty | 20 | 149.00 | 2,980.00 |
| CA recycle fee - Student Apple iPad Pro | 20 | 4.00 | 80.00 |
| Techstore prebuy - Pen: Logitech Crayon | 20 | 69.99 | 1,399.80T |
| Techstore prebuy - Pen: Apple Pencil | 20 | 129.00 | 2,580.00T |
| Our clients are the best part of our company! | | SUBTOTAL | 518,650.16 |
| | | TAX | 41,681.85 |
| We appreciate your business! | | TOTAL | 560,332.01 |
| | | TOTAL DUE | \$560,332.01 |

THANK YOU.

Blue Ridge Academy

Monthly Financial Presentation – May 2021

BLUE RIDGE – Highlights

Highlights

- Forecast surplus + **11.5 M** , includes additional CAREs Act revenue and PPP Forgiveness **\$4.18M**
- Revenue forecast exceeds budget, **\$6.3M**
- Expense forecast below budget, **\$5.2M**
- Cash ended month **\$5.6M**

Compliance

- 40/80 compliances will be waived with timely submission of Funding Determination by 6/30

SB740 Requirements:

Out of Compliance X

| Cert. | Instr. |
|-----------|-------------|
| 47.1% | 69.9% |
| 5,555,251 | (4,012,908) |

*Must exceed
40% / 80%*

In Compliance ✓

| Pupil:Teacher Ratio |
|---------------------|
| 23.21 :1 |

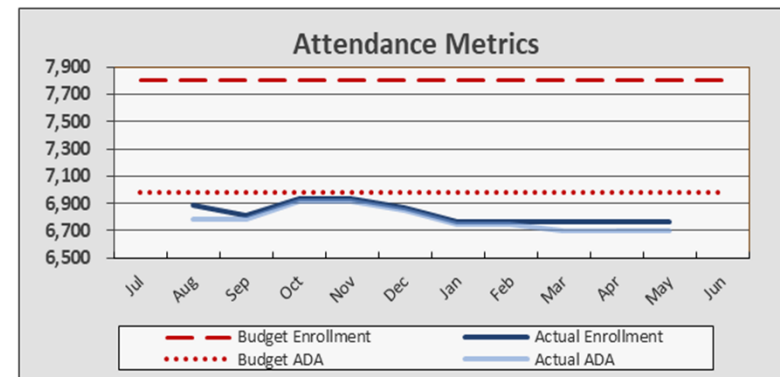
*Must be equal to or less than
25:1*

- The above compliance projections include roll over of approx. \$1.4M remaining in student spend

BLUE RIDGE – Attendance

| Enrollment & Per Pupil Data | | | |
|-----------------------------|--------|----------|---------|
| | Actual | Forecast | Budget |
| Avg Enrollment | 6826 | 6842 | 7800 |
| ADA* | 6783 | 6986 | 6986 |
| Attendance Rate | 99.4% | 102.1% | 89.6% |
| Unduplicated % | 40.4% | 40.4% | 37.1% |
| Revenue per ADA | | \$10,891 | \$9,129 |
| Expenses per ADA | | \$9,044 | \$8,946 |

*ADA will remain fixed throughout fiscal year per SB98



- Forecasted Annual Daily Attendance (ADA) – Last Year’s P2
- No ADA will be reported for 2020-21
- P1 UPP – **40.44**

BLUE RIDGE – Revenue

- Main projected annual federal revenue increased due to addition Individuals with Disabilities Education Act (IDEA) revenue **\$829K**
- Learning Loss Mitigation Funds (LMFF)
 - Coronavirus Relief Fund - **\$440K** (100% of \$440K)
 - General Fund - **\$540K** (100% of \$540K)
- PPP Revenue Included \$4.1M

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------|----------------------|----------------------|-----------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Revenue | | | | | | |
| State Aid-Rev Limit | \$ 41,028,115 | \$ 41,429,337 | \$ (401,222) | \$ 63,634,266 | \$ 63,268,565 | \$ 365,701 |
| Federal Revenue | 471,251 | - | 471,251 | 5,449,309 | - | 5,449,309 |
| Other State Revenue | 2,324,729 | 4,703,100 | (2,378,371) | 6,539,594 | 6,512,714 | 26,880 |
| Other Local Revenue | 461,415 | - | 461,415 | 461,415 | - | 461,415 |
| Total Revenue | \$ 44,285,510 | \$ 46,132,437 | \$ (1,846,927) | \$ 76,084,584 | \$ 69,781,279 | \$ 6,303,305 |

BLUE RIDGE – Expenses

- Salary forecast based on staffing as of 5/31.

Main variance – Salaries and Benefits \$2M+

| Expenses | Year-to-Date | | | Annual/Full Year | | |
|-----------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Certificated Salaries | \$ 21,996,590 | \$ 24,066,372 | \$ 2,069,783 | \$ 24,006,380 | \$ 26,254,224 | \$ 2,247,844 |
| Classified Salaries | 2,881,641 | 2,513,844 | (367,797) | 3,166,450 | 2,742,375 | (424,075) |
| Benefits | 7,562,995 | 7,763,854 | 200,859 | 8,440,963 | 8,462,017 | 21,054 |
| Books and Supplies | 7,169,511 | 6,695,412 | (474,099) | 7,992,169 | 7,346,428 | (645,741) |
| Subagreement Services | 12,263,237 | 15,478,769 | 3,215,531 | 13,733,475 | 16,970,695 | 3,237,220 |
| Operations | 514,890 | 543,890 | 29,000 | 563,546 | 593,335 | 29,789 |
| Facilities | 92,120 | 90,933 | (1,186) | 101,822 | 99,200 | (2,622) |
| Professional Services | 3,219,970 | 4,248,606 | 1,028,636 | 4,154,352 | 5,177,323 | 1,022,971 |
| Depreciation | 10,060 | 23,833 | 13,774 | 10,974 | 26,000 | 15,026 |
| Interest | 970,361 | 659,886 | (310,475) | 1,011,223 | 707,917 | (303,306) |
| Total Expenses | \$ 56,681,375 | \$ 62,085,400 | \$ 5,404,026 | \$ 63,181,354 | \$ 68,379,514 | \$ 5,198,161 |

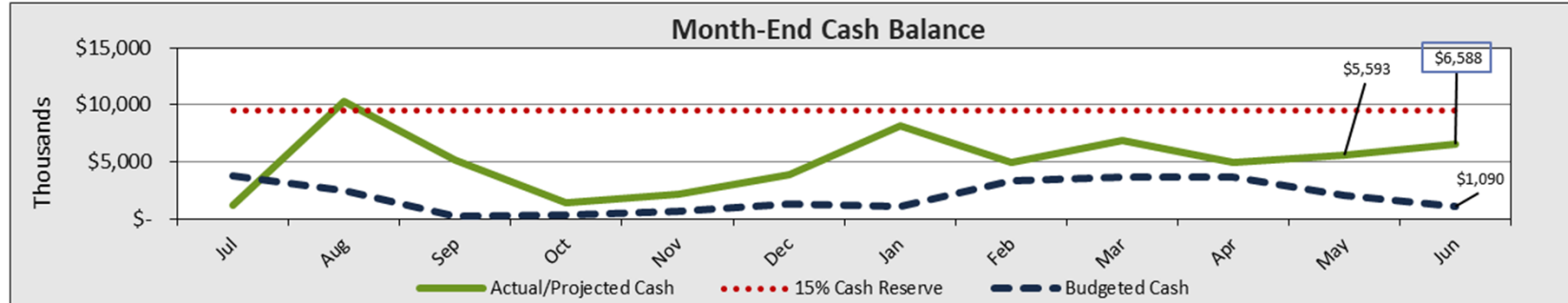
BLUE RIDGE – Fund Balance

- Year-end surplus forecasted at **20.42%** of total expenses.
- Projected end of year fund balance exceeds State requirements.
- Forecasted fund balance of is **94 days** of expenses

| | Year-to-Date | | | Annual/Full Year | | |
|----------------------------------|-----------------------|------------------------|--------------|----------------------|---------------------|---------------|
| | Actual | Budget | Fav/(Unf) | Forecast | Budget | Fav/(Unf) |
| Total Surplus(Deficit) | \$ (12,395,865) | \$ (15,952,963) | \$ 3,557,099 | \$ 12,903,230 | \$ 1,401,765 | \$ 11,501,466 |
| Beginning Fund Balance | <u>3,383,351</u> | <u>3,383,351</u> | | <u>3,383,351</u> | <u>3,383,351</u> | |
| Ending Fund Balance | <u>\$ (9,012,514)</u> | <u>\$ (12,569,612)</u> | | <u>\$ 16,286,581</u> | <u>\$ 4,785,117</u> | |
| <i>As a % of Annual Expenses</i> | -14.3% | -18.4% | | 25.8% | 7.0% | |

BLUE RIDGE – Cash Balance

- 5/31 cash balance: **\$5.6M**
- End of year projected cash balance positive and over budget
- Next projected factoring: **\$5.5M (June)**



BLUE RIDGE – Other Entities

- No change to Inspire LA or Jitterbug Learning, or Triumph.
- Two payments **\$900K** occurred in February and March to Granite Mountain and a third payment of **\$886K** occurred in April.

| Other Entities | Account Balance |
|---|---------------------|
| Due (to)/from Inspire LA | \$ 2,374,515.14 |
| Due (to)/from Inspire Charter Services | 6,061,828.31 |
| Due (to)/from Jitterbug Learning | 320,000.00 |
| Due (to)/from Granite Mountain Charter School | (556,377.40) |
| Total Due (to)/from Balance | \$ 8,199,966 |

BLUE RIDGE – Other Entities

- Change in Inspire Charter Services (ICS) account from 5/1 to 5/31.
- Potential Bad Debts expense to be calculated at end of year dependent on the determination of collectability.

| ICS Activity | Account Balance |
|-----------------------------|-----------------|
| Beginning Balance | \$ 6,061,828 |
| No Activity | |
| Total Due (to)/from Balance | \$ 6,061,828 |

BLUE RIDGE – Compliance Reporting

| Area | Due Date | Description | Completed By | Board Must Approve | Signature Required | Additional Information |
|------------|----------|---|---------------------------------|--------------------|--------------------|---|
| FINANCE | Jun-01 | Expanded Learning Opportunities Grant Plan - must be completed by LEAs as a condition for receiving an ELO Grant. The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. | BRA with Charter Impact support | Yes | No | https://www.cde.ca.gov/ls/he/hn/covidreliefgrants.asp |
| FINANCE | Jun-01 | Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation. | BRA | Yes | No | This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors. |
| FINANCE | Jun-25 | Certification of the 2020-21 Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 25, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June. | CDE | No | No | https://www.cde.ca.gov/fg/aa/pa/ |
| FINANCE | Jun-30 | Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Annual Update with instructions Plan Summary Stakeholder Engagement Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Expenditure Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing. | BRA with Charter Impact support | Yes | No | https://www.cde.ca.gov/re/lc/ |
| FINANCE | Jun-30 | Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing. | Charter Impact | Yes | No | https://www.cde.ca.gov/fg/sf/fr/calendar19district.asp |
| OPERATIONS | Jun-30 | Approve school calendar and instructional minutes - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours | BRA with Charter Impact support | Yes | No | https://www.cde.ca.gov/fg/aa/pa/lcfftfaq.asp |
| GOVERNANCE | Jun-30 | Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy; Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools). Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made. | BRA | Yes | No | https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp |

BLUE RIDGE – Compliance Reporting

| Area | Due Date | Description | Completed By | Board Must Approve | Signature Required | Additional Information |
|------------|----------|---|--|--------------------|--------------------|---|
| GOVERNANCE | Jun-30 | Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy. | BRA | No | No | https://www.cde.ca.gov/sp/hs/cy/strategies.asp |
| FINANCE | Jun-30 | Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. | Charter Impact with BRA support | Yes | No | https://www.cde.ca.gov/fg/aa/co/index.asp |
| FINANCE | Jun-30 | Nonclassroom-Based Funding Determination - Charter schools with an existing funding determination ending in 2020/21 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding. NOTE: This due date was extended. Per SB820, Section 75, a school is deemed to have met the spending and PTR requirements as long as the FDF form is completed and submitted by 6/30/21. | Charter Impact | No | Yes | https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp |
| GOVERNANCE | Jul-01 | Annual review of status of Statement of Information (Form SI-100) - Every California nonprofit must file a Statement of Information with the California Secretary of State, within 90 days of registering with the California Secretary of State, and every two years thereafter during a specific 6-month filing period based on the original registration date. | Charter Impact with BRA support | No | No | https://bpd.cdn.sos.ca.gov/corp/pdf/so/corp_so100.pdf |
| FINANCE | Jul-07 | CARES Act - 4th Quarter Expenditure Report - Reporting activity April 1, 2021 - June 30, 2021. The CARES Act includes multiple pots of federal funding to limit or defray the impact of COVID-19. The CARES Act Reporting application was created by the California Department of Education to gather required data for purposes of state and federal report on CARES Act and other COVID-19 related funds. | Charter Impact | No | No | https://www.cde.ca.gov/fg/ct/#reporting |
| DATA TEAM | Jul-30 | CALPADS EOY 1, 2, 3, and 4 - Course Completion, Program Eligibility/Participation, Homeless Students, Student discipline, Cumulative Enrollment, Student Absence Summary and SpED | Charter Impact submits with data provided by BRA | No | Yes | https://www.cde.ca.gov/ds/sp/cl/ |
| GOVERNANCE | Jul-31 | Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval. | Charter Impact with BRA support | No | No | |

BLUE RIDGE – Appendix

- Monthly Cash Flow / Forecast 20-21
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging

BLUE RIDGE ACADEMY
Monthly Cash Flow/Forecast FY20-21
 Revised 06/18/21



ADA = 6986.25

| | Jul-20 | Aug-20 | Sep-20 | Oct-20 | Nov-20 | Dec-20 | Jan-21 | Feb-21 | Mar-21 | Apr-21 | May-21 | Jun-21 | Year-End Accruals | Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------|-----------------|-----------------------|----------------------|
| ADA = 6986.25 | | | | | | | | | | | | | | | | |
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCF State Aid | - | 3,048,050 | 3,048,050 | 5,486,489 | 5,486,489 | 5,486,489 | 5,486,489 | 5,486,489 | 2,866,478 | 1,403,663 | 1,351,554 | 1,385,283 | 20,664,952 | 61,200,475 | 60,796,061 | 404,414 |
| 8012 Education Protection Account | - | - | - | 349,313 | - | - | 349,312 | - | - | 349,126 | - | - | - | 1,397,250 | - | - |
| 8019 State Aid - Prior Year | - | 61 | - | - | 100 | - | - | - | (51) | (25) | (24) | - | - | 61 | - | 61 |
| 8096 In Lieu of Property Taxes | - | 64,515 | 129,030 | - | 86,020 | 86,020 | 86,020 | - | 172,040 | 206,418 | - | - | 11,459 | 1,036,480 | 1,075,254 | (38,774) |
| | - | 3,112,626 | 3,177,080 | 5,835,802 | 5,572,609 | 5,572,509 | 5,921,821 | 5,486,489 | 3,038,467 | 1,959,182 | 1,351,530 | 1,580,241 | 21,025,910 | 63,634,266 | 63,268,565 | 365,701 |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | - | - | - | - | - | 829,618 | 829,618 | - | 829,618 |
| 8296 Other Federal Revenue | - | - | 321,867 | - | 117,813 | 715 | - | - | - | - | - | 4,148,439 | - | 4,588,834 | - | 4,588,834 |
| 8299 Prior Year Federal Revenue | - | - | - | - | - | - | - | - | - | 30,856 | - | - | - | 30,856 | - | 30,856 |
| | - | - | 321,867 | - | 117,813 | 715 | - | - | - | 30,856 | - | 4,148,439 | 829,618 | 5,449,309 | - | 5,449,309 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | - | - | - | - | - | - | - | 420,134 | 205,732 | 198,094 | - | 3,542,452 | 4,366,413 | 4,777,493 | (411,081) |
| 8550 Mandated Cost | - | - | - | - | - | 152,915 | - | - | - | - | - | - | - | 152,915 | 152,915 | (0) |
| 8560 State Lottery | - | - | - | - | - | - | 391,724 | - | - | 382,018 | - | - | 672,413 | 1,446,156 | 1,582,306 | (136,150) |
| 8598 Prior Year Revenue | - | 963 | - | - | (24,033) | - | 24,914 | - | - | 9,310 | - | - | - | 11,154 | - | 11,154 |
| 8599 Other State Revenue | - | 22,355 | - | - | - | 476,742 | - | - | 63,860 | - | - | - | - | 562,957 | - | 562,957 |
| | - | 23,318 | - | - | (24,033) | 629,657 | 416,638 | - | 483,994 | 597,060 | 198,094 | - | 4,214,866 | 6,539,594 | 6,512,714 | 26,880 |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8980 Contributions, Unrestricted | - | - | - | - | - | - | - | - | - | 195,843 | 265,572 | - | - | 461,415 | - | 461,415 |
| | - | - | - | - | - | - | - | - | - | 195,843 | 265,572 | - | - | 461,415 | - | 461,415 |
| Total Revenue | - | 3,135,944 | 3,498,947 | 5,835,802 | 5,666,389 | 6,202,881 | 6,338,459 | 5,486,489 | 3,522,461 | 2,782,941 | 1,815,196 | 5,728,680 | 26,070,394 | 76,084,584 | 69,781,279 | 6,303,305 |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 1,524,192 | 1,563,407 | 1,567,510 | 1,543,599 | 1,547,965 | 1,545,329 | 1,536,485 | 1,537,322 | 1,536,906 | 1,538,301 | 1,537,770 | 1,546,958 | - | 18,525,741 | 20,350,139 | 1,824,398 |
| 1175 Teachers' Extra Duty/Stipends | 67,585 | 70,600 | 198,847 | 151,539 | 162,014 | 146,989 | 150,589 | 146,133 | 153,428 | 151,053 | 150,053 | 162,431 | - | 1,711,261 | 1,546,982 | (164,278) |
| 1200 Pupil Support Salaries | 94,834 | 102,376 | 133,208 | 114,080 | 124,816 | 122,091 | 116,827 | 103,426 | 103,202 | 94,841 | 90,785 | 87,350 | - | 1,287,835 | 2,982,309 | 1,694,474 |
| 1300 Administrators' Salaries | 97,799 | 100,417 | 103,667 | 104,016 | 102,067 | 102,067 | 102,603 | 102,353 | 105,053 | 102,003 | 102,003 | 102,003 | - | 1,226,003 | 1,135,000 | (91,047) |
| 1900 Other Certificated Salaries | 82,365 | 88,241 | 106,353 | 96,985 | 103,235 | 111,784 | 110,909 | 110,909 | 111,309 | 111,049 | 111,309 | 111,049 | - | 1,255,497 | 239,794 | (1,015,703) |
| | 1,866,774 | 1,925,041 | 2,109,583 | 2,010,219 | 2,040,096 | 2,028,260 | 2,017,413 | 2,000,143 | 2,009,897 | 1,997,246 | 1,991,919 | 2,009,790 | - | 24,006,380 | 26,254,224 | 2,247,844 |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | 16,134 | 12,977 | 12,417 | 12,977 | 12,387 | 13,567 | 12,387 | 11,873 | 13,717 | 13,127 | 10,550 | 12,304 | - | 154,420 | - | (154,420) |
| 2200 Support Salaries | 130,209 | 129,678 | 138,972 | 146,920 | 144,747 | 167,210 | 157,750 | 148,437 | 167,027 | 178,655 | 182,028 | 173,970 | - | 1,865,602 | 2,270,375 | 404,773 |
| 2300 Classified Administrators' | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 126,250 | 126,250 |
| 2400 Clerical and Office Staff Salaries | 32,494 | 37,200 | 56,265 | 55,306 | 49,078 | 59,411 | 59,106 | 53,578 | 56,065 | 49,151 | 51,051 | 48,127 | - | 606,834 | 196,000 | (410,834) |
| 2900 Other Classified Salaries | 45,648 | 35,911 | 37,443 | 40,999 | 40,082 | 48,451 | 47,677 | 43,306 | 49,761 | 50,407 | 49,501 | 50,407 | - | 539,594 | 149,750 | (389,844) |
| | 224,485 | 215,767 | 245,097 | 256,203 | 246,295 | 288,640 | 276,920 | 257,193 | 286,570 | 291,341 | 293,131 | 284,809 | - | 3,166,450 | 2,742,375 | (424,075) |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 291,501 | 304,572 | 334,699 | 319,267 | 241,798 | 322,048 | 320,015 | 320,665 | 315,573 | 315,199 | 312,907 | 326,088 | - | 3,724,331 | 4,240,115 | 515,784 |
| 3301 OASDI | 13,649 | 13,112 | 14,793 | 15,498 | 17,625 | 17,479 | 16,737 | 15,528 | 17,388 | 17,677 | 17,793 | 19,060 | - | 196,339 | 170,031 | (26,308) |
| 3311 Medicare | 29,307 | 30,040 | 32,943 | 31,763 | 32,000 | 32,459 | 32,141 | 31,635 | 32,186 | 32,048 | 31,965 | 33,716 | - | 382,203 | 420,457 | 38,254 |
| 3401 Health and Welfare | 177,195 | 306,749 | 355,149 | 281,587 | 427,294 | 248,852 | 305,074 | 121,241 | 281,688 | 276,062 | 276,682 | 300,917 | - | 3,358,491 | 2,995,850 | (362,641) |
| 3501 State Unemployment | 21,224 | 21,632 | (3,621) | 2,719 | 1,900 | 1,209 | 89,523 | 4,447 | 914 | 3,793 | 870 | 10,150 | - | 154,761 | 210,147 | 55,386 |
| 3601 Workers' Compensation | 21,506 | 10,180 | 15,843 | 15,843 | 17,814 | 15,843 | 15,843 | 15,999 | 15,844 | 15,930 | 15,844 | 20,695 | - | 197,183 | 258,073 | 60,890 |
| 3901 Other Benefits | - | - | - | - | - | - | - | - | - | 241,349 | 18,963 | 13,991 | 153,353 | 427,655 | 167,344 | (260,312) |
| | 554,381 | 686,286 | 749,807 | 666,677 | 738,431 | 637,890 | 779,333 | 509,515 | 663,593 | 902,058 | 675,022 | 724,615 | 153,353 | 8,440,963 | 8,462,017 | 21,054 |
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4302 School Supplies | 56,096 | 339,461 | 262,428 | 427,878 | 472,057 | 378,948 | 471,206 | 507,088 | 649,372 | 520,549 | 626,353 | 598,758 | - | 5,310,193 | 5,573,915 | 263,723 |
| 4305 Software | 48,048 | 58,738 | 177,695 | 64,310 | 164,917 | 96,695 | 135,303 | 124,957 | 29,257 | 52,782 | 140,981 | 78,081 | - | 1,171,765 | 939,737 | (232,028) |
| 4310 Office Expense | 2,888 | 2,046 | 5,007 | 7,235 | 4,490 | 7,225 | 3,573 | 8,772 | 4,620 | 6,245 | 5,942 | 3,683 | - | 61,726 | 50,600 | (11,126) |
| 4311 Business Meals | 25 | 53 | - | - | - | - | - | - | - | - | - | - | - | 78 | 300 | 222 |
| 4400 Noncapitalized Equipment | 27,097 | 218,087 | 96,362 | 62,815 | 195,079 | 74,447 | 127,013 | 78,967 | 204,677 | 202,386 | 19,344 | 142,135 | - | 1,448,408 | 781,876 | (666,533) |
| | 134,153 | 618,384 | 541,492 | 562,238 | 836,542 | 557,316 | 737,095 | 719,784 | 887,925 | 781,962 | 792,619 | 822,658 | - | 7,992,169 | 7,346,428 | (645,741) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 48,806 | 431,751 | 216,473 | 515,961 | 327,285 | 425,089 | 352,984 | 735,086 | 639,981 | 755,022 | 775,700 | 723,568 | - | 5,947,706 | 4,246,900 | (1,700,806) |
| 5105 Security | - | - | - | - | 122 | 232 | 348 | 64 | 64 | 64 | 64 | - | - | 957 | - | (957) |
| 5106 Other Educational Consultants | 195,070 | 548,513 | 299,158 | 1,116,587 | 478,678 | 850,348 | 556,605 | 753,173 | 906,876 | 764,965 | 568,169 | 746,670 | - | 7,784,811 | 12,723,795 | 4,938,984 |
| | 243,876 | 980,264 | 515,631 | 1,632,548 | 806,085 | 1,275,669 | 909,936 | 1,488,323 | 1,546,920 | 1,520,050 | 1,343,933 | 1,470,237 | - | 13,733,475 | 16,970,695 | 3,237,220 |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | - | 968 | 306 | 458 | 336 | 822 | 81 | - | 625 | 181 | 465 | 933 | - | 5,177 | 12,800 | 7,623 |
| 5300 Dues & Memberships | - | 85 | 3,550 | 1,775 | 1,775 | 1,775 | 1,775 | 1,775 | 2,845 | 1,775 | 1,940 | 2,550 | - | 21,620 | 31,600 | 9,980 |
| 5400 Insurance | 42,183 | 41,767 | 41,975 | 41,997 | 41,997 | 42,011 | 42,011 | 42,011 | 9,111 | 36,275 | 43,557 | 41,694 | - | 466,589 | 506,200 | 39,611 |
| 5501 Utilities | - | 104 | - | 220 | 823 | 376 | 318 | 436 | - | 901 | 397 | 492 | - | 4,068 | 6,700 | 2,632 |
| 5502 Janitorial Services | - | - | - | - | 146 | 423 | 159 | 156 | 156 | 1,751 | 156 | 50 | - | 2,995 | 700 | (2,295) |
| 5516 Miscellaneous Expense | - | - | - | (15,000) | - | - | - | - | - | - | - | - | - | (15,000) | - | 15,000 |
| 5900 Communications | - | 3,029 | 4,296 | - | 15,489 | 4,262 | 3,947 | 4,057 | 14,297 | 6,849 | 4,386 | 2,386 | - | 62,998 | 28,935 | (34,063) |
| 5901 Postage and Shipping | 2,448 | 156 | 7,629 | 1,074 | 88 | 935 | 59 | 151 | 1,499 | 355 | 158 | 550 | - | 15,098 | 6,400 | (8,699) |
| | 44,631 | 46,110 | 57,755 | 30,524 | 60,654 | 50,604 | 48,349 | 48,585 | 28,532 | 48,087 | 51,058 | 48,656 | - | 563,546 | 593,335 | 29,789 |

BLUE RIDGE ACADEMY
Monthly Cash Flow/Forecast FY20-21
 Revised 06/18/21



ADA = 6986.25

Facilities, Repairs and Other Leases

| | | | | | | | | | | | | | | | | |
|------------------------------|--------------|--------------|---------------|--------------|---------------|--------------|--------------|--------------|--------------|---------------|---------------|--------------|----------|----------------|---------------|----------------|
| 5601 Rent | 3,925 | 3,280 | 11,131 | 5,193 | 9,119 | 9,119 | 9,119 | 9,119 | 9,119 | 10,286 | 9,411 | 9,411 | - | 98,230 | 91,900 | (6,330) |
| 5604 Other Leases | - | - | (575) | 575 | 1,500 | - | - | - | - | - | 1,800 | 292 | - | 3,592 | 7,000 | 3,408 |
| 5610 Repairs and Maintenance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 300 | 300 |
| | 3,925 | 3,280 | 10,556 | 5,768 | 10,619 | 9,119 | 9,119 | 9,119 | 9,119 | 10,286 | 11,211 | 9,702 | - | 101,822 | 99,200 | (2,622) |

Professional/Consulting Services

| | | | | | | | | | | | | | | | | |
|-------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|------------------|------------------|
| 5801 IT | 36,800 | 37,923 | 42,615 | 37,923 | 36,750 | 46,937 | 32,501 | 36,750 | 41,442 | 50,678 | 50,639 | 50,103 | - | 501,061 | 602,340 | 101,279 |
| 5802 Audit & Taxes | - | 2,150 | - | - | 5,400 | - | - | - | - | 1,800 | - | - | 4,800 | 14,150 | 32,000 | 17,850 |
| 5803 Legal | - | 13,561 | 4,095 | 8,960 | 6,189 | 8,760 | 20,910 | 35,995 | 15,029 | 29,631 | 16,665 | 26,967 | - | 186,761 | 366,100 | 179,339 |
| 5804 Professional Development | - | 910 | - | 1,524 | 3,409 | - | - | 7,380 | 1,037 | - | 34,876 | 6,100 | - | 55,235 | 79,900 | 24,665 |
| 5805 General Consulting | - | 24,308 | (41,242) | 1,437 | 1,600 | 25,935 | - | (5,498) | 2,500 | 2,600 | 1,000 | 30,175 | - | 42,815 | 412,800 | 369,985 |
| 5806 Special Activities/Field Trips | (83) | 4,799 | 1,057 | (4) | 10 | 1,818 | 365 | 1,310 | 862 | 3,555 | 18,836 | 7,751 | - | 40,275 | 436,287 | 396,012 |
| 5807 Bank Charges | 2,270 | 1,707 | 1,674 | 2,088 | 1,767 | 1,478 | 1,341 | 2,040 | 1,213 | 1,436 | 1,486 | 558 | - | 19,058 | 8,855 | (10,203) |
| 5808 Printing | - | - | (2) | - | - | - | - | - | - | - | - | - | - | (2) | 920 | 922 |
| 5809 Other taxes and fees | 3,791 | (6,261) | 354 | 4,297 | 2,160 | 6,400 | 2,159 | 5,298 | - | 6,083 | 1,015 | 4,108 | - | 29,405 | 64,745 | 35,340 |
| 5810 Payroll Service Fee | - | 2,334 | 1,415 | 6,972 | 3,513 | 3,387 | 2,664 | 3,666 | 3,566 | 3,298 | 3,096 | 4,345 | - | 38,256 | 53,946 | 15,690 |
| 5811 Management Fee | 95,667 | 102,634 | 102,709 | 102,634 | 103,902 | 116,088 | 104,427 | 108,568 | 105,884 | 105,509 | 159,331 | 110,957 | - | 1,318,310 | 1,221,172 | (97,137) |
| 5812 District Oversight Fee | - | 93,379 | 95,312 | 164,595 | 167,321 | 167,175 | 177,655 | 164,595 | 91,156 | 58,776 | 40,547 | 47,407 | 641,111 | 1,909,028 | 1,898,057 | (10,971) |
| 5815 Public Relations/Recruitment | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 200 | 200 |
| | 138,445 | 277,443 | 207,988 | 330,426 | 332,021 | 377,977 | 342,021 | 360,104 | 262,688 | 263,366 | 327,491 | 288,472 | 645,911 | 4,154,352 | 5,177,323 | 1,022,971 |

Depreciation

| | | | | | | | | | | | | | | | | |
|---------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|----------|---------------|---------------|---------------|
| 6900 Depreciation Expense | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | - | 10,974 | 26,000 | 15,026 |
| | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | - | 10,974 | 26,000 | 15,026 |

Interest

| | | | | | | | | | | | | | | | | |
|-----------------------|------------|---------------|--------------|------------|---------------|------------|---------------|----------------|----------------|----------------|----------------|---------------|----------|------------------|----------------|------------------|
| 7438 Interest Expense | 342 | 49,479 | 2,105 | 565 | 52,656 | 626 | 32,939 | 126,300 | 111,695 | 274,367 | 319,286 | 40,862 | - | 1,011,223 | 707,917 | (303,306) |
| | 342 | 49,479 | 2,105 | 565 | 52,656 | 626 | 32,939 | 126,300 | 111,695 | 274,367 | 319,286 | 40,862 | - | 1,011,223 | 707,917 | (303,306) |

Total Expenses

| | | | | | | | | | | | | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|-------------------|-------------------|------------------|
| | 3,211,927 | 4,802,968 | 4,440,929 | 5,496,083 | 5,124,314 | 5,227,016 | 5,154,040 | 5,519,982 | 5,807,853 | 6,089,678 | 5,806,584 | 5,700,716 | 799,263 | 63,181,354 | 68,379,514 | 5,198,161 |
|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------------|-------------------|-------------------|------------------|

Monthly Surplus (Deficit)

| | | | | | | | | | | | | | | | | |
|--|--------------------|--------------------|------------------|----------------|----------------|----------------|------------------|-----------------|--------------------|--------------------|--------------------|---------------|-------------------|-------------------|------------------|-------------------|
| | (3,211,927) | (1,667,024) | (941,983) | 339,719 | 542,075 | 975,865 | 1,184,420 | (33,493) | (2,285,392) | (3,306,737) | (3,991,388) | 27,964 | 25,271,131 | 12,903,230 | 1,401,765 | 11,501,466 |
|--|--------------------|--------------------|------------------|----------------|----------------|----------------|------------------|-----------------|--------------------|--------------------|--------------------|---------------|-------------------|-------------------|------------------|-------------------|

Cash Flow Adjustments

| | | | | | | | | | | | | | | | | |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|-----------|------------|
| Monthly Surplus (Deficit) | (3,211,927) | (1,667,024) | (941,983) | 339,719 | 542,075 | 975,865 | 1,184,420 | (33,493) | (2,285,392) | (3,306,737) | (3,991,388) | 27,964 | 25,271,131 | 12,903,230 | 1,401,765 | 11,501,466 |
| Cash flows from operating activities | | | | | | | | | | | | | | 20.42% | | |
| Depreciation/Amortization | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 10,974 | | |
| Public Funding Receivables | 526,313 | 9,076,155 | - | (349,313) | (4,300,978) | 5,486,489 | 613,436 | (5,486,489) | 5,486,489 | (30,856) | - | 740,976 | (26,070,394) | (14,308,173) | | |
| Grants and Contributions Rec. | 8,544,358 | - | 148,813 | 101,991 | 5,497 | (37,000) | 34,915 | - | (4,639,993) | (28,355) | 17,248 | - | - | 4,147,473 | | |
| Due To/From Related Parties | (319,000) | 12,050 | 3,925 | - | - | - | (4,075) | (900,000) | (900,000) | (886,334) | - | - | - | (2,993,434) | | |
| Prepaid Expenses | (138,688) | (110,210) | (65,694) | 72,070 | (45,243) | 47,151 | (36,391) | (112,539) | 24,989 | (110,819) | 210,724 | - | - | (264,650) | | |
| Other Assets | (3,480) | - | - | - | - | - | - | (5,839) | - | - | - | - | - | (9,319) | | |
| Accounts Payable | (2,125,083) | (386,029) | (2,954,147) | (15,672) | (168,033) | 237,969 | (148,920) | 80,090 | 472,230 | (451,456) | (135,857) | (265,783) | 799,263 | (5,061,428) | | |
| Accrued Expenses | 547,958 | (199,436) | 179,105 | 213,206 | 194,251 | 106,007 | 136,953 | 172,694 | 67,038 | 51,915 | 87,919 | - | - | 1,557,611 | | |
| Other Liabilities | (8,515,800) | - | 659,130 | - | (117,813) | (477,457) | - | - | (63,860) | - | - | - | - | (8,515,800) | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | 4,663,500 | - | - | 4,663,500 | - | 2,518,200 | 3,058,100 | 3,842,707 | 3,980,000 | 5,263,900 | 5,479,000 | - | 33,468,907 | | |
| Payments on Factoring | - | (2,241,000) | (2,241,000) | (4,033,800) | - | (4,663,500) | - | - | - | (1,135,100) | (839,400) | (839,400) | - | (15,993,200) | | |
| Proceeds from Debt | - | 684 | - | - | 342 | - | - | 27,656 | - | - | - | - | - | 28,683 | | |
| Payments on Debt | - | - | (20,491) | (20,491) | - | (41,324) | (20,491) | - | (17,380) | 3,457 | 3,457 | (4,148,439) | - | (4,261,701) | | |

Total Change in Cash

| | | | | | | | | | | | | | | | | |
|--|--------------------|------------------|--------------------|--------------------|----------------|------------------|------------------|--------------------|------------------|--------------------|----------------|----------------|----------|----------|----------|----------|
| | (4,694,435) | 9,149,604 | (5,231,427) | (3,691,375) | 774,512 | 1,635,115 | 4,278,961 | (3,198,904) | 1,987,743 | (1,913,371) | 617,517 | 995,233 | - | - | - | - |
|--|--------------------|------------------|--------------------|--------------------|----------------|------------------|------------------|--------------------|------------------|--------------------|----------------|----------------|----------|----------|----------|----------|

Cash, Beginning of Month

| | | | | | | | | | | | | | | | | |
|--|------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------|----------|----------|----------|
| | 5,878,999 | 1,184,564 | 10,334,168 | 5,102,742 | 1,411,367 | 2,185,878 | 3,820,993 | 8,099,954 | 4,901,050 | 6,888,793 | 4,975,422 | 5,592,940 | - | - | - | - |
|--|------------------|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------|----------|----------|----------|

Cash, End of Month

| | | | | | | | | | | | | | | | | |
|--|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------|----------|----------|----------|
| | 1,184,564 | 10,334,168 | 5,102,742 | 1,411,367 | 2,185,878 | 3,820,993 | 8,099,954 | 4,901,050 | 6,888,793 | 4,975,422 | 5,592,940 | 6,588,172 | - | - | - | - |
|--|------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|----------|----------|----------|----------|

| Annual Forecast | Original Budget Total | Favorable / (Unfav.) |
|------------------|----------------------------|----------------------|
| 98,230 | 91,900 | (6,330) |
| 3,592 | 7,000 | 3,408 |
| - | 300 | 300 |
| 101,822 | 99,200 | (2,622) |
| 501,061 | 602,340 | 101,279 |
| 14,150 | 32,000 | 17,850 |
| 186,761 | 366,100 | 179,339 |
| 55,235 | 79,900 | 24,665 |
| 42,815 | 412,800 | 369,985 |
| 40,275 | 436,287 | 396,012 |
| 19,058 | 8,855 | (10,203) |
| (2) | 920 | 922 |
| 29,405 | 64,745 | 35,340 |
| 38,256 | 53,946 | 15,690 |
| 1,318,310 | 1,221,172 | (97,137) |
| 1,909,028 | 1,898,057 | (10,971) |
| - | 200 | 200 |
| 4,154,352 | 5,177,323 | 1,022,971 |
| 10,974 | 26,000 | 15,026 |
| 10,974 | 26,000 | 15,026 |
| 1,011,223 | 707,917 | (303,306) |
| 1,011,223 | 707,917 | (303,306) |
| 63,181,354 | 68,379,514 | 5,198,161 |
| 12,903,230 | 1,401,765 | 11,501,466 |
| 20.42% | | |
| | Cert. | Instr. |
| | 47.1% | 69.9% |
| | 5,555,251 | (4,012,908) |
| | Pupil:Teacher Ratio | |
| | 23.21 :1 | |

Blue Ridge Academy

Budget vs Actual

For the period ended May 31, 2021

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|----------------------|----------------------|-----------------------|----------------------|
| Revenues | | | | | | | |
| State Aid - Revenue Limit | | | | | | | |
| LCFF State Aid | \$ 1,351,554 | \$ 1,641,491 | \$ (289,937) | \$ 39,150,240 | \$ 39,456,681 | \$ (306,441) | \$ 60,796,062 |
| Education Protection Account | - | - | - | 1,047,751 | 1,047,938 | (187) | 1,397,250 |
| State Aid - Prior Year | (24) | - | (24) | 61 | - | 61 | - |
| In Lieu of Property Taxes | - | 75,268 | (75,268) | 830,063 | 924,719 | (94,656) | 1,075,254 |
| Total State Aid - Revenue Limit | 1,351,530 | 1,716,758 | (365,228) | 41,028,115 | 41,429,337 | (401,222) | 63,268,565 |
| Federal Revenue | | | | | | | |
| Other Federal Revenue | - | - | - | 440,395 | - | 440,395 | - |
| Prior Year Federal Revenue | - | - | - | 30,856 | - | 30,856 | - |
| Total Federal Revenue | - | - | - | 471,251 | - | 471,251 | - |
| Other State Revenue | | | | | | | |
| State Special Education | 198,094 | 475,193 | (277,099) | 823,960 | 3,827,107 | (3,003,146) | 4,777,493 |
| Mandated Cost | - | - | - | 152,915 | 152,915 | (0) | 152,915 |
| State Lottery | - | - | - | 773,742 | 723,078 | 50,664 | 1,582,306 |
| Prior Year Revenue | - | - | - | 11,154 | - | 11,154 | - |
| Other State Revenue | - | - | - | 562,957 | - | 562,957 | - |
| Total Other State Revenue | 198,094 | 475,193 | (277,099) | 2,324,729 | 4,703,100 | (2,378,371) | 6,512,714 |
| Other Local Revenue | | | | | | | |
| Contributions, Unrestricted | 265,572 | - | 265,572 | 461,415 | - | 461,415 | - |
| Total Other Local Revenue | 265,572 | - | 265,572 | 461,415 | - | 461,415 | - |
| Total Revenues | \$ 1,815,196 | \$ 2,191,952 | \$ (376,755) | \$ 44,285,510 | \$ 46,132,437 | \$ (1,846,927) | \$ 69,781,279 |
| Expenses | | | | | | | |
| Certificated Salaries | | | | | | | |
| Teachers' Salaries | \$ 1,537,770 | \$ 1,695,845 | \$ 158,075 | \$ 16,978,784 | \$ 18,654,294 | \$ 1,675,510 | \$ 20,350,139 |
| Teachers' Extra Duty/Stipends | 150,053 | 128,915 | (21,137) | 1,548,830 | 1,418,067 | (130,763) | 1,546,983 |
| Pupil Support Salaries | 90,785 | 248,526 | 157,741 | 1,200,484 | 2,733,783 | 1,533,299 | 2,982,309 |
| Administrators' Salaries | 102,003 | 94,583 | (7,419) | 1,124,044 | 1,040,417 | (83,627) | 1,135,000 |
| Other Certificated Salaries | 111,309 | 19,983 | (91,326) | 1,144,448 | 219,811 | (924,636) | 239,794 |
| Total Certificated Salaries | 1,991,919 | 2,187,852 | 195,933 | 21,996,590 | 24,066,372 | 2,069,783 | 26,254,224 |
| Classified Salaries | | | | | | | |
| Instructional Salaries | 10,550 | - | (10,550) | 142,116 | - | (142,116) | - |
| Support Salaries | 182,028 | 189,198 | 7,170 | 1,691,632 | 2,081,177 | 389,545 | 2,270,375 |
| Supervisors' and Administrators' Salaries | - | 10,521 | 10,521 | - | 115,729 | 115,729 | 126,250 |
| Clerical and Office Staff Salaries | 51,051 | 16,333 | (34,718) | 558,707 | 179,667 | (379,040) | 196,000 |
| Other Classified Salaries | 49,501 | 12,479 | (37,022) | 489,187 | 137,271 | (351,916) | 149,750 |
| Total Classified Salaries | 293,131 | 228,531 | (64,599) | 2,881,641 | 2,513,844 | (367,797) | 2,742,375 |
| Benefits | | | | | | | |
| State Teachers' Retirement System, certificated positions | 312,907 | 353,343 | 40,436 | 3,398,243 | 3,886,772 | 488,529 | 4,240,115 |
| OASDI/Medicare/Alternative, certificated positions | 17,793 | 14,169 | (3,623) | 177,279 | 155,862 | (21,417) | 170,031 |
| Medicare/Alternative, certificated positions | 31,965 | 35,038 | 3,073 | 348,487 | 385,419 | 36,932 | 420,457 |
| Health and Welfare Benefits, certificated positions | 276,682 | 249,654 | (27,028) | 3,057,575 | 2,746,196 | (311,379) | 2,995,850 |
| State Unemployment Insurance, certificated positions | 870 | 10,507 | 9,638 | 144,611 | 199,640 | 55,029 | 210,147 |
| Workers' Compensation Insurance, certificated positions | 15,844 | 21,506 | 5,663 | 176,489 | 236,567 | 60,079 | 258,073 |
| Other Benefits, certificated positions | 18,963 | 13,945 | (5,017) | 260,312 | 153,398 | (106,913) | 167,344 |
| Total Benefits | 675,022 | 698,163 | 23,141 | 7,562,995 | 7,763,854 | 200,859 | 8,462,017 |
| Books & Supplies | | | | | | | |
| School Supplies | 626,353 | 698,428 | 72,075 | 4,711,435 | 5,075,384 | 363,949 | 5,573,915 |
| Software | 140,981 | 78,311 | (62,669) | 1,093,683 | 861,426 | (232,258) | 939,737 |
| Office Expense | 5,942 | 4,217 | (1,725) | 58,042 | 46,383 | (11,659) | 50,600 |
| Business Meals | - | 25 | 25 | 78 | 275 | 197 | 300 |
| Noncapitalized Equipment | 19,344 | 97,971 | 78,628 | 1,306,273 | 711,945 | (594,329) | 781,876 |
| Total Books & Supplies | 792,619 | 878,952 | 86,333 | 7,169,511 | 6,695,412 | (474,099) | 7,346,428 |
| Subagreement Services | | | | | | | |
| Special Education | 775,700 | 353,908 | (421,792) | 5,224,139 | 3,892,992 | (1,331,147) | 4,246,900 |
| Security | 64 | - | (64) | 957 | - | (957) | - |
| Other Educational Consultants | 568,169 | 1,594,329 | 1,026,160 | 7,038,142 | 11,585,777 | 4,547,635 | 12,723,795 |
| Total Subagreement Services | 1,343,933 | 1,948,237 | 604,304 | 12,263,237 | 15,478,769 | 3,215,531 | 16,970,695 |
| Operations & Housekeeping | | | | | | | |
| Auto and Travel | 465 | 1,067 | 602 | 4,243 | 11,733 | 7,490 | 12,800 |
| Dues & Memberships | 1,940 | 2,633 | 693 | 19,070 | 28,967 | 9,897 | 31,600 |
| Insurance | 43,557 | 42,183 | (1,373) | 424,895 | 464,017 | 39,122 | 506,200 |
| Utilities | 397 | 558 | 161 | 3,576 | 6,142 | 2,565 | 6,700 |
| Janitorial Services | 156 | 58 | (97) | 2,945 | 642 | (2,304) | 700 |
| Miscellaneous Expense | - | - | - | (15,000) | - | 15,000 | - |

Blue Ridge Academy

Budget vs Actual

For the period ended May 31, 2021

| | Current Period Actual | Current Period Budget | Current Period Variance | Current Year Actual | YTD Budget | YTD Budget Variance | Total Budget |
|---|-----------------------|-----------------------|-------------------------|-----------------------|----------------------|---------------------|----------------------|
| Communications | 4,386 | 2,411 | (1,975) | 60,611 | 26,524 | (34,088) | 28,935 |
| Postage and Shipping | 158 | 533 | 376 | 14,549 | 5,867 | (8,683) | 6,400 |
| Total Operations & Housekeeping | 51,058 | 49,445 | (1,614) | 514,890 | 543,890 | 29,000 | 593,335 |
| Facilities, Repairs & Other Leases | | | | | | | |
| Rent | 9,411 | 7,658 | (1,752) | 88,820 | 84,242 | (4,578) | 91,900 |
| Other Leases | 1,800 | 583 | (1,217) | 3,300 | 6,417 | 3,117 | 7,000 |
| Repairs and Maintenance | - | 25 | 25 | - | 275 | 275 | 300 |
| Total Facilities, Repairs & Other Leases | 11,211 | 8,267 | (2,944) | 92,120 | 90,933 | (1,186) | 99,200 |
| Professional/Consulting Services | | | | | | | |
| IT | 50,639 | 50,195 | (444) | 450,958 | 552,145 | 101,187 | 602,340 |
| Audit & Taxes | - | - | - | 9,350 | 32,000 | 22,650 | 32,000 |
| Legal | 16,665 | 30,508 | 13,844 | 159,794 | 335,592 | 175,798 | 366,100 |
| Professional Development | 34,876 | 6,658 | (28,218) | 49,135 | 73,242 | 24,106 | 79,900 |
| General Consulting | 1,000 | 34,400 | 33,400 | 12,640 | 378,400 | 365,760 | 412,800 |
| Special Activities/Field Trips | 18,836 | 54,668 | 35,832 | 32,524 | 397,266 | 364,741 | 436,287 |
| Bank Charges | 1,486 | 770 | (716) | 18,500 | 8,085 | (10,414) | 8,855 |
| Printing | - | 80 | 80 | (2) | 840 | 842 | 920 |
| Other Taxes and Fees | 1,015 | 5,630 | 4,615 | 25,296 | 59,115 | 33,819 | 64,745 |
| Payroll Service Fee | 3,096 | 4,496 | 1,399 | 33,911 | 49,451 | 15,540 | 53,946 |
| Management Fee | 159,331 | 101,764 | (57,567) | 1,207,353 | 1,119,408 | (87,945) | 1,221,172 |
| District Oversight Fee | 40,547 | 51,503 | 10,956 | 1,220,510 | 1,242,880 | 22,370 | 1,898,057 |
| Public Relations/Recruitment | - | 17 | 17 | - | 183 | 183 | 200 |
| Total Professional/Consulting Services | 327,491 | 340,689 | 13,198 | 3,219,970 | 4,248,606 | 1,028,636 | 5,177,323 |
| Depreciation | | | | | | | |
| Depreciation Expense | 915 | 2,167 | 1,252 | 10,060 | 23,833 | 13,774 | 26,000 |
| Total Depreciation | 915 | 2,167 | 1,252 | 10,060 | 23,833 | 13,774 | 26,000 |
| Interest | | | | | | | |
| Interest Expense | 319,286 | 60,145 | (259,141) | 970,361 | 659,886 | (310,475) | 707,917 |
| Total Interest | 319,286 | 60,145 | (259,141) | 970,361 | 659,886 | (310,475) | 707,917 |
| Total Expenses | \$ 5,806,584 | \$ 6,402,449 | \$ 595,864 | \$ 56,681,375 | \$ 62,085,400 | \$ 5,404,026 | \$ 68,379,514 |
| Change in Net Assets | (3,991,388) | (4,210,497) | 219,109 | (12,395,864) | (15,952,963) | 3,557,099 | 1,401,765 |
| Net Assets, Beginning of Period | (5,021,125) | | | 3,383,351 | | | |
| Net Assets, End of Period | \$ (9,012,513) | | | \$ (9,012,513) | | | |

Blue Ridge Academy

Statement of Financial Position

May 31, 2021

| | Current Balance | Beginning Year Balance | YTD Change | YTD % Change |
|---|-----------------------|------------------------|------------------------|--------------|
| Assets | | | | |
| Current Assets | | | | |
| Cash & Cash Equivalents | \$ 5,592,940 | \$ 5,878,999 | \$ (286,060) | -5% |
| Accounts Receivable | 135,394 | 430,566 | (295,173) | -69% |
| Public Funding Receivables | 740,976 | 11,762,221 | (11,021,245) | -94% |
| Factored Receivables | (16,688,407) | - | (16,688,407) | 0% |
| Due To/From Related Parties | 8,199,966 | 5,206,532 | 2,993,434 | 57% |
| Prepaid Expenses | 455,142 | 190,492 | 264,650 | 139% |
| Total Current Assets | (1,563,989) | 23,468,811 | (25,032,800) | -107% |
| Long-Term Assets | | | | |
| Property & Equipment, Net | 25,606 | 35,666 | (10,060) | -28% |
| Deposits | 347,984 | 338,666 | 9,319 | 3% |
| Total Long Term Assets | 373,590 | 374,331 | (741) | 0% |
| Total Assets | \$ (1,190,399) | \$ 23,843,142 | \$ (25,033,541) | -105% |
| Liabilities | | | | |
| Current Liabilities | | | | |
| Accounts Payable | \$ 265,783 | \$ 5,860,691 | \$ (5,594,908) | -95% |
| Accrued Liabilities | 3,240,142 | 1,682,531 | 1,557,611 | 93% |
| Deferred Revenue | 11,099 | 8,526,899 | (8,515,800) | -100% |
| Notes Payable, Current Portion | 531,073 | 531,075 | (2) | 0% |
| Total Current Liabilities | 4,048,097 | 16,601,196 | (12,553,099) | -76% |
| Long-Term Liabilities | | | | |
| Notes Payable, Net of Current Portion | 3,774,017 | 3,858,595 | (84,578) | -2% |
| Total Long-Term Liabilities | 3,774,017 | 3,858,595 | (84,578) | -2% |
| Total Liabilities | 7,822,115 | 20,459,791 | (12,637,676) | -62% |
| Total Net Assets | (9,012,513) | 3,383,351 | (12,395,864) | -366% |
| Total Liabilities and Net Assets | \$ (1,190,399) | \$ 23,843,142 | \$ (25,033,541) | -105% |

Blue Ridge Academy

Statement of Cash Flows

For the period ended May 31, 2021

| | Month Ended 05/31/21 | YTD Ended 05/31/21 |
|--|-------------------------|-----------------------|
| Cash Flows from Operating Activities | | |
| Change in Net Assets | \$ (3,991,388) | \$ (12,395,864) |
| Adjustments to reconcile change in net assets to net cash flows from operating activities: | | |
| Depreciation | 915 | 10,060 |
| Decrease/(Increase) in Operating Assets: | | |
| Public Funding Receivables | - | 11,021,245 |
| Grants, Contributions & Pledges Receivable | 4,441,748 | 16,983,580 |
| Due from Related Parties | - | (2,993,434) |
| Prepaid Expenses | 210,724 | (264,650) |
| Other Assets | - | (9,319) |
| (Decrease)/Increase in Operating Liabilities: | | |
| Accounts Payable | (135,857) | (5,594,908) |
| Accrued Expenses | 87,919 | 1,557,611 |
| Deferred Revenue | - | (8,515,800) |
| Total Cash Flows from Operating Activities | 614,060 | (201,480) |
| | | |
| Cash Flows from Financing Activities | | |
| Proceeds from (payments on) Long-Term Debt | 3,457 | (84,580) |
| Total Cash Flows from Financing Activities | 3,457 | (84,580) |
| | | |
| Change in Cash & Cash Equivalents | 617,517 | (286,060) |
| Cash & Cash Equivalents, Beginning of Period | 4,975,422 | 5,878,999 |
| | | |
| Cash and Cash Equivalents, End of Period | \$ 5,592,940 | \$ 5,592,940 |

Blue Ridge Academy

Check Register

For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|---|------------|---------------|
| 16722 | CALSTRS | 5/6/2021 | \$ 513,436.52 |
| 16723 | 123 Rock School of Music | 5/7/2021 | 5,815.00 |
| 16724 | A Brighter Child, Inc | 5/7/2021 | 325.37 |
| 16725 | A1 Driving and Traffic School | 5/7/2021 | 329.00 |
| 16726 | Academics In A Box Inc | 5/7/2021 | 261.06 |
| 16727 | Actorsite Inc. | 5/7/2021 | 775.00 |
| 16728 | All About Learning Press, Inc. | 5/7/2021 | 1,715.60 |
| 16729 | Alyce's Art Studio | 5/7/2021 | 360.00 |
| 16730 | AP fbo Edlogical Group Corp | 5/7/2021 | 3,886.41 |
| 16731 | Abrie Mikkelson | 5/7/2021 | 240.00 |
| 16732 | Beautiful Feet Books, Inc. | 5/7/2021 | 968.64 |
| 16733 | Bitsbox | 5/7/2021 | 167.70 |
| 16734 | BookShark | 5/7/2021 | 4,505.63 |
| 16735 | Brave Writer, LLC | 5/7/2021 | 1,494.84 |
| 16736 | Burbank Taekwondo School | 5/7/2021 | 240.00 |
| 16737 | Carlene Strathmann | 5/7/2021 | 136.00 |
| 16738 | Cassandra Bradford | 5/7/2021 | 4,500.00 |
| 16739 | Cautistics Digital Academy | 5/7/2021 | 800.00 |
| 16740 | Central Music | 5/7/2021 | 2,000.00 |
| 16741 | Cerritos Yamaha Music School | 5/7/2021 | 466.00 |
| 16742 | Charter Tech Services | 5/7/2021 | 43,393.52 |
| 16743 | Children's Music Academy | 5/7/2021 | 915.00 |
| 16744 | Childrens Therapy Network - Ventura | 5/7/2021 | 913.75 |
| 16745 | Christina Yamada | 5/7/2021 | 127.57 |
| 16746 | Conejo Recreation and Park District | 5/7/2021 | 1,455.00 |
| 16747 | Dance 1 | 5/7/2021 | 80.00 |
| 16748 | Dance Magic Studios | 5/7/2021 | 240.25 |
| 16749 | DD & S Learning Systems dba Sylvan Learning | 5/7/2021 | 644.00 |
| 16750 | Delano Athletica Gymnastics | 5/7/2021 | 1,970.00 |
| 16751 | Dollar Driving School of Ventura | 5/7/2021 | 610.00 |
| 16752 | Drivers Ed Direct | 5/7/2021 | 6,820.05 |
| 16753 | Educational Development Corporation | 5/7/2021 | 805.95 |
| 16754 | eDynamic Learning | 5/7/2021 | 85.00 |
| 16755 | Effectual Educational Consulting Services | 5/7/2021 | 11,295.70 |
| 16756 | Elemental Science | 5/7/2021 | 655.78 |
| 16757 | Elite Dance Studio LLC | 5/7/2021 | 160.00 |
| 16758 | Get Mathy | 5/7/2021 | 2,923.22 |
| 16759 | Getan LLC | 5/7/2021 | 1,246.00 |
| 16760 | Gibson Music Studio | 5/7/2021 | 473.00 |
| 16761 | Global Teletherapy | 5/7/2021 | 61,484.80 |
| 16762 | Gloshyne Entertainment | 5/7/2021 | 100.00 |
| 16763 | GymJam | 5/7/2021 | 274.00 |
| 16764 | Hands 4 Building, LLC | 5/7/2021 | 270.98 |
| 16765 | HDRS | 5/7/2021 | 500.00 |
| 16766 | Home Science Tools | 5/7/2021 | 1,099.96 |
| 16768 | HuckleBerry Center for Creative Learning | 5/7/2021 | 11,918.80 |
| 16769 | Hugos GymFitness | 5/7/2021 | 843.75 |
| 16770 | Jackris Publishing, LLC | 5/7/2021 | 164.53 |
| 16771 | JEI Learning Center | 5/7/2021 | 4,469.99 |
| 16772 | Jessica Brock | 5/7/2021 | 1,030.00 |
| 16773 | Jostens | 5/7/2021 | 289.04 |
| 16774 | Justine Sherman & Associates Inc | 5/7/2021 | 8,730.00 |
| 16775 | Kathleen Crady | 5/7/2021 | 935.00 |
| 16776 | Kids' Club Spanish School, LLC | 5/7/2021 | 2,700.00 |
| 16777 | KidsArt | 5/7/2021 | 3,619.00 |
| 16778 | KidsArt - Valencia, Inc. | 5/7/2021 | 444.00 |

Blue Ridge Academy**Check Register**

For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 16779 | KidsArt, Inc. - Los Angeles DBA Drawn2 Art | 5/7/2021 | 274.00 |
| 16780 | KiwiCo Inc | 5/7/2021 | 8,772.26 |
| 16781 | Kumon of Thousand Oaks | 5/7/2021 | 510.00 |
| 16782 | Lakeshore Learning Materials | 5/7/2021 | 533.48 |
| 16783 | Language to Learning, Inc. | 5/7/2021 | 1,640.00 |
| 16784 | Lauridsen Ballet Centre | 5/7/2021 | 735.00 |
| 16785 | Learning Without Tears | 5/7/2021 | 50.01 |
| 16786 | LEGO Education | 5/7/2021 | 682.32 |
| 16787 | Little Passports | 5/7/2021 | 285.89 |
| 16788 | Lori Kibbe | 5/7/2021 | 160.00 |
| 16789 | Lyndsey Pyle | 5/7/2021 | 630.00 |
| 16790 | Mammoth Mountain Ski and Snowboard Team | 5/7/2021 | 540.00 |
| 16791 | Margaret Freaney | 5/7/2021 | 3,402.50 |
| 16792 | Math-U-See, Inc. | 5/7/2021 | 2,340.00 |
| 16793 | McGraw Hill LLC | 5/7/2021 | 9.98 |
| 16794 | McRory Pediatric Services | 5/7/2021 | 620.00 |
| 16795 | Mercurius | 5/7/2021 | 2,650.08 |
| 16796 | Momentum Dance Center LLC 2 | 5/7/2021 | 240.00 |
| 16797 | Moving Beyond the Page | 5/7/2021 | 9,335.99 |
| 16798 | Mrs. Megan's Music Studio | 5/7/2021 | 1,860.00 |
| 16800 | Nishalogic, LLC | 5/7/2021 | 300.00 |
| 16801 | NJA Therapy Services, Inc | 5/7/2021 | 8,039.00 |
| 16802 | Oak Meadow Inc. | 5/7/2021 | 890.00 |
| 16803 | Outside the Box Creation | 5/7/2021 | 131.85 |
| 16804 | Oxford Consulting Services, Inc. | 5/7/2021 | 11,721.61 |
| 16805 | Peace Hill Press dba Well Trained Mind Press | 5/7/2021 | 485.02 |
| 16806 | Pediatric Therapy Associates | 5/7/2021 | 10,037.50 |
| 16807 | Perfect 10 Gymnastics | 5/7/2021 | 561.00 |
| 16808 | Prestige Debate Academy | 5/7/2021 | 849.00 |
| 16809 | Procopio, Cory, Hargreaves & Savitch LLP | 5/7/2021 | 8,676.00 |
| 16810 | PSPA | 5/7/2021 | 798.42 |
| 16814 | Rainbow Resource Center | 5/7/2021 | 14,785.92 |
| 16815 | Rainbow Ridge Ranch | 5/7/2021 | 1,190.00 |
| 16816 | RBG Academy | 5/7/2021 | 1,050.00 |
| 16817 | Red Dragon Karate | 5/7/2021 | 358.00 |
| 16818 | Reed Idea Lab | 5/7/2021 | 330.00 |
| 16819 | Santa Monica Academy of Music | 5/7/2021 | 1,440.00 |
| 16820 | SE23 Studios | 5/7/2021 | 1,478.60 |
| 16821 | Silicon Valley High School, Inc | 5/7/2021 | 140.00 |
| 16822 | Singapore Math Inc. | 5/7/2021 | 76.08 |
| 16823 | SoCal Arts | 5/7/2021 | 260.00 |
| 16824 | SoCal Kenpo Karate | 5/7/2021 | 630.00 |
| 16825 | SoundCheck Music School | 5/7/2021 | 384.00 |
| 16826 | Southern California Edison | 5/7/2021 | 365.92 |
| 16827 | Specialized Therapy Services | 5/7/2021 | 732.50 |
| 16828 | Star Dance Center | 5/7/2021 | 72.00 |
| 16829 | Starfall Education Foundation | 5/7/2021 | 427.90 |
| 16830 | Stephanie Doell Barrett Music Studio | 5/7/2021 | 100.00 |
| 16831 | Studies Weekly | 5/7/2021 | 98.84 |
| 16832 | Suzuki Academy Inc. | 5/7/2021 | 480.00 |
| 16833 | TalkBox.Mom, Inc | 5/7/2021 | 724.85 |
| 16834 | Teacher Synergy, LLC | 5/7/2021 | 1,225.72 |
| 16835 | Teaching Textbooks | 5/7/2021 | 154.78 |
| 16836 | The Critical Thinking Co. | 5/7/2021 | 269.13 |
| 16837 | Think Outside, LLC | 5/7/2021 | 255.65 |
| 16838 | Timberdoodle.com | 5/7/2021 | 1,672.18 |
| 16839 | Time Warner Cable | 5/7/2021 | 18.98 |

Blue Ridge Academy**Check Register**

For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|---|------------|--------------|
| 16840 | Time Warner Cable | 5/7/2021 | 129.97 |
| 16841 | Time4Writing.com | 5/7/2021 | 119.00 |
| 16842 | Touch-it Productions | 5/7/2021 | 360.00 |
| 16843 | Untouchable Dance | 5/7/2021 | 300.00 |
| 16844 | Urban Homeschoolers | 5/7/2021 | 203.00 |
| 16845 | Urban Youth Park - Palos Verdes | 5/7/2021 | 690.00 |
| 16846 | Vault PK | 5/7/2021 | 120.00 |
| 16847 | Verizon Wireless | 5/7/2021 | 4,157.74 |
| 16848 | Verizon Wireless | 5/7/2021 | 38.01 |
| 16849 | Waterworks Aquatics | 5/7/2021 | 406.00 |
| 16850 | Wieser Educational, Inc. | 5/7/2021 | 196.18 |
| 16851 | Winner's Gymnastics | 5/7/2021 | 75.00 |
| 16852 | WM Music Lessons | 5/7/2021 | 5,040.00 |
| 16853 | WriteShop | 5/7/2021 | 60.97 |
| 16854 | Franchise Tax Board | 5/7/2021 | 490.45 |
| 16855 | Franchise Tax Board | 5/7/2021 | 435.24 |
| 16856 | New Jersey Family Support Payment Center | 5/7/2021 | 234.00 |
| 16857 | 123 Rock School of Music | 5/14/2021 | 1,582.00 |
| 16858 | A Brighter Child, Inc | 5/14/2021 | 76.06 |
| 16859 | A1 Driving and Traffic School | 5/14/2021 | 1,078.00 |
| 16860 | Academics In A Box Inc | 5/14/2021 | 464.38 |
| 16861 | Actor's Edge | 5/14/2021 | 1,365.00 |
| 16862 | ADT Security Services | 5/14/2021 | 63.99 |
| 16863 | All About Learning Press, Inc. | 5/14/2021 | 567.90 |
| 16864 | Approved 4 Kicks Soccer | 5/14/2021 | 475.00 |
| 16865 | Beautiful Feet Books, Inc. | 5/14/2021 | 626.12 |
| 16866 | BookShark | 5/14/2021 | 2,407.32 |
| 16867 | Brave Writer, LLC | 5/14/2021 | 347.95 |
| 16868 | Breakthrough Sports | 5/14/2021 | 116.00 |
| 16869 | Bullock's Archery | 5/14/2021 | 120.00 |
| 16870 | Central Music | 5/14/2021 | 75.00 |
| 16871 | Children's Music Academy | 5/14/2021 | 1,089.00 |
| 16872 | Conejo Recreation and Park District | 5/14/2021 | 1,775.00 |
| 16873 | Copper Horse Riding Ranch LLC | 5/14/2021 | 784.94 |
| 16874 | Crafty School Crates | 5/14/2021 | 2,249.14 |
| 16875 | David Christensen | 5/14/2021 | 880.00 |
| 16876 | Department of Justice | 5/14/2021 | 1,015.00 |
| 16877 | Discount School Supply | 5/14/2021 | 166.11 |
| 16878 | Edgenuity Inc. | 5/14/2021 | 82,475.00 |
| 16879 | Educational Development Corporation | 5/14/2021 | 408.94 |
| 16880 | eDynamic Learning | 5/14/2021 | 1,410.00 |
| 16881 | Effectual Educational Consulting Services | 5/14/2021 | 16,900.80 |
| 16882 | Elite Dance Studio LLC | 5/14/2021 | 360.00 |
| 16883 | Emily Cook - Build Your Library | 5/14/2021 | 52.90 |
| 16884 | Ethos Jiu-Jitsu | 5/14/2021 | 900.00 |
| 16885 | EverWild | 5/14/2021 | 712.80 |
| 16886 | Fidelity Security Life Insurance Co. | 5/14/2021 | 6,049.78 |
| 16887 | First Dog Corp | 5/14/2021 | 400.00 |
| 16888 | Gardena Kumon | 5/14/2021 | 260.00 |
| 16889 | Glory Reins Riding School, Inc | 5/14/2021 | 4,185.00 |
| 16890 | GymJam | 5/14/2021 | 1,121.00 |
| 16891 | Hands 4 Building, LLC | 5/14/2021 | 341.97 |
| 16892 | Home Science Tools | 5/14/2021 | 809.78 |
| 16893 | Houghton Mifflin Harcourt Publishing Co. | 5/14/2021 | 46.92 |
| 16894 | HuckleBerry Center for Creative Learning | 5/14/2021 | 3,913.00 |
| 16895 | Intro 2 Skateboarding | 5/14/2021 | 620.00 |
| 16896 | Irish Rose Farms | 5/14/2021 | 1,563.00 |

Blue Ridge Academy

Check Register

For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 16897 | Jackie Greenway | 5/14/2021 | 220.00 |
| 16898 | JackKris Publishing, LLC | 5/14/2021 | 55.18 |
| 16899 | Jamie Wright | 5/14/2021 | 2,080.00 |
| 16900 | Joe Ferrante Music Academy | 5/14/2021 | 3,119.00 |
| 16901 | Joshua Edwards | 5/14/2021 | 400.00 |
| 16902 | Josie Sutton, Educational Therapy | 5/14/2021 | 762.50 |
| 16903 | Kaizen Dojo | 5/14/2021 | 596.00 |
| 16904 | Kim Wineland/Horse ETC | 5/14/2021 | 220.00 |
| 16905 | Lakeshore Learning Materials | 5/14/2021 | 933.81 |
| 16906 | LanguageBird | 5/14/2021 | 1,250.00 |
| 16907 | Learning Without Tears | 5/14/2021 | 225.52 |
| 16908 | LEGO Education | 5/14/2021 | 359.13 |
| 16909 | Little Passports | 5/14/2021 | 2,788.84 |
| 16910 | Math-U-See, Inc. | 5/14/2021 | 1,318.00 |
| 16911 | McClure & Co | 5/14/2021 | 5,750.00 |
| 16912 | McGraw Hill LLC | 5/14/2021 | 71.88 |
| 16913 | Mercurius | 5/14/2021 | 526.35 |
| 16914 | Michael Burgett | 5/14/2021 | 1,150.02 |
| 16915 | Moving Beyond the Page | 5/14/2021 | 228.08 |
| 16916 | Mrs. Megan's Music Studio | 5/14/2021 | 900.00 |
| 16917 | MTKG Inc. | 5/14/2021 | 130.00 |
| 16918 | Nanci Gross | 5/14/2021 | 240.00 |
| 16919 | Oak Meadow Inc. | 5/14/2021 | 745.00 |
| 16920 | Office Depot | 5/14/2021 | 218.78 |
| 16921 | P.A.S.S | 5/14/2021 | 825.00 |
| 16922 | Paramount Iceland | 5/14/2021 | 260.00 |
| 16923 | Peace Hill Press dba Well Trained Mind Press | 5/14/2021 | 216.09 |
| 16924 | Peter Fox | 5/14/2021 | 5,186.00 |
| 16925 | Portal Languages Fullerton LLC | 5/14/2021 | 1,600.00 |
| 16926 | Rainbow Resource Center | 5/14/2021 | VOID |
| 16927 | Rainbow Resource Center | 5/14/2021 | VOID |
| 16928 | Rainbow Resource Center | 5/14/2021 | VOID |
| 16929 | Rainbow Resource Center | 5/14/2021 | 10,994.10 |
| 16930 | Reed Idea Lab | 5/14/2021 | 1,980.00 |
| 16931 | RingCentral Inc. | 5/14/2021 | 13,888.58 |
| 16932 | Rose Writers Workshop | 5/14/2021 | 600.00 |
| 16933 | Royal Academy the Sound of Music | 5/14/2021 | 247.50 |
| 16934 | Simi Valley Jiu Jitsu | 5/14/2021 | 798.00 |
| 16935 | Singapore Math Inc. | 5/14/2021 | 57.60 |
| 16936 | SoCal Tutors | 5/14/2021 | 640.00 |
| 16937 | South Bay Archery Lessons, LLC | 5/14/2021 | 750.00 |
| 16938 | Southbay Sk8Kids | 5/14/2021 | 4,082.50 |
| 16939 | Studies Weekly | 5/14/2021 | 229.57 |
| 16940 | Sunset Learning Studio | 5/14/2021 | 216.00 |
| 16941 | Swords Fencing Studio, Inc. | 5/14/2021 | 650.00 |
| 16942 | T.K. Taekwondo | 5/14/2021 | 325.30 |
| 16943 | Teacher Synergy, LLC | 5/14/2021 | VOID |
| 16944 | Teacher Synergy, LLC | 5/14/2021 | 1,260.09 |
| 16945 | Teaching Textbooks | 5/14/2021 | 806.66 |
| 16946 | The Critical Thinking Co. | 5/14/2021 | 986.81 |
| 16947 | The Rage Complex | 5/14/2021 | 660.00 |
| 16948 | Think Outside, LLC | 5/14/2021 | 615.20 |
| 16949 | Timberdoodle.com | 5/14/2021 | 2,551.57 |
| 16950 | Urban Youth Park - Palos Verdes | 5/14/2021 | 1,390.98 |
| 16951 | Ventura Land Trust | 5/14/2021 | 432.00 |
| 16952 | Victory Sports Center | 5/14/2021 | 320.00 |
| 16953 | West Coast Music Academy | 5/14/2021 | 1,440.00 |

Blue Ridge Academy

Check Register

For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|--------------|--|------------|--------------|
| 16954 | Willow Brook Studios, Inc. | 5/14/2021 | 1,200.00 |
| 16955 | WM Corporate Services, Inc. | 5/14/2021 | 155.56 |
| 16956 | Yuko Ray | 5/14/2021 | 512.00 |
| 16957 | Z Ultimate Self Defense Studios | 5/14/2021 | 366.66 |
| 16958 | Academy of Dance Westlake Village | 5/20/2021 | 1,442.00 |
| 16959 | All About Learning Press, Inc. | 5/20/2021 | 1,045.00 |
| 16960 | Anchor Counseling & Education Solutions, LLC | 5/20/2021 | 45,342.92 |
| 16961 | Andrew Tyler | 5/20/2021 | 160.00 |
| 16962 | AP Homeschoolers Inc | 5/20/2021 | 895.00 |
| 16963 | Aqua Tots LA LLC | 5/20/2021 | 669.00 |
| 16964 | Arlene Getman | 5/20/2021 | 3,960.00 |
| 16965 | Autism Learning Partners | 5/20/2021 | 470.00 |
| 16966 | Avani Zaidi | 5/20/2021 | 1,750.00 |
| 16967 | BeachSide CrossFit | 5/20/2021 | 1,235.00 |
| 16968 | Beautiful Feet Books, Inc. | 5/20/2021 | 1,502.04 |
| 16969 | Bitsbox | 5/20/2021 | 128.85 |
| 16970 | BookShark | 5/20/2021 | VOID |
| 16971 | BookShark | 5/20/2021 | VOID |
| 16972 | BookShark | 5/20/2021 | 14,871.74 |
| 16973 | Brainery Bits | 5/20/2021 | 26,100.00 |
| 16974 | Brave Writer, LLC | 5/20/2021 | 1,297.95 |
| 16975 | Breakthrough Sports | 5/20/2021 | 640.00 |
| 16976 | Bullock's Archery | 5/20/2021 | 660.00 |
| 16977 | Camarillo Family YMCA | 5/20/2021 | 310.00 |
| 16978 | Center for Vision Development Optometry Inc | 5/20/2021 | 5,947.50 |
| 16979 | Charter Tech Services | 5/20/2021 | 45,026.29 |
| 16980 | Childrens Therapy Network - Ventura | 5/20/2021 | 1,437.50 |
| 16981 | CHLIC-CHICAGO | 5/20/2021 | 17,051.88 |
| 16982 | Christina Yamada | 5/20/2021 | 112.78 |
| 16983 | Conejo Recreation and Park District | 5/20/2021 | 48.40 |
| 16984 | Crafty School Crates | 5/20/2021 | 1,593.70 |
| 16985 | Craig Beck | 5/20/2021 | 1,165.00 |
| 16986 | Dave Janssen's School of Music, LLC | 5/20/2021 | 510.00 |
| 16987 | Day Dreams LLC | 5/20/2021 | 398.00 |
| 16988 | Delano Athletica Gymnastics | 5/20/2021 | 135.00 |
| 16989 | DG Therapy Group | 5/20/2021 | 750.00 |
| 16990 | Dr. Lesli Preuss | 5/20/2021 | 1,400.00 |
| 16991 | Dr. Loretta Burns | 5/20/2021 | 215.04 |
| 16992 | Dylann Stubblefield | 5/20/2021 | 144.00 |
| 16993 | E-Therapy LLC | 5/20/2021 | 5,009.75 |
| 16994 | Educational Development Corporation | 5/20/2021 | 473.57 |
| 16995 | eDynamic Learning | 5/20/2021 | 530.00 |
| 16996 | eLuma LLC | 5/20/2021 | 43,009.09 |
| 16997 | Emily Cook - Build Your Library | 5/20/2021 | 39.95 |
| 16998 | Environmental Cleaning Organization LLC | 5/20/2021 | 1,495.00 |
| 16999 | Eric Lapidus | 5/20/2021 | 2,000.00 |
| 17000 | eSpecial Needs, LLC | 5/20/2021 | 4,262.75 |
| 17001 | EverWild | 5/20/2021 | 1,503.40 |
| 17002 | Extensions Performing Arts Academy LLC | 5/20/2021 | 780.00 |
| 17003 | Ferguson Case Orr Paterson, LLP | 5/20/2021 | 2,724.16 |
| 17004 | Fine Art Classes, Inc. | 5/20/2021 | 895.00 |
| 17005 | Genesis Gymnastics | 5/20/2021 | 2,709.69 |
| 17006 | Gloshyne Entertainment | 5/20/2021 | 100.00 |
| 17007 | Hands 4 Building, LLC | 5/20/2021 | 409.97 |
| 17008 | Haynes Family of Programs | 5/20/2021 | 34,710.90 |
| 17009 | Heavens Hoofprints Equestrian Center | 5/20/2021 | 780.00 |
| 17010 | History Unboxed LLC | 5/20/2021 | 3,192.39 |

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|--------------|--|------------|--------------|
| 17011 | Hockeycontractor, Inc. | 5/20/2021 | 4,400.00 |
| 17012 | Home Science Tools | 5/20/2021 | 2,277.89 |
| 17013 | HWAA | 5/20/2021 | 2,515.00 |
| 17014 | ILYSOCCER LLC | 5/20/2021 | 200.00 |
| 17015 | InfoArmor, Inc | 5/20/2021 | 260.85 |
| 17016 | International Academy of Science | 5/20/2021 | 500.00 |
| 17017 | Intro 2 Skateboarding | 5/20/2021 | 1,550.00 |
| 17018 | Irish Rose Farms | 5/20/2021 | 270.00 |
| 17019 | Jennifer McKay, MS, CCC-SLP | 5/20/2021 | 3,510.00 |
| 17020 | Jill Sturkie | 5/20/2021 | 728.00 |
| 17021 | Karen Dupont | 5/20/2021 | 600.00 |
| 17022 | Kids' Club Spanish School, LLC | 5/20/2021 | 400.00 |
| 17023 | KidsArt | 5/20/2021 | 1,404.00 |
| 17024 | KidsArt - Valencia, Inc. | 5/20/2021 | 382.00 |
| 17025 | KidsArt, Inc. - Los Angeles DBA Drawn2 Art | 5/20/2021 | 274.00 |
| 17026 | KiwiCo Inc | 5/20/2021 | 4,610.43 |
| 17027 | KM Learning Center, INC. | 5/20/2021 | 250.00 |
| 17028 | Knowledge and Wilson Tutoring | 5/20/2021 | 1,120.00 |
| 17029 | LA Acting Studios | 5/20/2021 | 1,950.00 |
| 17030 | Lakeshore Learning Materials | 5/20/2021 | 3,868.40 |
| 17031 | LanguageBird | 5/20/2021 | 1,250.00 |
| 17032 | Law Offices of Young, Minney, & Corr, LLP | 5/20/2021 | 9,428.50 |
| 17033 | Learning Without Tears | 5/20/2021 | 80.09 |
| 17034 | Lindsey Ferrell | 5/20/2021 | 563.97 |
| 17035 | Little Ears Therapy Center | 5/20/2021 | 3,850.00 |
| 17036 | Live Education Inc. | 5/20/2021 | 511.35 |
| 17037 | Live Your Truth Everyday, Inc | 5/20/2021 | 390.00 |
| 17038 | Logic of English | 5/20/2021 | 212.61 |
| 17039 | Lori Kibbe | 5/20/2021 | 160.00 |
| 17040 | Marnie Cooper School of Acting | 5/20/2021 | 670.00 |
| 17041 | Math-U-See, Inc. | 5/20/2021 | 563.00 |
| 17042 | McGraw Hill LLC | 5/20/2021 | 17.97 |
| 17043 | Mercurius | 5/20/2021 | 846.57 |
| 17044 | Moving Beyond the Page | 5/20/2021 | 4,445.02 |
| 17045 | MozArt Music Academy | 5/20/2021 | 1,280.00 |
| 17046 | Mrs. Megan's Music Studio | 5/20/2021 | 240.00 |
| 17047 | MTKG Inc. | 5/20/2021 | 150.00 |
| 17048 | Multiple Measures, LLC | 5/20/2021 | 53,404.44 |
| 17049 | Nanci Gross | 5/20/2021 | 800.00 |
| 17050 | Oak Meadow Inc. | 5/20/2021 | 1,112.93 |
| 17051 | Oaks Volleyball Club, LLC | 5/20/2021 | 1,067.55 |
| 17052 | Owlcrate Enterprises Inc. | 5/20/2021 | 497.79 |
| 17053 | Paramount Iceland | 5/20/2021 | 750.00 |
| 17054 | Peace Hill Press dba Well Trained Mind Press | 5/20/2021 | 835.01 |
| 17055 | Playa Vista Martial Arts LLC | 5/20/2021 | 2,387.00 |
| 17056 | Professional Tutors of America | 5/20/2021 | 6,141.25 |
| 17057 | PSPA | 5/20/2021 | 290.00 |
| 17058 | Rainbow Resource Center | 5/20/2021 | VOID |
| 17059 | Rainbow Resource Center | 5/20/2021 | VOID |
| 17060 | Rainbow Resource Center | 5/20/2021 | VOID |
| 17061 | Rainbow Resource Center | 5/20/2021 | VOID |
| 17062 | Rainbow Resource Center | 5/20/2021 | 15,474.15 |
| 17063 | Rebecca Valadez | 5/20/2021 | 160.00 |
| 17064 | Reed Idea Lab | 5/20/2021 | 680.00 |
| 17065 | Richard Guenther | 5/20/2021 | 432.77 |
| 17066 | Rock Tree Sky | 5/20/2021 | 2,700.00 |
| 17067 | Sasaki's Kenpo Karate | 5/20/2021 | 900.00 |

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|--------------|--|------------|--------------|
| 17068 | Sewing Lab Los Alamitos | 5/20/2021 | 555.00 |
| 17069 | Simi Valley Aquatics | 5/20/2021 | 981.00 |
| 17070 | Simi Valley Jiu Jitsu | 5/20/2021 | 450.00 |
| 17071 | SoCal Tutors | 5/20/2021 | 1,485.00 |
| 17072 | South Bay Archery Lessons, LLC | 5/20/2021 | 600.00 |
| 17073 | Spanish In Action | 5/20/2021 | 240.00 |
| 17074 | Specialized Therapy Services | 5/20/2021 | 98,072.00 |
| 17075 | Speech Language & Educational Associates | 5/20/2021 | 8,660.00 |
| 17076 | Sports Academy | 5/20/2021 | 1,910.00 |
| 17077 | Stacey Lin Ani | 5/20/2021 | 1,440.00 |
| 17078 | Stephanie Doell Barrett Music Studio | 5/20/2021 | 200.00 |
| 17079 | Stephens Educational Services, LLC | 5/20/2021 | 558.55 |
| 17080 | Storybook Binds | 5/20/2021 | 150.00 |
| 17081 | Study.com LLC | 5/20/2021 | 179.97 |
| 17082 | Sunset Learning Studio | 5/20/2021 | 836.00 |
| 17083 | Suzuki Academy Inc. | 5/20/2021 | 841.00 |
| 17084 | Sylvan Learning Center | 5/20/2021 | 416.00 |
| 17085 | Sylvan Learning Center Torrance | 5/20/2021 | 750.00 |
| 17086 | Sylvan Learning Center Woodland Hills | 5/20/2021 | 350.00 |
| 17087 | TalkBox.Mom, Inc | 5/20/2021 | 352.85 |
| 17088 | Teacher Synergy, LLC | 5/20/2021 | VOID |
| 17089 | Teacher Synergy, LLC | 5/20/2021 | 2,196.91 |
| 17090 | Teaching Textbooks | 5/20/2021 | 366.75 |
| 17091 | The Advantage Group | 5/20/2021 | 604.00 |
| 17092 | The Critical Thinking Co. | 5/20/2021 | 1,564.67 |
| 17093 | The Salvation Army | 5/20/2021 | 870.00 |
| 17094 | Therapy in Action, Inc | 5/20/2021 | 1,700.00 |
| 17095 | Think Outside, LLC | 5/20/2021 | 153.80 |
| 17096 | Think Outside, LLC | 5/20/2021 | 769.00 |
| 17097 | Timberdoodle.com | 5/20/2021 | 10,487.62 |
| 17098 | Time4Writing.com | 5/20/2021 | 476.00 |
| 17099 | Tracy Martin | 5/20/2021 | 350.00 |
| 17100 | Urban Youth Park - Palos Verdes | 5/20/2021 | 526.00 |
| 17101 | Ventura Land Trust | 5/20/2021 | 394.00 |
| 17102 | Victorum Athletics | 5/20/2021 | 1,440.00 |
| 17103 | Villatoro Bushido Martial Arts | 5/20/2021 | 1,939.00 |
| 17104 | Williamsburg Learning | 5/20/2021 | 375.00 |
| 17105 | Wise Ahmad Nadjib | 5/20/2021 | 380.00 |
| 17106 | WriteShop | 5/20/2021 | 147.84 |
| 17107 | Yolanda A. Cortenbach | 5/20/2021 | 640.00 |
| 17108 | Franchise Tax Board | 5/26/2021 | 304.21 |
| 17109 | New Jersey Family Support Payment Center | 5/26/2021 | 234.00 |
| 17110 | Ajay K Satsangi | 5/27/2021 | 350.00 |
| 17111 | All About Learning Press, Inc. | 5/27/2021 | 1,775.45 |
| 17112 | Amy King | 5/27/2021 | 216.83 |
| 17113 | Amy Van Leuven | 5/27/2021 | 7,615.50 |
| 17114 | Andrew Tyler | 5/27/2021 | 80.00 |
| 17115 | Autism Learning Partners | 5/27/2021 | 480.00 |
| 17116 | Big Little Ones LLC | 5/27/2021 | 207.70 |
| 17117 | Bloom School of Music and Dance | 5/27/2021 | 98.00 |
| 17118 | Brain Chase | 5/27/2021 | 79.00 |
| 17119 | Breakthrough Sports | 5/27/2021 | 299.47 |
| 17120 | Bridgeway Academy | 5/27/2021 | 295.00 |
| 17121 | Bullock's Archery | 5/27/2021 | 60.00 |
| 17122 | California Dance Theatre | 5/27/2021 | 304.00 |
| 17123 | Camarillo Academy of Performing Arts | 5/27/2021 | 150.00 |
| 17124 | Cecilia Kazol | 5/27/2021 | 560.00 |

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|--------------|---|------------|--------------|
| 17125 | Cerritos Yamaha Music School | 5/27/2021 | 1,216.00 |
| 17126 | Charter Tech Services | 5/27/2021 | 6,162.24 |
| 17127 | Childrens Therapy Network - Ventura | 5/27/2021 | 9,861.25 |
| 17128 | Color Your World Design Studio | 5/27/2021 | 240.00 |
| 17129 | Copper Horse Riding Ranch LLC | 5/27/2021 | 1,020.00 |
| 17130 | Courtney's School of Dance | 5/27/2021 | 2,200.00 |
| 17131 | CrystalVoice Music Studio | 5/27/2021 | 860.00 |
| 17132 | DanAlex, Inc. | 5/27/2021 | 307.00 |
| 17133 | Dance 1 | 5/27/2021 | 480.00 |
| 17134 | Delano Athletica Gymnastics | 5/27/2021 | 965.00 |
| 17135 | DG Therapy Group | 5/27/2021 | 1,250.00 |
| 17136 | DV Therapy | 5/27/2021 | 2,550.00 |
| 17137 | Dynamic Therapy Solutions and Dyslexia Center, PC | 5/27/2021 | 3,725.00 |
| 17138 | EMH Sports USA, Inc. | 5/27/2021 | 11,432.50 |
| 17139 | Empire Therapy & Family Services | 5/27/2021 | 750.00 |
| 17140 | Ernesta Music School | 5/27/2021 | 800.00 |
| 17141 | Ethos Jiu-Jitsu | 5/27/2021 | 556.00 |
| 17142 | Frome Realty Fund Alpha LLC | 5/27/2021 | 3,280.00 |
| 17143 | Global Teletherapy | 5/27/2021 | 58,645.50 |
| 17144 | Gloshyne Entertainment | 5/27/2021 | 100.00 |
| 17145 | Golden Oak Music Studios | 5/27/2021 | 220.00 |
| 17146 | Hands 4 Building, LLC | 5/27/2021 | 458.97 |
| 17147 | HDRS | 5/27/2021 | 400.00 |
| 17148 | Heavens Hoofprints Equestrian Center | 5/27/2021 | 2,004.00 |
| 17149 | History Unboxed LLC | 5/27/2021 | 5,175.11 |
| 17150 | Home Science Tools | 5/27/2021 | 104.98 |
| 17151 | HuckleBerry Center for Creative Learning | 5/27/2021 | 402.00 |
| 17152 | Inspyr Arts Education | 5/27/2021 | 874.00 |
| 17153 | Irish Rose Farms | 5/27/2021 | 225.00 |
| 17154 | Jaime Dietz-Velez | 5/27/2021 | 744.00 |
| 17155 | Jayna Burgess | 5/27/2021 | 800.00 |
| 17156 | Judea Media LLC | 5/27/2021 | 149.00 |
| 17157 | Jump and Schout Therapy | 5/27/2021 | 520.00 |
| 17158 | Kaiser Foundation Health Plan | 5/27/2021 | 133,099.51 |
| 17159 | Kaiser Foundation Health Plan | 5/27/2021 | 5,882.26 |
| 17160 | Kaizen Dojo | 5/27/2021 | 596.00 |
| 17161 | Kids in Motion Pediatric Therapy Inc. | 5/27/2021 | 8,362.50 |
| 17162 | KidsArt - Valencia, Inc. | 5/27/2021 | 1,746.00 |
| 17163 | KiwiCo Inc | 5/27/2021 | 7,396.10 |
| 17164 | Lakeshore Learning Materials | 5/27/2021 | 392.27 |
| 17165 | Language Network, Inc. | 5/27/2021 | 206.52 |
| 17166 | Language to Learning, Inc. | 5/27/2021 | 1,760.00 |
| 17167 | Lanterns Global | 5/27/2021 | 3,018.73 |
| 17168 | Law Office of Grace Clark | 5/27/2021 | 2,200.00 |
| 17169 | Law Office of Jennifer McQuarrie | 5/27/2021 | 440.00 |
| 17170 | Learning Without Tears | 5/27/2021 | 173.41 |
| 17171 | LegalZoom Enterprises Initiatives, Inc. | 5/27/2021 | 419.72 |
| 17172 | LEGO Education | 5/27/2021 | 829.60 |
| 17173 | Little Passports | 5/27/2021 | 3,258.45 |
| 17174 | Mandarin Library Automation | 5/27/2021 | 70.00 |
| 17175 | Marnie Cooper School of Acting | 5/27/2021 | 480.00 |
| 17176 | Math Learning Redondo Beach | 5/27/2021 | 800.00 |
| 17177 | Math-U-See, Inc. | 5/27/2021 | VOID |
| 17178 | Math-U-See, Inc. | 5/27/2021 | 5,571.00 |
| 17179 | Matthew Jimmink | 5/27/2021 | 475.00 |
| 17180 | McGraw Hill LLC | 5/27/2021 | 2,181.89 |
| 17181 | Morey's Music Store, Inc | 5/27/2021 | 75.18 |

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|----------------|---|------------|--------------|
| 17182 | Moving Beyond the Page | 5/27/2021 | 415.94 |
| 17183 | MoxieBox Art | 5/27/2021 | 393.77 |
| 17184 | Newport Sea Base | 5/27/2021 | 219.00 |
| 17185 | Oak Creek Corral | 5/27/2021 | 1,415.00 |
| 17186 | Oak Meadow Inc. | 5/27/2021 | 3,151.93 |
| 17187 | Oaks Volleyball Club, LLC | 5/27/2021 | 332.44 |
| 17188 | Paramount Iceland | 5/27/2021 | 260.00 |
| 17189 | Partners in Special Educations, Inc. | 5/27/2021 | 6,048.75 |
| 17190 | Pediatric Therapy Associates | 5/27/2021 | 10,637.50 |
| 17191 | Pediatric Therapy Network | 5/27/2021 | 1,568.00 |
| 17192 | Portal Languages Fullerton LLC | 5/27/2021 | 800.00 |
| 17193 | Pride Learning Co. | 5/27/2021 | 975.00 |
| 17194 | Rainbow Resource Center | 5/27/2021 | VOID |
| 17195 | Rainbow Resource Center | 5/27/2021 | 10,962.08 |
| 17196 | Rancho Simi Recreation and Park District | 5/27/2021 | 220.00 |
| 17197 | Red Dragon Karate | 5/27/2021 | 842.02 |
| 17198 | Richard Guenther | 5/27/2021 | 230.16 |
| 17199 | Rosemary Johnson & Associate Clinic | 5/27/2021 | 4,375.00 |
| 17200 | San Gabriel Volley | 5/27/2021 | 200.00 |
| 17201 | Sandra M. Duran Sanchez | 5/27/2021 | 360.00 |
| 17202 | SE23 Studios | 5/27/2021 | 1,528.60 |
| 17203 | Sheroes Entertainment | 5/27/2021 | 855.00 |
| 17204 | Singapore Math Inc. | 5/27/2021 | 1,267.72 |
| 17205 | SoCalGas | 5/27/2021 | 31.27 |
| 17206 | South Bay Archery Lessons, LLC | 5/27/2021 | 2,040.00 |
| 17207 | Southbay Sk8Kids | 5/27/2021 | 1,154.00 |
| 17208 | Star Dance Center | 5/27/2021 | 211.00 |
| 17209 | Studies Weekly | 5/27/2021 | 65.59 |
| 17210 | Sunset Learning Studio | 5/27/2021 | 1,196.00 |
| 17211 | Sylvan Learning Center Woodland Hills | 5/27/2021 | 1,100.00 |
| 17212 | Teacher Synergy, LLC | 5/27/2021 | VOID |
| 17213 | Teacher Synergy, LLC | 5/27/2021 | 1,371.65 |
| 17214 | The Art Studio | 5/27/2021 | 120.00 |
| 17215 | The Salvation Army | 5/27/2021 | 240.00 |
| 17216 | Think Outside, LLC | 5/27/2021 | 1,538.00 |
| 17217 | Timberdoodle.com | 5/27/2021 | 900.42 |
| 17218 | Tonya Hill | 5/27/2021 | 316.51 |
| 17219 | Top Billing Entertainment | 5/27/2021 | 3,637.50 |
| 17220 | Torres Fine Arts Instruction | 5/27/2021 | 1,115.00 |
| 17221 | Victorum Athletics | 5/27/2021 | 320.00 |
| 17222 | WATT Enterprises | 5/27/2021 | 6,130.59 |
| 17223 | Wright Guitarist | 5/27/2021 | 1,638.72 |
| 17224 | Riverside County Office of Education | 5/28/2021 | 29,700.00 |
| APBRA0507-153 | Amazon Capital Services | 5/7/2021 | 29,718.26 |
| APBRA0507-154 | Nancy Sanchez | 5/7/2021 | 540.00 |
| APBRA210505-01 | Eun Soo Kwon | 5/5/2021 | 700.00 |
| APBRA210505-02 | Eun Soo Kwon | 5/5/2021 | 129.06 |
| APBRA210507-01 | A Lotte Horses | 5/7/2021 | 14,155.98 |
| APBRA210507-02 | A+ In Home Tutors | 5/7/2021 | 390.00 |
| APBRA210507-03 | A+ In Home Tutors | 5/7/2021 | 975.00 |
| APBRA210507-04 | Academic Achievers Educational Services, Inc. | 5/7/2021 | 810.00 |
| APBRA210507-05 | Academy of Music Performance and Education | 5/7/2021 | 1,080.00 |
| APBRA210507-06 | Amy Manchel | 5/7/2021 | 200.00 |
| APBRA210507-07 | Amy Manchel | 5/7/2021 | 50.00 |
| APBRA210507-08 | Angela Michael | 5/7/2021 | 65.00 |
| APBRA210507-09 | Aspire Art Studios | 5/7/2021 | 1,946.00 |
| APBRA210507-10 | Bella Musique Academy of the Arts | 5/7/2021 | 712.50 |

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|-----------------|--|------------|--------------|
| APBRA210507-100 | Nuestra Escuelita Spanish Academy | 5/7/2021 | 1,166.00 |
| APBRA210507-101 | Oasis Aquatics, Inc. | 5/7/2021 | 90.00 |
| APBRA210507-102 | One Spark Academy | 5/7/2021 | 132.00 |
| APBRA210507-103 | Paseo Aquatics Sports LLC | 5/7/2021 | 194.00 |
| APBRA210507-104 | Quest Taekwondo | 5/7/2021 | 417.00 |
| APBRA210507-105 | Raffia Music Studio | 5/7/2021 | 280.00 |
| APBRA210507-106 | Raffia Music Studio | 5/7/2021 | 280.00 |
| APBRA210507-107 | Raffia Music Studio | 5/7/2021 | 280.00 |
| APBRA210507-108 | Raffia Music Studio | 5/7/2021 | 280.00 |
| APBRA210507-109 | Richter Academy of Classical Dance & Pilates | 5/7/2021 | 600.00 |
| APBRA210507-11 | Bob Bledsoe | 5/7/2021 | 360.00 |
| APBRA210507-110 | Richter Academy of Classical Dance & Pilates | 5/7/2021 | 500.00 |
| APBRA210507-111 | Richter Academy of Classical Dance & Pilates | 5/7/2021 | 500.00 |
| APBRA210507-112 | Rising Stars Foundation Inc. | 5/7/2021 | 420.40 |
| APBRA210507-113 | Rolling Robots, Inc | 5/7/2021 | 199.00 |
| APBRA210507-114 | Rolling Robots, Inc | 5/7/2021 | 299.00 |
| APBRA210507-115 | Seaside Learning Center | 5/7/2021 | 60.00 |
| APBRA210507-116 | Seaside Speech Therapy Inc. | 5/7/2021 | 520.00 |
| APBRA210507-117 | Seaside Speech Therapy Inc. | 5/7/2021 | 650.00 |
| APBRA210507-118 | Seaside Speech Therapy Inc. | 5/7/2021 | 520.00 |
| APBRA210507-119 | Seaside Speech Therapy Inc. | 5/7/2021 | 520.00 |
| APBRA210507-12 | Cal Heights Music | 5/7/2021 | 4,276.66 |
| APBRA210507-120 | Seaside Speech Therapy Inc. | 5/7/2021 | 650.00 |
| APBRA210507-121 | Seaside Speech Therapy Inc. | 5/7/2021 | 1,072.50 |
| APBRA210507-122 | Seaside Speech Therapy Inc. | 5/7/2021 | 1,235.00 |
| APBRA210507-123 | Seaside Speech Therapy Inc. | 5/7/2021 | 780.00 |
| APBRA210507-124 | Seaside Speech Therapy Inc. | 5/7/2021 | 975.00 |
| APBRA210507-125 | Seaside Speech Therapy Inc. | 5/7/2021 | 304.20 |
| APBRA210507-126 | Shane Cammell | 5/7/2021 | 296.00 |
| APBRA210507-127 | Shane Cammell | 5/7/2021 | 180.00 |
| APBRA210507-128 | Shane Cammell | 5/7/2021 | 185.00 |
| APBRA210507-129 | Shane Cammell | 5/7/2021 | 140.00 |
| APBRA210507-13 | California Storm All Star Cheer | 5/7/2021 | 470.00 |
| APBRA210507-130 | Shane Cammell | 5/7/2021 | 175.00 |
| APBRA210507-131 | Shanelle Gray Studios | 5/7/2021 | 2,705.00 |
| APBRA210507-132 | Sierra Madre Dance Center | 5/7/2021 | 136.00 |
| APBRA210507-133 | Sing Language Foundation | 5/7/2021 | 550.00 |
| APBRA210507-134 | Sing Language Foundation | 5/7/2021 | 375.00 |
| APBRA210507-135 | SoCal Jiu Jitsu & Self Defense | 5/7/2021 | 240.00 |
| APBRA210507-136 | South Bay Cheer 360 | 5/7/2021 | 200.00 |
| APBRA210507-137 | Sunday Mourning LLC | 5/7/2021 | 130.00 |
| APBRA210507-138 | Sylvan Learning Center Long Beach | 5/7/2021 | 156.00 |
| APBRA210507-139 | Sylvia's Design Studio | 5/7/2021 | 120.00 |
| APBRA210507-14 | Coach Patty's Gymnastics Inc | 5/7/2021 | 190.00 |
| APBRA210507-140 | Tae Ryong Taekwondo Ventura | 5/7/2021 | 200.00 |
| APBRA210507-141 | The Advantage Program | 5/7/2021 | 2,000.00 |
| APBRA210507-142 | The Piano Studio of Katy Beth Unger, LLC | 5/7/2021 | 160.00 |
| APBRA210507-143 | The Piano Studio of Katy Beth Unger, LLC | 5/7/2021 | 239.25 |
| APBRA210507-144 | The Writtenburg Door | 5/7/2021 | 3,625.00 |
| APBRA210507-145 | Themistocles Leftheris - Ice Skating Coach | 5/7/2021 | 690.00 |
| APBRA210507-146 | True Note Music, LLC | 5/7/2021 | 210.00 |
| APBRA210507-147 | True Note Music, LLC | 5/7/2021 | 245.00 |
| APBRA210507-148 | Ventura Actors Studio | 5/7/2021 | 853.00 |
| APBRA210507-149 | Ventura County Music Academy | 5/7/2021 | 980.00 |
| APBRA210507-15 | Coach Patty's Gymnastics Inc | 5/7/2021 | 190.00 |
| APBRA210507-150 | Whole Child Therapy Inc. | 5/7/2021 | 3,900.00 |
| APBRA210507-151 | YES Writing | 5/7/2021 | 165.00 |

Blue Ridge Academy

Check Register

For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|-----------------|---|------------|--------------|
| APBRA210507-152 | Young Actors Academy of Performing Arts | 5/7/2021 | 270.00 |
| APBRA210507-16 | Colleen Sharpe | 5/7/2021 | 540.00 |
| APBRA210507-17 | Common Thread Claremont | 5/7/2021 | 168.00 |
| APBRA210507-18 | Cornerstone Music Conservatory | 5/7/2021 | 324.00 |
| APBRA210507-19 | Cornerstone Music Conservatory | 5/7/2021 | 324.00 |
| APBRA210507-20 | Cornerstone Music Conservatory | 5/7/2021 | 455.00 |
| APBRA210507-21 | Cornerstone Music Conservatory | 5/7/2021 | 256.00 |
| APBRA210507-22 | Dance Creations | 5/7/2021 | 450.00 |
| APBRA210507-23 | Dance Creations | 5/7/2021 | 172.84 |
| APBRA210507-24 | Deanna Colon | 5/7/2021 | 135.00 |
| APBRA210507-25 | Deborah Lemen Acting Studio | 5/7/2021 | 390.00 |
| APBRA210507-26 | Devora Gottlieb | 5/7/2021 | 1,750.00 |
| APBRA210507-27 | Digital Dragon | 5/7/2021 | 210.00 |
| APBRA210507-28 | Digital Dragon | 5/7/2021 | 1,200.00 |
| APBRA210507-29 | Earl Johnson III | 5/7/2021 | 455.00 |
| APBRA210507-30 | Earl Johnson III | 5/7/2021 | 960.00 |
| APBRA210507-31 | Earl Johnson III | 5/7/2021 | 680.00 |
| APBRA210507-32 | Earl Johnson III | 5/7/2021 | 105.00 |
| APBRA210507-33 | Earl Johnson III | 5/7/2021 | 350.00 |
| APBRA210507-34 | Earl Johnson III | 5/7/2021 | 455.00 |
| APBRA210507-35 | Earl Johnson III | 5/7/2021 | 455.00 |
| APBRA210507-36 | Earl Johnson III | 5/7/2021 | 350.00 |
| APBRA210507-37 | Elizabeth Gustavson | 5/7/2021 | 160.00 |
| APBRA210507-38 | Firestorm Freerunning & Acrobatics | 5/7/2021 | 750.00 |
| APBRA210507-39 | Frazier Martial Arts | 5/7/2021 | 474.00 |
| APBRA210507-40 | Hart Academy of Dance | 5/7/2021 | 240.00 |
| APBRA210507-41 | Huckleberry Friend Productions | 5/7/2021 | 385.00 |
| APBRA210507-42 | Institute for Excellence in Writing | 5/7/2021 | 38.33 |
| APBRA210507-43 | Institute for Excellence in Writing | 5/7/2021 | 38.11 |
| APBRA210507-44 | Institute for Excellence in Writing | 5/7/2021 | 38.11 |
| APBRA210507-45 | Institute for Excellence in Writing | 5/7/2021 | 44.95 |
| APBRA210507-46 | Institute for Excellence in Writing | 5/7/2021 | 214.20 |
| APBRA210507-47 | Institute for Excellence in Writing | 5/7/2021 | 38.11 |
| APBRA210507-48 | Institute for Excellence in Writing | 5/7/2021 | 37.46 |
| APBRA210507-49 | Institute for Excellence in Writing | 5/7/2021 | 22.79 |
| APBRA210507-50 | Institute for Excellence in Writing | 5/7/2021 | 38.11 |
| APBRA210507-51 | Institute for Excellence in Writing | 5/7/2021 | 199.04 |
| APBRA210507-52 | Institute for Excellence in Writing | 5/7/2021 | 175.87 |
| APBRA210507-53 | Institute for Excellence in Writing | 5/7/2021 | 60.38 |
| APBRA210507-54 | Institute for Excellence in Writing | 5/7/2021 | 60.02 |
| APBRA210507-55 | Institute for Excellence in Writing | 5/7/2021 | 317.53 |
| APBRA210507-56 | Institute for Excellence in Writing | 5/7/2021 | 473.56 |
| APBRA210507-57 | Institute for Excellence in Writing | 5/7/2021 | 517.67 |
| APBRA210507-58 | Jeff Speakman's Kenpo 5.0 Pasadena | 5/7/2021 | 159.00 |
| APBRA210507-59 | Jeff Speakman's Kenpo 5.0 Pasadena | 5/7/2021 | 159.00 |
| APBRA210507-60 | Jennifer Dustman | 5/7/2021 | 385.00 |
| APBRA210507-61 | Jimmy Murn | 5/7/2021 | 100.00 |
| APBRA210507-62 | Joanie Jun | 5/7/2021 | 1,050.00 |
| APBRA210507-63 | John Henny Productions | 5/7/2021 | 135.00 |
| APBRA210507-64 | John James | 5/7/2021 | 280.00 |
| APBRA210507-65 | Josh Titone | 5/7/2021 | 157.92 |
| APBRA210507-66 | Joyful Music and Arts | 5/7/2021 | 540.00 |
| APBRA210507-67 | Joyful Music and Arts | 5/7/2021 | 160.00 |
| APBRA210507-68 | Joyful Music and Arts | 5/7/2021 | 160.00 |
| APBRA210507-69 | Joyful Music and Arts | 5/7/2021 | 160.00 |
| APBRA210507-70 | Joyful Music and Arts | 5/7/2021 | 160.00 |
| APBRA210507-71 | Kanor Driving School, Inc. | 5/7/2021 | 600.00 |

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|-----------------|---|------------|--------------|
| APBRA210507-72 | Kidz Rock LLC | 5/7/2021 | 180.00 |
| APBRA210507-73 | Kumon Math and Reading Center of Whittier | 5/7/2021 | 825.00 |
| APBRA210507-74 | Laura Fischer | 5/7/2021 | 112.50 |
| APBRA210507-75 | Lighthouse Therapy LLC | 5/7/2021 | 61,621.09 |
| APBRA210507-76 | Lights On Learning Solutions | 5/7/2021 | 2,155.00 |
| APBRA210507-77 | Lindsay Hoogendam | 5/7/2021 | 120.00 |
| APBRA210507-78 | Lynnanne Zager Voiceover | 5/7/2021 | 125.00 |
| APBRA210507-79 | Lynnanne Zager Voiceover | 5/7/2021 | 335.00 |
| APBRA210507-80 | Marc Majdick | 5/7/2021 | 330.00 |
| APBRA210507-81 | Margie Haber Studio | 5/7/2021 | 750.00 |
| APBRA210507-82 | Marianne Lavee | 5/7/2021 | 4,350.00 |
| APBRA210507-83 | Marie Gayton | 5/7/2021 | 150.00 |
| APBRA210507-84 | Marie Gayton | 5/7/2021 | 150.00 |
| APBRA210507-85 | Mary Roberts | 5/7/2021 | 525.00 |
| APBRA210507-86 | Mathnasium of Calabasas | 5/7/2021 | 921.00 |
| APBRA210507-87 | Mathnasium of Glendora | 5/7/2021 | 3,587.00 |
| APBRA210507-88 | McColgan & Associates Inc. | 5/7/2021 | 10,472.85 |
| APBRA210507-89 | MEL Science U. S., LLC | 5/7/2021 | 209.40 |
| APBRA210507-90 | MEL Science U. S., LLC | 5/7/2021 | 139.60 |
| APBRA210507-91 | MEL Science U. S., LLC | 5/7/2021 | 139.60 |
| APBRA210507-92 | MEL Science U. S., LLC | 5/7/2021 | 209.40 |
| APBRA210507-93 | Monarchs Gymnastics | 5/7/2021 | 158.00 |
| APBRA210507-94 | Monarchs Gymnastics | 5/7/2021 | 80.00 |
| APBRA210507-95 | Mr. D Math, LLC | 5/7/2021 | 491.00 |
| APBRA210507-96 | Murphy Language Arts LLC | 5/7/2021 | 1,117.50 |
| APBRA210507-97 | Music Box | 5/7/2021 | 1,330.00 |
| APBRA210507-98 | Music Freqs | 5/7/2021 | 700.00 |
| APBRA210507-99 | Music Freqs | 5/7/2021 | 420.00 |
| APBRA210510-01 | Nancy Sanchez | 5/10/2021 | 300.00 |
| APBRA210511-01 | School Pathways, LLC | 5/11/2021 | 24,562.33 |
| APBRA210511-02 | Stay Singing | 5/11/2021 | 450.00 |
| APBRA210511-03 | Stay Singing | 5/11/2021 | 540.00 |
| APBRA210511-04 | Young Actors Space | 5/11/2021 | 400.00 |
| APBRA210511-05 | Young Actors Space | 5/11/2021 | 400.00 |
| APBRA210514-01 | 1st Class Martial Arts | 5/14/2021 | 597.00 |
| APBRA210514-02 | A to Z Soccer Academy | 5/14/2021 | 300.00 |
| APBRA210514-03 | Amazon Capital Services | 5/14/2021 | 81,831.56 |
| APBRA210514-04 | Amy Ninio | 5/14/2021 | 800.00 |
| APBRA210514-05 | Amy Ninio | 5/14/2021 | 1,000.00 |
| APBRA210514-06 | Angela Michael | 5/14/2021 | 65.00 |
| APBRA210514-07 | Arts Development School of Music | 5/14/2021 | 375.00 |
| APBRA210514-08 | Azeroual Group LLC | 5/14/2021 | 778.00 |
| APBRA210514-09 | Azeroual Group LLC | 5/14/2021 | 678.00 |
| APBRA210514-10 | Azeroual Group LLC | 5/14/2021 | 678.00 |
| APBRA210514-100 | Tutu Ballet Academy LLC | 5/14/2021 | VOID |
| APBRA210514-101 | Tutu Ballet Academy LLC | 5/14/2021 | VOID |
| APBRA210514-102 | Water Wings Swim School | 5/14/2021 | 2,606.00 |
| APBRA210514-103 | Zaia Lebtahi | 5/14/2021 | 800.00 |
| APBRA210514-11 | Azeroual Group LLC | 5/14/2021 | 778.00 |
| APBRA210514-12 | Basurto Music & Academics | 5/14/2021 | 200.00 |
| APBRA210514-13 | Bonfield Farm | 5/14/2021 | 1,500.00 |
| APBRA210514-14 | Center Stage Players and Arts | 5/14/2021 | 110.00 |
| APBRA210514-15 | Center Stage Players and Arts | 5/14/2021 | 110.00 |
| APBRA210514-16 | Charter Impact, Inc. | 5/14/2021 | 143,131.00 |
| APBRA210514-17 | Charter Impact, Inc. | 5/14/2021 | 1,721.00 |
| APBRA210514-18 | Charter Impact, Inc. | 5/14/2021 | 40.00 |
| APBRA210514-19 | Code Ninjas - Los Angeles | 5/14/2021 | 349.00 |

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|----------------|--|------------|--------------|
| APBRA210514-20 | Colleen Sharpe | 5/14/2021 | 390.00 |
| APBRA210514-21 | Colleen Sharpe | 5/14/2021 | 390.00 |
| APBRA210514-22 | Cornerstone Music Conservatory | 5/14/2021 | 324.00 |
| APBRA210514-23 | Creative Learning Place | 5/14/2021 | 1,030.50 |
| APBRA210514-24 | Cuizon Ballet Centre | 5/14/2021 | 435.00 |
| APBRA210514-25 | Deanna Colon | 5/14/2021 | 1,080.00 |
| APBRA210514-26 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-27 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-28 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-29 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-30 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 100.00 |
| APBRA210514-31 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-32 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-33 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-34 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/14/2021 | 350.00 |
| APBRA210514-35 | eat2explore | 5/14/2021 | 104.80 |
| APBRA210514-36 | eat2explore | 5/14/2021 | 199.60 |
| APBRA210514-37 | eat2explore | 5/14/2021 | 86.25 |
| APBRA210514-38 | eat2explore | 5/14/2021 | 29.95 |
| APBRA210514-39 | eat2explore | 5/14/2021 | 279.55 |
| APBRA210514-40 | eat2explore | 5/14/2021 | 86.25 |
| APBRA210514-41 | eat2explore | 5/14/2021 | 59.90 |
| APBRA210514-42 | Elizabeth Gustavson | 5/14/2021 | 200.00 |
| APBRA210514-43 | Gilchrist Farm | 5/14/2021 | 6,415.00 |
| APBRA210514-44 | Gilchrist Farm | 5/14/2021 | 6,615.00 |
| APBRA210514-45 | Helen Dziadulewicz | 5/14/2021 | 400.00 |
| APBRA210514-46 | Helen Dziadulewicz | 5/14/2021 | 900.00 |
| APBRA210514-47 | Higher Ground Skateboarding | 5/14/2021 | 140.00 |
| APBRA210514-48 | Holly Noble | 5/14/2021 | 2,600.00 |
| APBRA210514-49 | Honor Roll BJJ | 5/14/2021 | 599.00 |
| APBRA210514-50 | Honor Roll BJJ | 5/14/2021 | 599.00 |
| APBRA210514-51 | Honor Roll BJJ | 5/14/2021 | 75.00 |
| APBRA210514-52 | Institute for Excellence in Writing | 5/14/2021 | 92.31 |
| APBRA210514-53 | Institute for Excellence in Writing | 5/14/2021 | 92.31 |
| APBRA210514-54 | Institute for Excellence in Writing | 5/14/2021 | 119.64 |
| APBRA210514-55 | Institute for Excellence in Writing | 5/14/2021 | 119.64 |
| APBRA210514-56 | Joanie Jun | 5/14/2021 | 640.00 |
| APBRA210514-57 | Joyce Billman | 5/14/2021 | 240.00 |
| APBRA210514-58 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 223.00 |
| APBRA210514-59 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 749.00 |
| APBRA210514-60 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 520.00 |
| APBRA210514-61 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 520.00 |
| APBRA210514-62 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 180.00 |
| APBRA210514-63 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 180.00 |
| APBRA210514-64 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 463.00 |
| APBRA210514-65 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 595.00 |
| APBRA210514-66 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 798.00 |
| APBRA210514-67 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 630.00 |
| APBRA210514-68 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 840.10 |
| APBRA210514-69 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 210.00 |
| APBRA210514-70 | King Harbor Boating Foundation dba Waterfront Educatio | 5/14/2021 | 378.00 |
| APBRA210514-71 | Lisa Hale | 5/14/2021 | 280.00 |
| APBRA210514-72 | Maestro Performance Products - Guitar Ninja | 5/14/2021 | 1,815.00 |
| APBRA210514-73 | Mathnasium of Sherman Oaks | 5/14/2021 | 359.00 |
| APBRA210514-74 | Monarchs Gymnastics | 5/14/2021 | 80.00 |
| APBRA210514-75 | Music Freqs | 5/14/2021 | 735.00 |
| APBRA210514-76 | Opus Music School | 5/14/2021 | 757.00 |

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|-----------------|--|------------|--------------|
| APBRA210514-77 | Outschool, Inc. | 5/14/2021 | 75.00 |
| APBRA210514-78 | Pamela Lam | 5/14/2021 | 481.00 |
| APBRA210514-79 | Paseo Aquatics Sports LLC | 5/14/2021 | 175.00 |
| APBRA210514-80 | Rising Stars Foundation Inc. | 5/14/2021 | 313.74 |
| APBRA210514-81 | Roza Yoder | 5/14/2021 | 3,240.00 |
| APBRA210514-82 | Seaside Learning Center | 5/14/2021 | 1,860.00 |
| APBRA210514-83 | Shakespeare Kids | 5/14/2021 | 4,047.04 |
| APBRA210514-84 | SoCal Jiu Jitsu & Self Defense | 5/14/2021 | 100.00 |
| APBRA210514-85 | Success Tutoring | 5/14/2021 | 500.00 |
| APBRA210514-86 | Success Tutoring | 5/14/2021 | 500.00 |
| APBRA210514-87 | Success Tutoring | 5/14/2021 | 1,417.50 |
| APBRA210514-88 | Sylvia's Design Studio | 5/14/2021 | 90.00 |
| APBRA210514-89 | Sylvia's Design Studio | 5/14/2021 | 120.00 |
| APBRA210514-90 | Sylvia's Design Studio | 5/14/2021 | 120.00 |
| APBRA210514-91 | Tamara Barden | 5/14/2021 | 210.00 |
| APBRA210514-92 | The Advantage Program | 5/14/2021 | 105.00 |
| APBRA210514-93 | The Arterie | 5/14/2021 | 480.00 |
| APBRA210514-94 | Themistocles Leftheris - Ice Skating Coach | 5/14/2021 | 950.00 |
| APBRA210514-95 | Tonia Crews | 5/14/2021 | 50.00 |
| APBRA210514-96 | True Note Music, LLC | 5/14/2021 | 280.00 |
| APBRA210514-97 | True Note Music, LLC | 5/14/2021 | 350.00 |
| APBRA210514-98 | True Note Music, LLC | 5/14/2021 | 140.00 |
| APBRA210514-99 | True Note Music, LLC | 5/14/2021 | 455.00 |
| APBRA210520-01 | A to Z Soccer Academy | 5/20/2021 | 320.00 |
| APBRA210520-02 | A+ In Home Tutors | 5/20/2021 | 520.00 |
| APBRA210520-03 | Alana King | 5/20/2021 | 222.87 |
| APBRA210520-04 | Alec's Chess Club | 5/20/2021 | 180.00 |
| APBRA210520-05 | Allemande Music Academy, LLC | 5/20/2021 | 4,816.00 |
| APBRA210520-06 | Amazon Capital Services | 5/20/2021 | 44,592.92 |
| APBRA210520-07 | Amy Manchel | 5/20/2021 | 250.00 |
| APBRA210520-08 | Angela Michael | 5/20/2021 | 65.00 |
| APBRA210520-09 | B2G Sports | 5/20/2021 | 900.00 |
| APBRA210520-10 | Beyond the Toolbox LLC | 5/20/2021 | 180.00 |
| APBRA210520-100 | MEL Science U. S., LLC | 5/20/2021 | 139.60 |
| APBRA210520-101 | MEL Science U. S., LLC | 5/20/2021 | 314.10 |
| APBRA210520-102 | MEL Science U. S., LLC | 5/20/2021 | 209.40 |
| APBRA210520-103 | Melody & Chord Creative Learning | 5/20/2021 | 1,215.00 |
| APBRA210520-104 | Novascone's ATA Martial Arts | 5/20/2021 | 297.51 |
| APBRA210520-105 | Novascone's ATA Martial Arts | 5/20/2021 | 99.17 |
| APBRA210520-106 | Opus Music School | 5/20/2021 | 790.00 |
| APBRA210520-107 | Palmdale School of Music | 5/20/2021 | 120.00 |
| APBRA210520-108 | Paula Ramirez | 5/20/2021 | 280.00 |
| APBRA210520-109 | Paula Ramirez | 5/20/2021 | 140.00 |
| APBRA210520-11 | Beyond the Toolbox LLC | 5/20/2021 | 300.00 |
| APBRA210520-110 | Paula Ramirez | 5/20/2021 | 140.00 |
| APBRA210520-111 | Paula Ramirez | 5/20/2021 | 140.00 |
| APBRA210520-112 | Prado Music Academy LLC | 5/20/2021 | 1,500.00 |
| APBRA210520-113 | Prado Music Academy LLC | 5/20/2021 | 347.50 |
| APBRA210520-114 | Quest Taekwondo | 5/20/2021 | 417.00 |
| APBRA210520-115 | Raffia Music Studio | 5/20/2021 | 140.00 |
| APBRA210520-116 | Raffia Music Studio | 5/20/2021 | 140.00 |
| APBRA210520-117 | Raffia Music Studio | 5/20/2021 | 140.00 |
| APBRA210520-118 | Raffia Music Studio | 5/20/2021 | 140.00 |
| APBRA210520-119 | Raffia Music Studio | 5/20/2021 | 540.00 |
| APBRA210520-12 | Beyond the Toolbox LLC | 5/20/2021 | 605.95 |
| APBRA210520-120 | Raffia Music Studio | 5/20/2021 | 180.00 |
| APBRA210520-121 | Raffia Music Studio | 5/20/2021 | 360.00 |

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|-----------------|--|------------|--------------|
| APBRA210520-122 | Red Hat Cowgirl | 5/20/2021 | 260.00 |
| APBRA210520-123 | Red Hat Cowgirl | 5/20/2021 | 720.00 |
| APBRA210520-124 | Red Hat Cowgirl | 5/20/2021 | 650.00 |
| APBRA210520-125 | Red Hat Cowgirl | 5/20/2021 | 1,430.00 |
| APBRA210520-126 | Rockstars of Tomorrow | 5/20/2021 | 149.00 |
| APBRA210520-127 | Rockstars of Tomorrow | 5/20/2021 | 145.00 |
| APBRA210520-128 | San Pedro Ballet School | 5/20/2021 | 704.00 |
| APBRA210520-129 | Sarah Lynn Grubb | 5/20/2021 | 977.00 |
| APBRA210520-13 | Beyond the Toolbox LLC | 5/20/2021 | 120.00 |
| APBRA210520-130 | School Pathways, LLC | 5/20/2021 | 28,022.58 |
| APBRA210520-131 | School Specialty LLC | 5/20/2021 | 157.71 |
| APBRA210520-132 | Seaside Learning Center | 5/20/2021 | 1,056.00 |
| APBRA210520-133 | Seaside Learning Center | 5/20/2021 | 460.00 |
| APBRA210520-134 | Seaside Learning Center | 5/20/2021 | 1,389.00 |
| APBRA210520-135 | Seaside Learning Center | 5/20/2021 | 1,582.00 |
| APBRA210520-136 | Seaside Learning Center | 5/20/2021 | 480.00 |
| APBRA210520-137 | Seaside Learning Center | 5/20/2021 | 1,260.00 |
| APBRA210520-138 | Seaside Learning Center | 5/20/2021 | 512.00 |
| APBRA210520-139 | Shane Cammell | 5/20/2021 | 296.00 |
| APBRA210520-14 | Beyond the Toolbox LLC | 5/20/2021 | 240.00 |
| APBRA210520-140 | Shane Cammell | 5/20/2021 | 180.00 |
| APBRA210520-141 | Shane Cammell | 5/20/2021 | 185.00 |
| APBRA210520-142 | Shane Cammell | 5/20/2021 | 35.00 |
| APBRA210520-143 | Shane Cammell | 5/20/2021 | 210.00 |
| APBRA210520-144 | Stepping Stones Riding Program | 5/20/2021 | 130.00 |
| APBRA210520-145 | Svetlana Alberani | 5/20/2021 | 523.27 |
| APBRA210520-146 | Svetlana Alberani | 5/20/2021 | 589.00 |
| APBRA210520-147 | Sylvan Learning Center San Marino | 5/20/2021 | 504.00 |
| APBRA210520-148 | Sylvan Learning Center Westlake Village | 5/20/2021 | 168.00 |
| APBRA210520-149 | Sylvia's Design Studio | 5/20/2021 | 360.00 |
| APBRA210520-15 | Beyond the Toolbox LLC | 5/20/2021 | 300.00 |
| APBRA210520-150 | Sylvia's Design Studio | 5/20/2021 | 300.00 |
| APBRA210520-151 | Tanya Raisa Noordhoff | 5/20/2021 | 400.00 |
| APBRA210520-152 | Thanh Erway | 5/20/2021 | 196.39 |
| APBRA210520-153 | The Advantage Program | 5/20/2021 | 160.00 |
| APBRA210520-154 | The Arbor Learning Community | 5/20/2021 | 2,183.89 |
| APBRA210520-155 | The ONE TaeKwonDo | 5/20/2021 | 149.00 |
| APBRA210520-156 | The Paseo Club | 5/20/2021 | 1,665.00 |
| APBRA210520-157 | The Piano Studio of Katy Beth Unger, LLC | 5/20/2021 | 319.25 |
| APBRA210520-158 | The Piano Studio of Katy Beth Unger, LLC | 5/20/2021 | 120.00 |
| APBRA210520-159 | Tutor Me LA, LLC | 5/20/2021 | 1,603.13 |
| APBRA210520-16 | Beyond the Toolbox LLC | 5/20/2021 | 360.00 |
| APBRA210520-160 | Tutor Me LA, LLC | 5/20/2021 | 1,603.13 |
| APBRA210520-161 | Victor Carone | 5/20/2021 | 514.58 |
| APBRA210520-162 | Wendy Velasco | 5/20/2021 | 240.00 |
| APBRA210520-163 | Wendy Velasco | 5/20/2021 | 420.00 |
| APBRA210520-164 | White Hall Arts Academy, Inc. | 5/20/2021 | 360.00 |
| APBRA210520-165 | White Hall Arts Academy, Inc. | 5/20/2021 | 360.00 |
| APBRA210520-166 | White Hall Arts Academy, Inc. | 5/20/2021 | 135.00 |
| APBRA210520-167 | White Hall Arts Academy, Inc. | 5/20/2021 | 70.00 |
| APBRA210520-168 | Whole Child Therapy Inc. | 5/20/2021 | 1,200.00 |
| APBRA210520-169 | Xochitl Brizuela Spanish and more | 5/20/2021 | 35.16 |
| APBRA210520-17 | Broadway Gymnastics School, Inc | 5/20/2021 | 208.00 |
| APBRA210520-170 | Yadira Cisneros | 5/20/2021 | 356.72 |
| APBRA210520-18 | Carlos Angeles | 5/20/2021 | 1,120.00 |
| APBRA210520-19 | Charles Jones | 5/20/2021 | 132.50 |
| APBRA210520-20 | Charter Impact, Inc. | 5/20/2021 | 757.52 |

Blue Ridge Academy

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For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|----------------|--|------------|--------------|
| APBRA210520-21 | Charter Impact, Inc. | 5/20/2021 | 15,600.00 |
| APBRA210520-22 | Charter Impact, Inc. | 5/20/2021 | 1,335.25 |
| APBRA210520-23 | Charter's Choice Educational Services | 5/20/2021 | 25,485.00 |
| APBRA210520-24 | Charter's Choice Educational Services | 5/20/2021 | 1,415.00 |
| APBRA210520-25 | Chris Byers, MA, CCC-SLP | 5/20/2021 | 5,550.00 |
| APBRA210520-26 | Coach Patty's Gymnastics Inc | 5/20/2021 | 388.00 |
| APBRA210520-27 | Coach Patty's Gymnastics Inc | 5/20/2021 | 479.94 |
| APBRA210520-28 | Colleen Sharpe | 5/20/2021 | 565.30 |
| APBRA210520-29 | Creative Learning Place | 5/20/2021 | 1,100.00 |
| APBRA210520-30 | Dance Creations | 5/20/2021 | 119.32 |
| APBRA210520-31 | Dance Creations | 5/20/2021 | 225.51 |
| APBRA210520-32 | Deanna Colon | 5/20/2021 | 900.00 |
| APBRA210520-33 | Deanna Colon | 5/20/2021 | 525.00 |
| APBRA210520-34 | Deanna Colon | 5/20/2021 | 300.00 |
| APBRA210520-35 | Devora Gottlieb | 5/20/2021 | 900.00 |
| APBRA210520-36 | Diamond Learning Center | 5/20/2021 | 2,400.00 |
| APBRA210520-37 | Dollar Driving School | 5/20/2021 | 225.00 |
| APBRA210520-38 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/20/2021 | 350.00 |
| APBRA210520-39 | Dream Catcher of L.A. Therapeutic Riding Centers | 5/20/2021 | 350.00 |
| APBRA210520-40 | Elizabeth's Art Studio | 5/20/2021 | 400.00 |
| APBRA210520-41 | Elizabeth's Art Studio | 5/20/2021 | 520.00 |
| APBRA210520-42 | Emma McAllister | 5/20/2021 | 1,510.00 |
| APBRA210520-43 | Eun Soo Kwon | 5/20/2021 | 900.00 |
| APBRA210520-44 | Evolution Music Conservatory | 5/20/2021 | 304.00 |
| APBRA210520-45 | Firestorm Freerunning & Acrobatics | 5/20/2021 | 2,121.00 |
| APBRA210520-46 | Frazier Martial Arts | 5/20/2021 | 536.40 |
| APBRA210520-47 | Game Crossing LLC | 5/20/2021 | 200.00 |
| APBRA210520-48 | High Desert Hoofin' | 5/20/2021 | 495.00 |
| APBRA210520-49 | High Desert Hoofin' | 5/20/2021 | 360.00 |
| APBRA210520-50 | Higher Ground Skateboarding | 5/20/2021 | 700.00 |
| APBRA210520-51 | Huckleberry Friend Productions | 5/20/2021 | 285.00 |
| APBRA210520-52 | Huckleberry Friend Productions | 5/20/2021 | 385.00 |
| APBRA210520-53 | Inland Pacific Ballet Academy | 5/20/2021 | 3,240.00 |
| APBRA210520-54 | Institute for Excellence in Writing | 5/20/2021 | 177.88 |
| APBRA210520-55 | Institute for Excellence in Writing | 5/20/2021 | 38.11 |
| APBRA210520-56 | Institute for Excellence in Writing | 5/20/2021 | 208.72 |
| APBRA210520-57 | Institute for Excellence in Writing | 5/20/2021 | 38.11 |
| APBRA210520-58 | Institute for Excellence in Writing | 5/20/2021 | 240.94 |
| APBRA210520-59 | Institute for Excellence in Writing | 5/20/2021 | 22.90 |
| APBRA210520-60 | Institute for Excellence in Writing | 5/20/2021 | 173.27 |
| APBRA210520-61 | Institute for Excellence in Writing | 5/20/2021 | 117.16 |
| APBRA210520-62 | Iron Fist | 5/20/2021 | 1,517.00 |
| APBRA210520-63 | Jammin' Music | 5/20/2021 | 1,080.00 |
| APBRA210520-64 | Jammin' Music | 5/20/2021 | 720.00 |
| APBRA210520-65 | Jammin' Music | 5/20/2021 | 360.00 |
| APBRA210520-66 | Jammin' Music | 5/20/2021 | 600.00 |
| APBRA210520-67 | Jammin' Music | 5/20/2021 | 720.00 |
| APBRA210520-68 | Jammin' Music | 5/20/2021 | 720.00 |
| APBRA210520-69 | Jimmy Murn | 5/20/2021 | 350.00 |
| APBRA210520-70 | Jimmy Murn | 5/20/2021 | 350.00 |
| APBRA210520-71 | Joanie Jun | 5/20/2021 | 960.00 |
| APBRA210520-72 | Joanie Jun | 5/20/2021 | 162.50 |
| APBRA210520-73 | John Maellaro | 5/20/2021 | 285.00 |
| APBRA210520-74 | John Maellaro | 5/20/2021 | 315.00 |
| APBRA210520-75 | Kevin Lee | 5/20/2021 | 200.00 |
| APBRA210520-76 | Kids Connections Developmental Therapy Center | 5/20/2021 | 1,096.80 |
| APBRA210520-77 | King Harbor Boating Foundation dba Waterfront Educatio | 5/20/2021 | 650.00 |

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For the period ended May 31, 2021

| Check Number | Vendor Name | Check Date | Check Amount |
|-----------------|--|------------|--------------|
| APBRA210520-78 | Kingi Ohana House | 5/20/2021 | 492.48 |
| APBRA210520-79 | Kyung Park | 5/20/2021 | 200.00 |
| APBRA210520-80 | Kyung Park | 5/20/2021 | 200.00 |
| APBRA210520-81 | Laity Institute of the Arts | 5/20/2021 | 225.00 |
| APBRA210520-82 | Laity Institute of the Arts | 5/20/2021 | 225.00 |
| APBRA210520-83 | Lisa Hale | 5/20/2021 | 200.00 |
| APBRA210520-84 | Long Beach School of Music | 5/20/2021 | 1,090.00 |
| APBRA210520-85 | Loubella Farms, LLC | 5/20/2021 | 600.00 |
| APBRA210520-86 | Loubella Farms, LLC | 5/20/2021 | 600.00 |
| APBRA210520-87 | LUVZ2SIGN | 5/20/2021 | 265.00 |
| APBRA210520-88 | Marc Majdick | 5/20/2021 | 990.00 |
| APBRA210520-89 | Marc Majdick | 5/20/2021 | 330.00 |
| APBRA210520-90 | Marie Gayton | 5/20/2021 | 400.00 |
| APBRA210520-91 | Mathnasium of Cerritos | 5/20/2021 | 429.00 |
| APBRA210520-92 | Mathnasium of Cerritos | 5/20/2021 | 429.00 |
| APBRA210520-93 | Mathnasium of Glendora | 5/20/2021 | 4,959.28 |
| APBRA210520-94 | Mathnasium of Sherman Oaks | 5/20/2021 | 359.00 |
| APBRA210520-95 | Megan Litz Private Tutoring | 5/20/2021 | 280.00 |
| APBRA210520-96 | MEL Science U. S., LLC | 5/20/2021 | 279.20 |
| APBRA210520-97 | MEL Science U. S., LLC | 5/20/2021 | 99.60 |
| APBRA210520-98 | MEL Science U. S., LLC | 5/20/2021 | 209.40 |
| APBRA210520-99 | MEL Science U. S., LLC | 5/20/2021 | 209.40 |
| APBRA210527-01 | A Lotte Horses | 5/27/2021 | 1,638.00 |
| APBRA210527-02 | Academy of Music Performance and Education | 5/27/2021 | 1,800.00 |
| APBRA210527-03 | Amazon Capital Services | 5/27/2021 | 113,948.70 |
| APBRA210527-04 | Amy Manchel | 5/27/2021 | 350.00 |
| APBRA210527-05 | Amy Manchel | 5/27/2021 | 120.00 |
| APBRA210527-06 | Amy Manchel | 5/27/2021 | 1,000.00 |
| APBRA210527-07 | Ann Zylman | 5/27/2021 | 287.50 |
| APBRA210527-08 | Ann Zylman | 5/27/2021 | 88.25 |
| APBRA210527-09 | Ann Zylman | 5/27/2021 | 93.75 |
| APBRA210527-10 | Art Experience Studio | 5/27/2021 | 220.00 |
| APBRA210527-100 | McColgan & Associates Inc. | 5/27/2021 | 970.00 |
| APBRA210527-101 | McColgan & Associates Inc. | 5/27/2021 | 160.00 |
| APBRA210527-102 | MEL Science U. S., LLC | 5/27/2021 | 209.40 |
| APBRA210527-103 | MEL Science U. S., LLC | 5/27/2021 | 209.40 |
| APBRA210527-104 | MEL Science U. S., LLC | 5/27/2021 | 209.40 |
| APBRA210527-105 | MEL Science U. S., LLC | 5/27/2021 | 209.40 |
| APBRA210527-106 | MEL Science U. S., LLC | 5/27/2021 | 209.40 |
| APBRA210527-107 | MEL Science U. S., LLC | 5/27/2021 | 209.40 |
| APBRA210527-108 | Melissa Jean Calderon | 5/27/2021 | 2,025.00 |
| APBRA210527-109 | Monarchs Gymnastics | 5/27/2021 | 316.00 |
| APBRA210527-11 | Art Experience Studio | 5/27/2021 | 160.00 |
| APBRA210527-110 | Monarchs Gymnastics | 5/27/2021 | 316.00 |
| APBRA210527-111 | Monarchs Gymnastics | 5/27/2021 | 80.00 |
| APBRA210527-112 | Mr. D Math, LLC | 5/27/2021 | 247.00 |
| APBRA210527-113 | Music Freqs | 5/27/2021 | 400.00 |
| APBRA210527-114 | Music Freqs | 5/27/2021 | 400.00 |
| APBRA210527-115 | Music Freqs | 5/27/2021 | 360.00 |
| APBRA210527-116 | Music Freqs | 5/27/2021 | 315.00 |
| APBRA210527-117 | My Gym Children's Fitness Center | 5/27/2021 | 399.00 |
| APBRA210527-118 | Oasis Aquatics, Inc. | 5/27/2021 | 270.00 |
| APBRA210527-119 | Pasadena Piano Academy | 5/27/2021 | 550.00 |
| APBRA210527-12 | Art Experience Studio | 5/27/2021 | 160.00 |
| APBRA210527-120 | Paseo Aquatics Sports LLC | 5/27/2021 | 326.00 |
| APBRA210527-121 | Paseo Aquatics Sports LLC | 5/27/2021 | 117.00 |
| APBRA210527-122 | Paseo Aquatics Sports LLC | 5/27/2021 | 242.97 |

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For the period ended May 31, 2021

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|-----------------|----------------------------------|------------|--------------|
| APBRA210527-123 | Paseo Aquatics Sports LLC | 5/27/2021 | 394.00 |
| APBRA210527-124 | Raffia Music Studio | 5/27/2021 | 280.00 |
| APBRA210527-125 | Raffia Music Studio | 5/27/2021 | 540.00 |
| APBRA210527-126 | Raffia Music Studio | 5/27/2021 | 360.00 |
| APBRA210527-127 | Red Hat Cowgirl | 5/27/2021 | 580.00 |
| APBRA210527-128 | Red Hat Cowgirl | 5/27/2021 | 455.00 |
| APBRA210527-129 | Red Hat Cowgirl | 5/27/2021 | 845.00 |
| APBRA210527-13 | Arts Development School of Music | 5/27/2021 | 370.50 |
| APBRA210527-130 | Rockstars of Tomorrow | 5/27/2021 | 149.00 |
| APBRA210527-131 | Rockstars of Tomorrow | 5/27/2021 | 145.00 |
| APBRA210527-132 | Rolling Robots, Inc | 5/27/2021 | 199.00 |
| APBRA210527-133 | Rolling Robots, Inc | 5/27/2021 | 300.00 |
| APBRA210527-134 | Rolling Robots, Inc | 5/27/2021 | 100.00 |
| APBRA210527-135 | Roza Yoder | 5/27/2021 | 880.00 |
| APBRA210527-136 | Savage Elite Gymnastics | 5/27/2021 | 7,754.00 |
| APBRA210527-137 | Seaside Learning Center | 5/27/2021 | 2,400.00 |
| APBRA210527-138 | Seaside Learning Center | 5/27/2021 | 2,400.00 |
| APBRA210527-139 | Seaside Speech Therapy Inc. | 5/27/2021 | 1,365.00 |
| APBRA210527-14 | Arts Development School of Music | 5/27/2021 | 370.50 |
| APBRA210527-140 | Seaside Speech Therapy Inc. | 5/27/2021 | 260.00 |
| APBRA210527-141 | Seaside Speech Therapy Inc. | 5/27/2021 | 585.00 |
| APBRA210527-142 | Seaside Speech Therapy Inc. | 5/27/2021 | 691.60 |
| APBRA210527-143 | Seaside Speech Therapy Inc. | 5/27/2021 | 562.90 |
| APBRA210527-144 | Seaside Speech Therapy Inc. | 5/27/2021 | 520.00 |
| APBRA210527-145 | Seaside Speech Therapy Inc. | 5/27/2021 | 910.00 |
| APBRA210527-146 | Seaside Speech Therapy Inc. | 5/27/2021 | 444.60 |
| APBRA210527-147 | Seaside Speech Therapy Inc. | 5/27/2021 | 780.00 |
| APBRA210527-148 | Seaside Speech Therapy Inc. | 5/27/2021 | 32.50 |
| APBRA210527-149 | Seaside Speech Therapy Inc. | 5/27/2021 | 390.00 |
| APBRA210527-15 | Azeroual Group LLC | 5/27/2021 | 389.00 |
| APBRA210527-150 | Seaside Speech Therapy Inc. | 5/27/2021 | 2,080.00 |
| APBRA210527-151 | Seaside Speech Therapy Inc. | 5/27/2021 | 975.00 |
| APBRA210527-152 | Sierra Madre Dance Center | 5/27/2021 | 70.00 |
| APBRA210527-153 | Sing Language Foundation | 5/27/2021 | 600.00 |
| APBRA210527-154 | South Bay Art Department | 5/27/2021 | 350.00 |
| APBRA210527-155 | Sunsational Swim School | 5/27/2021 | 3,095.00 |
| APBRA210527-156 | Sylvan Learning Center | 5/27/2021 | 990.00 |
| APBRA210527-157 | Talent House Academy Inc | 5/27/2021 | 398.00 |
| APBRA210527-158 | The REALM Creative Academy, LLC | 5/27/2021 | 2,780.00 |
| APBRA210527-159 | True Note Music, LLC | 5/27/2021 | 420.00 |
| APBRA210527-16 | Azeroual Group LLC | 5/27/2021 | 565.00 |
| APBRA210527-160 | Tutu Ballet Academy LLC | 5/27/2021 | 450.00 |
| APBRA210527-161 | Tutu Ballet Academy LLC | 5/27/2021 | 450.00 |
| APBRA210527-162 | Tyler Carlisle | 5/27/2021 | 174.00 |
| APBRA210527-163 | Watersafe Swim School | 5/27/2021 | 714.00 |
| APBRA210527-164 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-165 | Watersafe Swim School | 5/27/2021 | 92.00 |
| APBRA210527-166 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-167 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-168 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-169 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-17 | Azeroual Group LLC | 5/27/2021 | 478.00 |
| APBRA210527-170 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-171 | Watersafe Swim School | 5/27/2021 | 194.00 |
| APBRA210527-172 | Watersafe Swim School | 5/27/2021 | 119.00 |
| APBRA210527-173 | Watersafe Swim School | 5/27/2021 | 238.00 |
| APBRA210527-174 | Watersafe Swim School | 5/27/2021 | 119.00 |

Blue Ridge Academy

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|-----------------|---|------------|--------------|
| APBRA210527-175 | Watersafe Swim School | 5/27/2021 | 44.00 |
| APBRA210527-176 | WM Tutoring Services | 5/27/2021 | 2,280.00 |
| APBRA210527-177 | Xochitl Brizuela Spanish and more | 5/27/2021 | 300.00 |
| APBRA210527-18 | Azeroual Group LLC | 5/27/2021 | 478.00 |
| APBRA210527-19 | Beyond the Toolbox LLC | 5/27/2021 | 60.00 |
| APBRA210527-20 | BioBox Labs LLC | 5/27/2021 | 254.51 |
| APBRA210527-21 | BioBox Labs LLC | 5/27/2021 | 254.51 |
| APBRA210527-22 | BioBox Labs LLC | 5/27/2021 | 188.36 |
| APBRA210527-23 | Brandon Diaz | 5/27/2021 | 280.00 |
| APBRA210527-24 | Charissa Saunders | 5/27/2021 | 195.00 |
| APBRA210527-25 | Charissa Saunders | 5/27/2021 | 195.00 |
| APBRA210527-26 | Charissa Saunders | 5/27/2021 | 292.50 |
| APBRA210527-27 | Charissa Saunders | 5/27/2021 | 292.50 |
| APBRA210527-28 | Charissa Saunders | 5/27/2021 | 570.06 |
| APBRA210527-29 | Charissa Saunders | 5/27/2021 | 570.06 |
| APBRA210527-30 | Charissa Saunders | 5/27/2021 | 570.06 |
| APBRA210527-31 | Charissa Saunders | 5/27/2021 | 380.04 |
| APBRA210527-32 | Charissa Saunders | 5/27/2021 | 380.04 |
| APBRA210527-33 | Charissa Saunders | 5/27/2021 | 380.04 |
| APBRA210527-34 | Charter's Choice Educational Services | 5/27/2021 | 21,431.25 |
| APBRA210527-35 | Chef Tech Cooking School | 5/27/2021 | 100.00 |
| APBRA210527-36 | Code Ninjas, Santa Clarita | 5/27/2021 | 290.00 |
| APBRA210527-37 | Code Ninjas, Santa Clarita | 5/27/2021 | 130.00 |
| APBRA210527-38 | Common Thread Claremont | 5/27/2021 | 126.00 |
| APBRA210527-39 | Common Thread Claremont | 5/27/2021 | 126.00 |
| APBRA210527-40 | Common Thread Claremont | 5/27/2021 | 126.00 |
| APBRA210527-41 | Common Thread Claremont | 5/27/2021 | 126.00 |
| APBRA210527-42 | Crescendo Performing Arts Academy | 5/27/2021 | 1,606.00 |
| APBRA210527-43 | Crescendo Performing Arts Academy | 5/27/2021 | 2,002.00 |
| APBRA210527-44 | Dasana Sports | 5/27/2021 | 846.00 |
| APBRA210527-45 | Evolution Music Conservatory | 5/27/2021 | 294.00 |
| APBRA210527-46 | Glendora Music and Arts School | 5/27/2021 | 270.00 |
| APBRA210527-47 | Glissando Music School | 5/27/2021 | 180.00 |
| APBRA210527-48 | Glissando Music School | 5/27/2021 | 575.95 |
| APBRA210527-49 | Golden State BJJ | 5/27/2021 | 350.00 |
| APBRA210527-50 | Harbor Learning Center | 5/27/2021 | 54,765.00 |
| APBRA210527-51 | Higher Ground Skateboarding | 5/27/2021 | 344.85 |
| APBRA210527-52 | Institute for Excellence in Writing | 5/27/2021 | 44.69 |
| APBRA210527-53 | Jammin' Music | 5/27/2021 | 720.00 |
| APBRA210527-54 | John Henny Productions | 5/27/2021 | 270.00 |
| APBRA210527-55 | John Henny Productions | 5/27/2021 | 350.00 |
| APBRA210527-56 | John James | 5/27/2021 | 280.00 |
| APBRA210527-57 | Joyful Music and Arts | 5/27/2021 | 120.00 |
| APBRA210527-58 | Joyful Music and Arts | 5/27/2021 | 120.00 |
| APBRA210527-59 | Katherine Sippel | 5/27/2021 | 916.00 |
| APBRA210527-60 | Kids Connections Developmental Therapy Center | 5/27/2021 | 306.00 |
| APBRA210527-61 | Kids Connections Developmental Therapy Center | 5/27/2021 | 489.60 |
| APBRA210527-62 | Kids Connections Developmental Therapy Center | 5/27/2021 | 336.60 |
| APBRA210527-63 | Kids Connections Developmental Therapy Center | 5/27/2021 | 122.40 |
| APBRA210527-64 | Kids Connections Developmental Therapy Center | 5/27/2021 | 729.60 |
| APBRA210527-65 | Kids Connections Developmental Therapy Center | 5/27/2021 | 489.60 |
| APBRA210527-66 | Kids Connections Developmental Therapy Center | 5/27/2021 | 453.60 |
| APBRA210527-67 | Kids Connections Developmental Therapy Center | 5/27/2021 | 489.60 |
| APBRA210527-68 | Kids Connections Developmental Therapy Center | 5/27/2021 | 789.60 |
| APBRA210527-69 | Kids Connections Developmental Therapy Center | 5/27/2021 | 612.00 |
| APBRA210527-70 | Kidz Rock LLC | 5/27/2021 | 180.00 |
| APBRA210527-71 | Laura Fischer | 5/27/2021 | 125.00 |

Blue Ridge Academy**Check Register**

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| Check Number | Vendor Name | Check Date | Check Amount |
|----------------|---|------------|------------------|
| APBRA210527-72 | Laura Fischer | 5/27/2021 | 112.50 |
| APBRA210527-73 | Laura Fischer | 5/27/2021 | 112.50 |
| APBRA210527-74 | Laura Fischer | 5/27/2021 | 112.50 |
| APBRA210527-75 | Laura Fischer | 5/27/2021 | 112.50 |
| APBRA210527-76 | Learn Beyond the Book, Inc. | 5/27/2021 | 70.00 |
| APBRA210527-77 | Learn Beyond the Book, Inc. | 5/27/2021 | 170.00 |
| APBRA210527-78 | Learn Beyond the Book, Inc. | 5/27/2021 | 50.00 |
| APBRA210527-79 | Learn Beyond the Book, Inc. | 5/27/2021 | 210.00 |
| APBRA210527-80 | Learn Beyond the Book, Inc. | 5/27/2021 | 177.19 |
| APBRA210527-81 | Learn Beyond the Book, Inc. | 5/27/2021 | 600.00 |
| APBRA210527-82 | Learn Beyond the Book, Inc. | 5/27/2021 | 107.02 |
| APBRA210527-83 | Learn Beyond the Book, Inc. | 5/27/2021 | 295.00 |
| APBRA210527-84 | Learn Beyond the Book, Inc. | 5/27/2021 | 490.00 |
| APBRA210527-85 | Learn Beyond the Book, Inc. | 5/27/2021 | 330.00 |
| APBRA210527-86 | Learn Beyond the Book, Inc. | 5/27/2021 | 1,980.00 |
| APBRA210527-87 | Lessons By Design | 5/27/2021 | 2,210.00 |
| APBRA210527-88 | Lighthouse Therapy LLC | 5/27/2021 | 58,377.54 |
| APBRA210527-89 | Lighthouse Therapy LLC | 5/27/2021 | 9,435.00 |
| APBRA210527-90 | Los Angeles Intensive Pediatric Therapy | 5/27/2021 | 5,700.00 |
| APBRA210527-91 | Lynne Alba Speech Therapy Solutions, P.C. | 5/27/2021 | 1,007.90 |
| APBRA210527-92 | Marc Majdick | 5/27/2021 | 220.00 |
| APBRA210527-93 | Marc Majdick | 5/27/2021 | 330.00 |
| APBRA210527-94 | Marie Gayton | 5/27/2021 | 600.00 |
| APBRA210527-95 | Marie Gayton | 5/27/2021 | 75.00 |
| APBRA210527-96 | Marie Gayton | 5/27/2021 | 72.56 |
| APBRA210527-97 | Marsha Bradbury | 5/27/2021 | 620.00 |
| APBRA210527-98 | Mary Vita-Catama | 5/27/2021 | 147.12 |
| APBRA210527-99 | Mary Vita-Catama | 5/27/2021 | 137.88 |
| ACH | Amazon Capital Services | 5/11/2021 | <u>51,949.73</u> |

Total Disbursements Issued in May \$ 3,175,998.48

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|--------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| A Brighter Child, Inc | 58112 | 4/26/2021 | 5/26/2021 | \$ 83 | \$ - | \$ - | \$ - | \$ - | \$ 83 |
| A Brighter Child, Inc | 58322 | 4/26/2021 | 5/26/2021 | 101 | - | - | - | - | 101 |
| A Brighter Child, Inc | 58329 | 4/28/2021 | 5/28/2021 | 377 | - | - | - | - | 377 |
| A Brighter Child, Inc | 58330 | 4/29/2021 | 5/29/2021 | 32 | - | - | - | - | 32 |
| A Brighter Child, Inc | 58338 | 5/3/2021 | 6/2/2021 | 120 | - | - | - | - | 120 |
| A Brighter Child, Inc | 58339 | 5/4/2021 | 6/3/2021 | 200 | - | - | - | - | 200 |
| A Brighter Child, Inc | 58349 | 5/5/2021 | 6/4/2021 | 52 | - | - | - | - | 52 |
| A Brighter Child, Inc | 58350 | 5/5/2021 | 6/4/2021 | 57 | - | - | - | - | 57 |
| A Brighter Child, Inc | 58351 | 5/5/2021 | 6/4/2021 | 162 | - | - | - | - | 162 |
| A to Z Soccer Academy | 05132021B | 5/13/2021 | 6/12/2021 | 450 | - | - | - | - | 450 |
| A to Z Soccer Academy | 05132021A | 5/13/2021 | 6/12/2021 | 450 | - | - | - | - | 450 |
| Abrie Mikkelson | 61 | 5/3/2021 | 6/2/2021 | 240 | - | - | - | - | 240 |
| All About Learning Press, Inc. | 906699 | 5/4/2021 | 6/3/2021 | 278 | - | - | - | - | 278 |
| All About Learning Press, Inc. | 906732 | 5/11/2021 | 6/10/2021 | 68 | - | - | - | - | 68 |
| Allez Fencing Studio | BRKNaMay2021 | 5/12/2021 | 5/12/2021 | 800 | - | - | - | - | 800 |
| Allez Fencing Studio | BRMoPMay2021 | 5/12/2021 | 5/12/2021 | 350 | - | - | - | - | 350 |
| Allez Fencing Studio | BRMicPMay2021 | 5/12/2021 | 5/12/2021 | 350 | - | - | - | - | 350 |
| Allez Fencing Studio | BRMPMay2021 | 5/12/2021 | 5/12/2021 | 480 | - | - | - | - | 480 |
| Amazon Capital Services | 1KCD-KHHR-MXHQ | 3/17/2021 | 4/16/2021 | (5) | - | - | - | - | (5) |
| Amazon Capital Services | 1XKX-QNR3-F1D9 | 3/20/2021 | 4/19/2021 | (59) | - | - | - | - | (59) |
| Amazon Capital Services | 1P3K-LPK4-DDDG | 3/24/2021 | 4/23/2021 | (64) | - | - | - | - | (64) |
| Amazon Capital Services | 1L6Y-9CQG-16MH | 3/24/2021 | 4/23/2021 | (2) | - | - | - | - | (2) |
| Amazon Capital Services | 1PFJ-9NTP-H1VF | 3/27/2021 | 4/26/2021 | (10) | - | - | - | - | (10) |
| Amazon Capital Services | 1NCL-DDCG-CKC4 | 3/29/2021 | 4/28/2021 | (13) | - | - | - | - | (13) |
| Amazon Capital Services | 1NY6-JX7D-JRY9 | 4/1/2021 | 5/1/2021 | (76) | - | - | - | - | (76) |
| Amazon Capital Services | 1NY6-JX7D-K6GX | 4/1/2021 | 5/1/2021 | (10) | - | - | - | - | (10) |
| Amazon Capital Services | 13GV-NJD7-714G | 4/2/2021 | 5/2/2021 | (67) | - | - | - | - | (67) |
| Amazon Capital Services | 16W4-NLCY-GNVN | 4/2/2021 | 5/2/2021 | (106) | - | - | - | - | (106) |
| Amazon Capital Services | 1MT4-GN9V-XC9L | 4/4/2021 | 5/4/2021 | (9) | - | - | - | - | (9) |
| Amazon Capital Services | 1JX9-WRW3-DCTN | 4/6/2021 | 5/6/2021 | (90) | - | - | - | - | (90) |
| Amazon Capital Services | 1MT4-GN9V-NDLG | 4/6/2021 | 5/6/2021 | (15) | - | - | - | - | (15) |
| Amazon Capital Services | 1H9G-WCKX-V94Q | 4/8/2021 | 5/8/2021 | (12) | - | - | - | - | (12) |
| Amazon Capital Services | 1W7R-69DM-Q76L | 4/9/2021 | 5/9/2021 | (16) | - | - | - | - | (16) |
| Amazon Capital Services | 19CW-3PN6-PVDJ | 4/9/2021 | 5/9/2021 | (9) | - | - | - | - | (9) |
| Amazon Capital Services | 17HG-QQ4F-C6M6 | 4/10/2021 | 5/10/2021 | (18) | - | - | - | - | (18) |
| Amazon Capital Services | 1K94-MFKF-G4YD | 4/10/2021 | 5/10/2021 | (18) | - | - | - | - | (18) |
| Amazon Capital Services | 1QTF-JYNV-GH17 | 4/12/2021 | 5/12/2021 | (12) | - | - | - | - | (12) |
| Amazon Capital Services | 1X43-JLMW-NC1T | 4/13/2021 | 5/13/2021 | (9) | - | - | - | - | (9) |
| Amazon Capital Services | 1M44-6VWQ-WDHP | 4/13/2021 | 5/13/2021 | (8) | - | - | - | - | (8) |
| Amazon Capital Services | 1MTL-WXWJ-W6YH | 4/13/2021 | 5/13/2021 | (22) | - | - | - | - | (22) |
| Amazon Capital Services | 1TDT-QK VX-H4N3 | 4/13/2021 | 5/13/2021 | (52) | - | - | - | - | (52) |
| Amazon Capital Services | 1MH7-6XC1-9K4P | 4/15/2021 | 5/15/2021 | (18) | - | - | - | - | (18) |
| Amazon Capital Services | 1QPC-NF1C-G6LT | 4/21/2021 | 5/21/2021 | (0) | - | - | - | - | (0) |
| Amazon Capital Services | 1QPC-NF1C-HKTV | 4/21/2021 | 5/21/2021 | (2) | - | - | - | - | (2) |

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|--|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|--------|
| Amazon Capital Services | 1FXV-P43M-7VYQ | 4/21/2021 | 5/21/2021 | (30) | - | - | - | - | (30) |
| Amazon Capital Services | 1HMD-QPYD-MTD6 | 4/22/2021 | 5/22/2021 | (23) | - | - | - | - | (23) |
| Amazon Capital Services | 1TG4-H7D1-W37N | 4/22/2021 | 5/22/2021 | (153) | - | - | - | - | (153) |
| Amazon Capital Services | 1V4Y-QW1Q-MPMX | 4/22/2021 | 5/22/2021 | (13) | - | - | - | - | (13) |
| Amazon Capital Services | 1V4Y-QW1Q-YJGV | 4/22/2021 | 5/22/2021 | (7) | - | - | - | - | (7) |
| Amazon Capital Services | 1M6H-46FQ-QH6Y | 4/22/2021 | 5/22/2021 | (65) | - | - | - | - | (65) |
| Amazon Capital Services | 13FL-XKLH-L6FX | 4/23/2021 | 5/23/2021 | (40) | - | - | - | - | (40) |
| Amazon Capital Services | 1D9C-3GF6-L7KJ | 4/24/2021 | 5/24/2021 | (14) | - | - | - | - | (14) |
| Amazon Capital Services | 114X-X9MM-DD41 | 4/26/2021 | 5/26/2021 | (29) | - | - | - | - | (29) |
| Amazon Capital Services | 19J7-TXFK-7GTP | 4/26/2021 | 5/26/2021 | (21) | - | - | - | - | (21) |
| Amazon Capital Services | 169X-NFWK-4KH6 | 4/28/2021 | 5/28/2021 | (79) | - | - | - | - | (79) |
| Amazon Capital Services | 1DKN-GM9M-RCNN | 4/28/2021 | 5/28/2021 | (117) | - | - | - | - | (117) |
| Amazon Capital Services | 1FRJ-CVVM-QXF1 | 4/28/2021 | 5/28/2021 | (91) | - | - | - | - | (91) |
| Amazon Capital Services | 14H9-CFHL-RXTM | 4/29/2021 | 5/29/2021 | (36) | - | - | - | - | (36) |
| Amazon Capital Services | 14H9-CFHL-RLHR | 4/29/2021 | 5/29/2021 | (45) | - | - | - | - | (45) |
| Amazon Capital Services | 1YPT-XPFL-FCL4 | 4/29/2021 | 5/29/2021 | (48) | - | - | - | - | (48) |
| Amazon Capital Services | 1PCN-XDFQ-VJFV | 4/30/2021 | 5/30/2021 | (73) | - | - | - | - | (73) |
| Amazon Capital Services | 1CR1-QWYT-HRXP | 4/30/2021 | 5/30/2021 | (31) | - | - | - | - | (31) |
| Amazon Capital Services | 1D1K-JGX9-RT4F | 4/30/2021 | 5/30/2021 | (19) | - | - | - | - | (19) |
| Amazon Capital Services | 1KVV-Y3XN-94KT | 4/30/2021 | 5/30/2021 | (49) | - | - | - | - | (49) |
| Amazon Capital Services | AMAZ053121 | 5/31/2021 | 5/31/2021 | 11,237 | - | - | - | - | 11,237 |
| Amazon Capital Services | 1C1C-F9JV-P467 | 5/2/2021 | 6/1/2021 | (29) | - | - | - | - | (29) |
| Amazon Capital Services | 119J-QKMQ-9RJ7 | 5/5/2021 | 6/4/2021 | (17) | - | - | - | - | (17) |
| Amazon Capital Services | 1GXY-LTG9-XFC9 | 5/6/2021 | 6/5/2021 | (109) | - | - | - | - | (109) |
| Amazon Capital Services | 1G7Q-T7C9-QPTF | 5/7/2021 | 6/6/2021 | (10) | - | - | - | - | (10) |
| Amazon Capital Services | 1LRP-HGWY-X9VK | 5/7/2021 | 6/6/2021 | (10) | - | - | - | - | (10) |
| Amazon Capital Services | 1QGH-NQC4-TCGX | 5/7/2021 | 6/6/2021 | (10) | - | - | - | - | (10) |
| Amazon Capital Services | 1G7Q-T7C9-G4WJ | 5/7/2021 | 6/6/2021 | (96) | - | - | - | - | (96) |
| Amazon Capital Services | 147V-DXH4-KJLQ | 5/8/2021 | 6/7/2021 | (27) | - | - | - | - | (27) |
| Amazon Capital Services | 1C6Q-TN14-11VR | 5/8/2021 | 6/7/2021 | (34) | - | - | - | - | (34) |
| Amazon Capital Services | 1NYL-HYY4-CV4L | 5/10/2021 | 6/9/2021 | (7) | - | - | - | - | (7) |
| Amazon Capital Services | 13NY-Q3K7-DXTW | 5/11/2021 | 6/10/2021 | (8) | - | - | - | - | (8) |
| Amazon Capital Services | 1L1Y-F6W6-3DCX | 5/12/2021 | 6/11/2021 | (50) | - | - | - | - | (50) |
| Amazon Capital Services | 11CC-GYJG-QVG9 | 5/12/2021 | 6/11/2021 | (16) | - | - | - | - | (16) |
| Amazon Capital Services | 13NY-Q3K7-YNGP | 5/12/2021 | 6/11/2021 | (16) | - | - | - | - | (16) |
| Amazon Capital Services | 1L1Y-F6W6-D4DL | 5/13/2021 | 6/12/2021 | (27) | - | - | - | - | (27) |
| Amazon Capital Services | 1FXL-C96G-J44R | 5/13/2021 | 6/12/2021 | (27) | - | - | - | - | (27) |
| Amazon Capital Services | 1HVT-9CTC-JYLL | 5/15/2021 | 6/14/2021 | (20) | - | - | - | - | (20) |
| Amazon Capital Services | 1Q7Q-JH7F-44VD | 5/17/2021 | 6/16/2021 | (11) | - | - | - | - | (11) |
| Anchor Counseling & Education Solutions, LLC | APRIL 2021 | 5/12/2021 | 6/11/2021 | 41,745 | - | - | - | - | 41,745 |
| AP fbo Edlogical Group Corp | 91359256 | 5/7/2021 | 6/6/2021 | 5,284 | - | - | - | - | 5,284 |
| Arlene Nelson | NEOP042621 | 4/26/2021 | 4/26/2021 | 200 | - | - | - | - | 200 |
| Audiology Solutions LA | 0000148 | 5/17/2021 | 5/17/2021 | 1,500 | - | - | - | - | 1,500 |
| Audiology Solutions LA | 0000147 | 5/17/2021 | 5/17/2021 | 1,500 | - | - | - | - | 1,500 |

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|---|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-----------------------|--------|
| Averyboo Arts | 5033 | 5/1/2021 | 5/31/2021 | 2,534 | - | - | - | - | 2,534 |
| Axiom Education Services | 042920 | 4/29/2020 | 5/29/2020 | - | (450) | - | - | - | (450) |
| Beautiful Feet Books, Inc. | 14369 | 5/11/2021 | 6/10/2021 | 190 | - | - | - | - | 190 |
| Bella Musique Academy of the Arts | 21 | 5/4/2021 | 6/3/2021 | 1,238 | - | - | - | - | 1,238 |
| Brave Writer, LLC | PF53148 | 4/21/2021 | 4/21/2021 | 15 | - | - | - | - | 15 |
| Brave Writer, LLC | PF53324 | 4/21/2021 | 4/21/2021 | 229 | - | - | - | - | 229 |
| Brave Writer, LLC | PF53905 | 4/22/2021 | 4/22/2021 | 91 | - | - | - | - | 91 |
| Brave Writer, LLC | PF53908 | 4/22/2021 | 4/22/2021 | 15 | - | - | - | - | 15 |
| Brave Writer, LLC | PF53907 | 4/22/2021 | 4/22/2021 | 12 | - | - | - | - | 12 |
| Brave Writer, LLC | PF27260 | 4/26/2021 | 4/26/2021 | 199 | - | - | - | - | 199 |
| Brave Writer, LLC | PF30457 | 4/26/2021 | 4/26/2021 | 298 | - | - | - | - | 298 |
| Breakthrough Sports | 51221a | 5/12/2021 | 6/11/2021 | 120 | - | - | - | - | 120 |
| Carlos Angeles | 065 | 4/30/2021 | 5/30/2021 | 4,317 | - | - | - | - | 4,317 |
| Carlos Collins | BR2021SP1 | 5/11/2021 | 6/10/2021 | 6,719 | - | - | - | - | 6,719 |
| Cassandra Bradford | CBBR4_2021 | 5/10/2021 | 6/9/2021 | 4,800 | - | - | - | - | 4,800 |
| Cecilia Starin | STAR051721 | 5/17/2021 | 5/17/2021 | 165 | - | - | - | - | 165 |
| Charissa Saunders | PF53640 | 5/6/2021 | 6/5/2021 | 390 | - | - | - | - | 390 |
| Charlotte McMillan | 15 | 5/20/2021 | 6/19/2021 | 840 | - | - | - | - | 840 |
| Charter Tech Services | 11778 | 5/17/2021 | 5/17/2021 | 573 | - | - | - | - | 573 |
| Cheri Sintay | 210508BRA | 5/8/2021 | 6/7/2021 | 460 | - | - | - | - | 460 |
| Claremont Community School of Music | 2104BRA | 5/7/2021 | 6/6/2021 | 880 | - | - | - | - | 880 |
| Colleen Sharpe | 614 | 5/13/2021 | 6/12/2021 | 180 | - | - | - | - | 180 |
| Color it In! | 11806 | 5/6/2021 | 6/5/2021 | 414 | - | - | - | - | 414 |
| Color it In! | 11429 | 5/11/2021 | 6/10/2021 | 12 | - | - | - | - | 12 |
| Copper Horse Riding Ranch LLC | 1043 | 5/17/2021 | 6/16/2021 | 740 | - | - | - | - | 740 |
| Cornerstone Music Conservatory | CMC213 | 5/7/2021 | 6/6/2021 | 324 | - | - | - | - | 324 |
| Cornerstone Music Conservatory | CMC212 | 5/7/2021 | 6/6/2021 | 8 | - | - | - | - | 8 |
| Cornerstone Music Conservatory | CMC216 | 5/7/2021 | 6/6/2021 | 8 | - | - | - | - | 8 |
| Cornerstone Music Conservatory | CMC217 | 5/7/2021 | 6/6/2021 | 208 | - | - | - | - | 208 |
| Cornerstone Music Conservatory | CMC214 | 5/7/2021 | 6/6/2021 | 324 | - | - | - | - | 324 |
| Cornerstone Music Conservatory | CMC215 | 5/7/2021 | 6/6/2021 | 324 | - | - | - | - | 324 |
| Courtney's School of Dance | 203 | 5/6/2021 | 6/5/2021 | 400 | - | - | - | - | 400 |
| Creative Learning Place | 266 | 4/26/2021 | 5/26/2021 | 870 | - | - | - | - | 870 |
| Creative Learning Place | 267 | 5/10/2021 | 6/9/2021 | 415 | - | - | - | - | 415 |
| DD & S Learning Systems dba Sylvan Learning | VCI - 2009 | 5/6/2021 | 6/5/2021 | 1,150 | - | - | - | - | 1,150 |
| Deborah Lemen Acting Studio | 45 | 5/6/2021 | 6/5/2021 | 640 | - | - | - | - | 640 |
| Deborah Lemen Acting Studio | 43 | 5/6/2021 | 6/5/2021 | 240 | - | - | - | - | 240 |
| DG Therapy Group | 2142027793MB | 5/4/2021 | 6/3/2021 | 1,000 | - | - | - | - | 1,000 |
| Dynamic Therapy Solutions and Dyslexia Center, PC | 8116-04-2021 | 5/5/2021 | 6/4/2021 | 1,065 | - | - | - | - | 1,065 |
| Edmentum Inc | CR154463 | 5/6/2021 | 5/21/2021 | (275) | - | - | - | - | (275) |
| Educational Development Corporation | DIR9353185 | 5/10/2021 | 6/9/2021 | 163 | - | - | - | - | 163 |
| eLuma LLC | 8066 | 5/3/2021 | 5/31/2021 | 41,259 | - | - | - | - | 41,259 |
| Encore Music and Performing Arts | 85 | 5/6/2021 | 6/5/2021 | 952 | - | - | - | - | 952 |
| Erolin 3D Martial Arts | LGreg051621 | 5/16/2021 | 6/15/2021 | 160 | - | - | - | - | 160 |
| Erolin 3D Martial Arts | LandK051621 | 5/16/2021 | 6/15/2021 | 90 | - | - | - | - | 90 |

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|-------------------------------------|-----------------------|--------------|------------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Erolin 3D Martial Arts | AKars051621 | 5/16/2021 | 6/15/2021 | 180 | - | - | - | - | 180 |
| Erolin 3D Martial Arts | ATIIL051621 | 5/16/2021 | 6/15/2021 | 370 | - | - | - | - | 370 |
| Evangelia Larkin | 038 | 5/1/2021 | 5/31/2021 | 746 | - | - | - | - | 746 |
| EverWild | 2603 | 5/7/2021 | 6/6/2021 | 581 | - | - | - | - | 581 |
| Fired Up Arts | 807A8379-0011 | 5/8/2021 | 6/7/2021 | 60 | - | - | - | - | 60 |
| Gloshyne Entertainment | 31 | 5/11/2021 | 6/10/2021 | 100 | - | - | - | - | 100 |
| Hands 4 Building, LLC | 2466 | 5/9/2021 | 6/8/2021 | 153 | - | - | - | - | 153 |
| HDRS | 2021-8 | 5/8/2021 | 5/8/2021 | 1,400 | - | - | - | - | 1,400 |
| HDRS | 2021-9 | 5/8/2021 | 5/8/2021 | 1,400 | - | - | - | - | 1,400 |
| High Desert Driving School | 202105-2 | 5/7/2021 | 6/6/2021 | 2,690 | - | - | - | - | 2,690 |
| History Unboxed LLC | wc-10728HU | 5/13/2021 | 6/12/2021 | 124 | - | - | - | - | 124 |
| History Unboxed LLC | wc-10650HU | 5/13/2021 | 6/12/2021 | 320 | - | - | - | - | 320 |
| History Unboxed LLC | wc-10662HU | 5/13/2021 | 6/12/2021 | 168 | - | - | - | - | 168 |
| History Unboxed LLC | wc-10664HU | 5/13/2021 | 6/12/2021 | 262 | - | - | - | - | 262 |
| History Unboxed LLC | wc-10723HU | 5/13/2021 | 6/12/2021 | 168 | - | - | - | - | 168 |
| History Unboxed LLC | wc-10651HU | 5/13/2021 | 6/12/2021 | 320 | - | - | - | - | 320 |
| History Unboxed LLC | wc-10726HU | 5/13/2021 | 6/12/2021 | 168 | - | - | - | - | 168 |
| History Unboxed LLC | wc-10663HU | 5/13/2021 | 6/12/2021 | 168 | - | - | - | - | 168 |
| History Unboxed LLC | wc-10727HU | 5/13/2021 | 6/12/2021 | 187 | - | - | - | - | 187 |
| History Unboxed LLC | wc-10729HU | 5/13/2021 | 6/12/2021 | 168 | - | - | - | - | 168 |
| Holly Dodson | MAY2021-BLUE | 5/30/2021 | 6/29/2021 | 995 | - | - | - | - | 995 |
| Holly Noble | 361 | 4/25/2021 | 5/25/2021 | 3,275 | - | - | - | - | 3,275 |
| Home Science Tools | 1119422A | 5/6/2021 | 6/5/2021 | 253 | - | - | - | - | 253 |
| Home Science Tools | 1119421A | 5/6/2021 | 6/5/2021 | 206 | - | - | - | - | 206 |
| Home Science Tools | 1119861A | 5/10/2021 | 6/9/2021 | 337 | - | - | - | - | 337 |
| Home Science Tools | 1119856A | 5/10/2021 | 6/9/2021 | 51 | - | - | - | - | 51 |
| Home Science Tools | 1119862A | 5/10/2021 | 6/9/2021 | 337 | - | - | - | - | 337 |
| Home Science Tools | 1120259A | 5/11/2021 | 6/10/2021 | 482 | - | - | - | - | 482 |
| Home Science Tools | 1118195A | 5/11/2021 | 6/10/2021 | 277 | - | - | - | - | 277 |
| Hugos GymFitness | 344 | 5/6/2021 | 6/5/2021 | 2,084 | - | - | - | - | 2,084 |
| Hyht Athletics Center | BRA-1 | 11/22/2019 | 12/22/2019 | - | - | - | - | (575) | (575) |
| InfoArmor, Inc | 4857May21 | 5/31/2021 | 6/30/2021 | 261 | - | - | - | - | 261 |
| Institute for Excellence in Writing | 780326 | 5/12/2021 | 6/11/2021 | 176 | - | - | - | - | 176 |
| Institute for Excellence in Writing | 780337 | 5/12/2021 | 6/11/2021 | 67 | - | - | - | - | 67 |
| Institute for Excellence in Writing | 780352 | 5/12/2021 | 6/11/2021 | 309 | - | - | - | - | 309 |
| Institute for Excellence in Writing | 780324 | 5/12/2021 | 6/11/2021 | 307 | - | - | - | - | 307 |
| Institute for Excellence in Writing | 780323 | 5/12/2021 | 6/11/2021 | 60 | - | - | - | - | 60 |
| Institute for Excellence in Writing | 780333 | 5/12/2021 | 6/11/2021 | 38 | - | - | - | - | 38 |
| Institute for Excellence in Writing | 780351 | 5/12/2021 | 6/11/2021 | 198 | - | - | - | - | 198 |
| Irish Rose Farms | 9B | 4/24/2021 | 5/24/2021 | 744 | - | - | - | - | 744 |
| Irish Rose Farms | 10B | 4/24/2021 | 5/24/2021 | 75 | - | - | - | - | 75 |
| Irish Rose Farms | 11A | 5/7/2021 | 6/6/2021 | 93 | - | - | - | - | 93 |
| Irish Rose Farms | 11B | 5/7/2021 | 6/6/2021 | 450 | - | - | - | - | 450 |
| Irish Rose Farms | 12A | 5/7/2021 | 6/6/2021 | 900 | - | - | - | - | 900 |
| Jackson Lewis P.C. | 7773202 | 5/14/2021 | 5/14/2021 | 1,872 | - | - | - | - | 1,872 |
| Jennifer Dunlap | 0062 | 5/14/2021 | 5/14/2021 | 100 | - | - | - | - | 100 |
| Jennifer Dunlap | 0063 | 5/14/2021 | 5/14/2021 | 100 | - | - | - | - | 100 |

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For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|---|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Jennifer Dunlap | 0059 | 5/14/2021 | 5/14/2021 | 660 | - | - | - | - | 660 |
| Jennifer Dunlap | 0058 | 5/14/2021 | 5/14/2021 | 660 | - | - | - | - | 660 |
| Jennifer Dunlap | 0061 | 5/14/2021 | 5/14/2021 | 660 | - | - | - | - | 660 |
| Jennifer Dunlap | 0060 | 5/14/2021 | 5/14/2021 | 660 | - | - | - | - | 660 |
| Jessica Brock | May52021 | 5/5/2021 | 6/4/2021 | 1,400 | - | - | - | - | 1,400 |
| Jessica Brock | MAY721 | 5/7/2021 | 6/6/2021 | 320 | - | - | - | - | 320 |
| Jessica Maron | MARO042621 | 4/26/2021 | 4/26/2021 | 200 | - | - | - | - | 200 |
| Jimmy Murn | 1017 | 5/12/2021 | 6/11/2021 | 1,875 | - | - | - | - | 1,875 |
| Jimmy Murn | 1018 | 5/12/2021 | 6/11/2021 | 750 | - | - | - | - | 750 |
| Joe Ferrante Music Academy | 9019 | 5/9/2021 | 6/8/2021 | 3,294 | - | - | - | - | 3,294 |
| John James | 126 | 5/6/2021 | 6/6/2021 | 360 | - | - | - | - | 360 |
| John James | 125 | 5/6/2021 | 6/6/2021 | 360 | - | - | - | - | 360 |
| John Tracy Center | INV-4871 | 5/14/2021 | 6/11/2021 | 3,448 | - | - | - | - | 3,448 |
| Join the Band | 61721 | 5/4/2021 | 6/3/2021 | 78 | - | - | - | - | 78 |
| Join the Band | 61731 | 5/7/2021 | 6/6/2021 | 528 | - | - | - | - | 528 |
| Katherine Sippel | 13 | 3/30/2021 | 4/29/2021 | 300 | - | - | - | - | 300 |
| Kids Connections Developmental Therapy Center | 8459 | 5/7/2021 | 6/6/2021 | 240 | - | - | - | - | 240 |
| Kids Connections Developmental Therapy Center | 8447 | 5/7/2021 | 6/6/2021 | 490 | - | - | - | - | 490 |
| Krushal Kiddz Dance Company | 05-052021LB | 5/13/2021 | 6/12/2021 | 225 | - | - | - | - | 225 |
| Kumon Math and Reading Center of Whittier | 2006 | 4/25/2021 | 5/25/2021 | 881 | - | - | - | - | 881 |
| Kumon of Brea | MILPIN62 | 4/3/2021 | 5/3/2021 | 440 | - | - | - | - | 440 |
| Lakeshore Learning Materials | 2788110121 | 1/29/2021 | 2/28/2021 | 136 | - | - | - | - | 136 |
| Lakeshore Learning Materials | 3623930221 | 2/4/2021 | 3/6/2021 | 81 | - | - | - | - | 81 |
| Lakeshore Learning Materials | 3792870221 | 2/11/2021 | 3/13/2021 | 135 | - | - | - | - | 135 |
| Lakeshore Learning Materials | 3793190221 | 2/11/2021 | 3/13/2021 | 211 | - | - | - | - | 211 |
| Lakeshore Learning Materials | 3793780221 | 2/11/2021 | 3/13/2021 | 179 | - | - | - | - | 179 |
| Lakeshore Learning Materials | 3797810221 | 2/11/2021 | 3/13/2021 | 131 | - | - | - | - | 131 |
| Lakeshore Learning Materials | 3788710221 | 2/11/2021 | 3/13/2021 | 221 | - | - | - | - | 221 |
| Lakeshore Learning Materials | 3798870221 | 2/11/2021 | 3/13/2021 | 84 | - | - | - | - | 84 |
| Lakeshore Learning Materials | 3795030221 | 2/11/2021 | 3/13/2021 | 118 | - | - | - | - | 118 |
| Lakeshore Learning Materials | 3799060221 | 2/11/2021 | 3/13/2021 | 114 | - | - | - | - | 114 |
| Lakeshore Learning Materials | 3799230221 | 2/11/2021 | 3/13/2021 | 59 | - | - | - | - | 59 |
| Lakeshore Learning Materials | 3799460221 | 2/11/2021 | 3/13/2021 | 97 | - | - | - | - | 97 |
| Lakeshore Learning Materials | 3790740221 | 2/12/2021 | 3/14/2021 | 424 | - | - | - | - | 424 |
| Lakeshore Learning Materials | 3833390221 | 2/12/2021 | 3/14/2021 | 29 | - | - | - | - | 29 |
| Lakeshore Learning Materials | 3812680221 | 2/12/2021 | 3/14/2021 | 362 | - | - | - | - | 362 |
| Lakeshore Learning Materials | 3813730221 | 2/12/2021 | 3/14/2021 | 48 | - | - | - | - | 48 |
| Lakeshore Learning Materials | 3816020221 | 2/12/2021 | 3/14/2021 | 45 | - | - | - | - | 45 |
| Lakeshore Learning Materials | 3819950221 | 2/12/2021 | 3/14/2021 | 258 | - | - | - | - | 258 |
| Lakeshore Learning Materials | 3828520221 | 2/12/2021 | 3/14/2021 | 443 | - | - | - | - | 443 |
| Lakeshore Learning Materials | 3832430221 | 2/16/2021 | 3/18/2021 | 100 | - | - | - | - | 100 |
| Lakeshore Learning Materials | 3822030221 | 2/16/2021 | 3/18/2021 | 330 | - | - | - | - | 330 |
| Lakeshore Learning Materials | 2781660221 | 2/18/2021 | 3/20/2021 | 149 | - | - | - | - | 149 |
| Lakeshore Learning Materials | 3978250221 | 2/18/2021 | 3/20/2021 | 86 | - | - | - | - | 86 |
| Lakeshore Learning Materials | 2781470221 | 2/18/2021 | 3/20/2021 | 134 | - | - | - | - | 134 |
| Lakeshore Learning Materials | 4050090221 | 2/22/2021 | 3/24/2021 | 15 | - | - | - | - | 15 |
| Lakeshore Learning Materials | 4053120221 | 2/23/2021 | 3/25/2021 | 197 | - | - | - | - | 197 |

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For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|------------------------------|-----------------------|--------------|-----------|---------|----------------------|-----------------------|-----------------------|-----------------------|-------|
| Lakeshore Learning Materials | 4062860221 | 2/23/2021 | 3/25/2021 | 101 | - | - | - | - | 101 |
| Lakeshore Learning Materials | 4162870221 | 2/26/2021 | 3/28/2021 | 114 | - | - | - | - | 114 |
| Lakeshore Learning Materials | 3798370221 | 2/26/2021 | 3/28/2021 | 137 | - | - | - | - | 137 |
| Lakeshore Learning Materials | 4160270221 | 2/26/2021 | 3/28/2021 | 114 | - | - | - | - | 114 |
| Lakeshore Learning Materials | 4179550221 | 2/26/2021 | 3/28/2021 | 25 | - | - | - | - | 25 |
| Lakeshore Learning Materials | 4602550321 | 3/12/2021 | 4/11/2021 | 131 | - | - | - | - | 131 |
| Lakeshore Learning Materials | 4604320321 | 3/12/2021 | 4/11/2021 | 96 | - | - | - | - | 96 |
| Lakeshore Learning Materials | 4620700321 | 3/12/2021 | 4/11/2021 | 213 | - | - | - | - | 213 |
| Lakeshore Learning Materials | 4603330321 | 3/12/2021 | 4/11/2021 | 83 | - | - | - | - | 83 |
| Lakeshore Learning Materials | 4640810321 | 3/15/2021 | 4/14/2021 | 34 | - | - | - | - | 34 |
| Lakeshore Learning Materials | 4644290321 | 3/15/2021 | 4/14/2021 | 87 | - | - | - | - | 87 |
| Lakeshore Learning Materials | 4623910321 | 3/15/2021 | 4/14/2021 | 95 | - | - | - | - | 95 |
| Lakeshore Learning Materials | 4638410321 | 3/15/2021 | 4/14/2021 | 406 | - | - | - | - | 406 |
| Lakeshore Learning Materials | 4640100321 | 3/15/2021 | 4/14/2021 | 23 | - | - | - | - | 23 |
| Lakeshore Learning Materials | 4643780321 | 3/15/2021 | 4/14/2021 | 88 | - | - | - | - | 88 |
| Lakeshore Learning Materials | 4618710321 | 3/15/2021 | 4/14/2021 | 215 | - | - | - | - | 215 |
| Lakeshore Learning Materials | 4639350321 | 3/15/2021 | 4/14/2021 | 745 | - | - | - | - | 745 |
| Lakeshore Learning Materials | 4638960321 | 3/15/2021 | 4/14/2021 | 22 | - | - | - | - | 22 |
| Lakeshore Learning Materials | 4642760321 | 3/15/2021 | 4/14/2021 | 178 | - | - | - | - | 178 |
| Lakeshore Learning Materials | 4641210321 | 3/16/2021 | 4/15/2021 | 347 | - | - | - | - | 347 |
| Lakeshore Learning Materials | 4642740321 | 3/16/2021 | 4/15/2021 | 178 | - | - | - | - | 178 |
| Lakeshore Learning Materials | 4637680321 | 3/16/2021 | 4/15/2021 | 532 | - | - | - | - | 532 |
| Lakeshore Learning Materials | 4605340321 | 3/17/2021 | 4/16/2021 | 726 | - | - | - | - | 726 |
| Lakeshore Learning Materials | 4606160321 | 3/17/2021 | 4/16/2021 | 50 | - | - | - | - | 50 |
| Lakeshore Learning Materials | 4885270321 | 3/23/2021 | 4/22/2021 | 14 | - | - | - | - | 14 |
| Lakeshore Learning Materials | 5002790321 | 3/25/2021 | 4/24/2021 | 35 | - | - | - | - | 35 |
| Lakeshore Learning Materials | 5002960321 | 3/25/2021 | 4/24/2021 | 174 | - | - | - | - | 174 |
| Lakeshore Learning Materials | 4607130321 | 3/25/2021 | 4/24/2021 | 261 | - | - | - | - | 261 |
| Lakeshore Learning Materials | 5067130321 | 3/26/2021 | 4/25/2021 | 39 | - | - | - | - | 39 |
| Lakeshore Learning Materials | 5004220321 | 3/26/2021 | 4/25/2021 | 914 | - | - | - | - | 914 |
| Lakeshore Learning Materials | 5003470321 | 3/26/2021 | 4/25/2021 | 512 | - | - | - | - | 512 |
| Lakeshore Learning Materials | 5213590421 | 4/1/2021 | 5/1/2021 | 73 | - | - | - | - | 73 |
| Lakeshore Learning Materials | 5251500421 | 4/1/2021 | 5/1/2021 | 99 | - | - | - | - | 99 |
| Lakeshore Learning Materials | 5252540421 | 4/2/2021 | 5/2/2021 | 302 | - | - | - | - | 302 |
| Lakeshore Learning Materials | 1129920421 | 4/15/2021 | 5/15/2021 | 62 | - | - | - | - | 62 |
| Lakeshore Learning Materials | 1127830421 | 4/15/2021 | 5/15/2021 | 90 | - | - | - | - | 90 |
| Lakeshore Learning Materials | 1523560421 | 4/28/2021 | 5/28/2021 | 82 | - | - | - | - | 82 |
| Lakeshore Learning Materials | 1507250421 | 4/28/2021 | 5/28/2021 | 316 | - | - | - | - | 316 |
| Lakeshore Learning Materials | 1508560421 | 4/28/2021 | 5/28/2021 | 16 | - | - | - | - | 16 |
| Lakeshore Learning Materials | 1515640421 | 4/28/2021 | 5/28/2021 | 31 | - | - | - | - | 31 |
| Lakeshore Learning Materials | 1513610421 | 4/28/2021 | 5/28/2021 | 444 | - | - | - | - | 444 |
| Lakeshore Learning Materials | 1526130421 | 4/29/2021 | 5/29/2021 | 285 | - | - | - | - | 285 |
| Lakeshore Learning Materials | 1560160421 | 4/29/2021 | 5/29/2021 | 303 | - | - | - | - | 303 |
| Lakeshore Learning Materials | 1505420421 | 4/29/2021 | 5/29/2021 | 62 | - | - | - | - | 62 |
| Lakeshore Learning Materials | 1522370421 | 4/30/2021 | 5/30/2021 | 29 | - | - | - | - | 29 |
| Lakeshore Learning Materials | 1552660421 | 4/30/2021 | 5/30/2021 | 87 | - | - | - | - | 87 |
| Lakeshore Learning Materials | 1585150421 | 4/30/2021 | 5/30/2021 | 86 | - | - | - | - | 86 |

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|---|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Lakeshore Learning Materials | 1524960521 | 5/5/2021 | 6/4/2021 | 236 | - | - | - | - | 236 |
| Lakeshore Learning Materials | 1726580521 | 5/6/2021 | 6/5/2021 | 63 | - | - | - | - | 63 |
| Lakeshore Learning Materials | 1725520521 | 5/6/2021 | 6/5/2021 | 164 | - | - | - | - | 164 |
| Lakeshore Learning Materials | 1529280521 | 5/11/2021 | 6/10/2021 | 214 | - | - | - | - | 214 |
| Lakeshore Learning Materials | 1527810521 | 5/11/2021 | 6/10/2021 | 241 | - | - | - | - | 241 |
| Lakeshore Learning Materials | 1528170521 | 5/11/2021 | 6/10/2021 | 516 | - | - | - | - | 516 |
| Lakeshore Learning Materials | 1914550521 | 5/12/2021 | 6/11/2021 | 229 | - | - | - | - | 229 |
| Language Network, Inc. | 425514 | 5/18/2021 | 6/17/2021 | 149 | - | - | - | - | 149 |
| Learn Beyond the Book, Inc. | 8960 | 4/5/2021 | 5/5/2021 | (385) | - | - | - | - | (385) |
| Learning Without Tears | INV108389 | 5/10/2021 | 6/9/2021 | 24 | - | - | - | - | 24 |
| Learning Without Tears | INV108472 | 5/11/2021 | 6/10/2021 | 29 | - | - | - | - | 29 |
| Learning Without Tears | INV108469 | 5/11/2021 | 6/10/2021 | 90 | - | - | - | - | 90 |
| Learning Without Tears | INV108475 | 5/11/2021 | 6/10/2021 | 52 | - | - | - | - | 52 |
| Learning Without Tears | INV108574 | 5/12/2021 | 6/11/2021 | 28 | - | - | - | - | 28 |
| Learning Without Tears | INV108594 | 5/12/2021 | 6/11/2021 | 29 | - | - | - | - | 29 |
| Lights On Learning Solutions | 5 | 5/12/2021 | 6/11/2021 | 2,355 | - | - | - | - | 2,355 |
| Maestro Performance Products - Guitar Ninja | 4-21 | 5/6/2021 | 6/5/2021 | 1,047 | - | - | - | - | 1,047 |
| Mammoth Mountain Ski and Snowboard Team | 176 | 5/12/2021 | 6/11/2021 | 1,000 | - | - | - | - | 1,000 |
| Marnie Cooper School of Acting | L1 | 5/5/2021 | 6/4/2021 | 720 | - | - | - | - | 720 |
| Math-U-See, Inc. | 0705988-IN | 5/3/2021 | 7/2/2021 | 58 | - | - | - | - | 58 |
| Math-U-See, Inc. | 0705987-IN | 5/3/2021 | 7/2/2021 | 171 | - | - | - | - | 171 |
| Math-U-See, Inc. | 0706521-IN | 5/5/2021 | 7/4/2021 | 123 | - | - | - | - | 123 |
| Math-U-See, Inc. | 0706696-IN | 5/6/2021 | 7/5/2021 | 111 | - | - | - | - | 111 |
| Math-U-See, Inc. | 0706699-IN | 5/6/2021 | 7/5/2021 | 119 | - | - | - | - | 119 |
| Math-U-See, Inc. | 0706700-IN | 5/6/2021 | 7/5/2021 | 131 | - | - | - | - | 131 |
| Math-U-See, Inc. | 0706701-IN | 5/6/2021 | 7/5/2021 | 58 | - | - | - | - | 58 |
| Math-U-See, Inc. | 0706704-IN | 5/6/2021 | 7/5/2021 | 218 | - | - | - | - | 218 |
| Math-U-See, Inc. | 0706707-IN | 5/6/2021 | 7/5/2021 | 119 | - | - | - | - | 119 |
| Math-U-See, Inc. | 0706725-IN | 5/6/2021 | 7/5/2021 | 34 | - | - | - | - | 34 |
| Math-U-See, Inc. | 0706703-IN | 5/6/2021 | 7/5/2021 | 267 | - | - | - | - | 267 |
| Math-U-See, Inc. | 0706739-IN | 5/6/2021 | 7/5/2021 | 42 | - | - | - | - | 42 |
| Math-U-See, Inc. | 0706702-IN | 5/6/2021 | 7/5/2021 | 267 | - | - | - | - | 267 |
| Math-U-See, Inc. | 0707445-IN | 5/12/2021 | 7/11/2021 | 119 | - | - | - | - | 119 |
| Math-U-See, Inc. | 0707472-IN | 5/12/2021 | 7/11/2021 | 160 | - | - | - | - | 160 |
| Mathnasium | 36250 | 4/1/2021 | 4/7/2021 | 325 | - | - | - | - | 325 |
| Mathnasium | 36548 | 4/1/2021 | 4/7/2021 | 355 | - | - | - | - | 355 |
| Mathnasium | 36249 | 4/1/2021 | 4/7/2021 | 327 | - | - | - | - | 327 |
| Mathnasium | 36549 | 4/1/2021 | 4/7/2021 | 355 | - | - | - | - | 355 |
| Mathnasium of Sherman Oaks | 2017 | 5/1/2020 | 5/31/2020 | (359) | - | - | - | - | (359) |
| Mathnasium of Ventura | 1746 | 4/30/2021 | 5/30/2021 | 1,732 | - | - | - | - | 1,732 |
| May Hampton | HAMP042621 | 4/26/2021 | 4/26/2021 | 200 | - | - | - | - | 200 |
| McColgan & Associates Inc. | 4150 | 5/11/2021 | 5/11/2021 | 975 | - | - | - | - | 975 |
| McGraw Hill LLC | 117643797001 | 5/10/2021 | 6/9/2021 | 39 | - | - | - | - | 39 |
| McGraw Hill LLC | 117632402001 | 5/10/2021 | 6/9/2021 | 67 | - | - | - | - | 67 |
| McRory Pediatric Services | 12944 | 4/30/2021 | 6/14/2021 | 520 | - | - | - | - | 520 |
| Melissa J. Dwyer Enterprises | AC3 | 5/12/2021 | 6/11/2021 | 225 | - | - | - | - | 225 |
| Mercurius | 95528 | 5/6/2021 | 6/5/2021 | 69 | - | - | - | - | 69 |

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|--|-----------------------|--------------|------------|---------|-------------------------|--------------------------|--------------------------|--------------------------|---------|
| Morumbi Jiu Jitsu Academy | CM041420 | 4/14/2020 | 5/14/2020 | - | (1,302) | - | - | - | (1,302) |
| Moving Beyond the Page | 253434 | 5/6/2021 | 6/5/2021 | 73 | - | - | - | - | 73 |
| Moving Beyond the Page | 253435 | 5/6/2021 | 6/5/2021 | 26 | - | - | - | - | 26 |
| Moving Beyond the Page | 253447 | 5/6/2021 | 6/5/2021 | 281 | - | - | - | - | 281 |
| Moving Beyond the Page | 253455 | 5/6/2021 | 6/5/2021 | 161 | - | - | - | - | 161 |
| Moving Beyond the Page | 253428 | 5/6/2021 | 6/5/2021 | 843 | - | - | - | - | 843 |
| Moving Beyond the Page | 253429 | 5/6/2021 | 6/5/2021 | 1,219 | - | - | - | - | 1,219 |
| Moving Beyond the Page | 253446 | 5/6/2021 | 6/5/2021 | 186 | - | - | - | - | 186 |
| Moving Beyond the Page | 253430 | 5/6/2021 | 6/5/2021 | 1,148 | - | - | - | - | 1,148 |
| Moving Beyond the Page | 253442 | 5/6/2021 | 6/5/2021 | 338 | - | - | - | - | 338 |
| Moving Beyond the Page | 253443 | 5/6/2021 | 6/5/2021 | 675 | - | - | - | - | 675 |
| Moving Beyond the Page | 253448 | 5/6/2021 | 6/5/2021 | 512 | - | - | - | - | 512 |
| Moving Beyond the Page | 253451 | 5/6/2021 | 6/5/2021 | 746 | - | - | - | - | 746 |
| MoxieBox Art | 7629 | 5/4/2021 | 6/3/2021 | 36 | - | - | - | - | 36 |
| NCS Pearson Inc | 38640224 | 4/14/2020 | 4/14/2020 | - | - | (698) | - | - | (698) |
| NCS Pearson Inc | 38678838 | 4/22/2020 | 4/22/2020 | - | - | (177) | - | - | (177) |
| Neutral Grounds JiuJitsu Academy | Espina0321 | 5/9/2021 | 6/8/2021 | 600 | - | - | - | - | 600 |
| Nicole Zolfo | ZOLF042621 | 4/26/2021 | 4/26/2021 | 200 | - | - | - | - | 200 |
| Nikollette Sanchez | SANCO42621 | 4/26/2021 | 4/26/2021 | 200 | - | - | - | - | 200 |
| Opus Music School | 28 | 2/17/2020 | 3/18/2020 | - | - | - | 3,717 | - | 3,717 |
| Oxford Consulting Services, Inc. | 140987 | 4/30/2021 | 4/30/2021 | 12,120 | - | - | - | - | 12,120 |
| Parnassus Preparatory Academy | 1043 | 5/6/2021 | 6/5/2021 | 4,700 | - | - | - | - | 4,700 |
| Pasadena Piano Academy | KV3821 | 3/8/2021 | 4/7/2021 | 860 | - | - | - | - | 860 |
| Peace Hill Press dba Well Trained Mind Press | 53913 | 5/6/2021 | 6/5/2021 | 11 | - | - | - | - | 11 |
| Peace Hill Press dba Well Trained Mind Press | 53948 | 5/14/2021 | 6/13/2021 | 59 | - | - | - | - | 59 |
| Pearson Education Inc. | 6001566098 | 4/24/2020 | 4/24/2020 | - | - | (9) | - | - | (9) |
| Pearson Education Inc. | 6001566100 | 4/24/2020 | 4/24/2020 | - | - | (9) | - | - | (9) |
| Pearson Education Inc. | 6001566242 | 4/24/2020 | 4/24/2020 | - | - | (119) | - | - | (119) |
| Pearson Education Inc. | 6001566241 | 4/24/2020 | 4/24/2020 | - | - | (154) | - | - | (154) |
| Precision Gymnastics, Inc. | 51221-BRA | 5/12/2021 | 6/11/2021 | 1,104 | - | - | - | - | 1,104 |
| Provenance | BRA093020 | 9/30/2020 | 10/30/2020 | (1,650) | - | - | - | - | (1,650) |
| Provenance | 1527A | 10/27/2020 | 11/26/2020 | (2,299) | - | - | - | - | (2,299) |
| Rainbow Resource Center | 3379141 | 4/30/2021 | 5/3/2021 | 546 | - | - | - | - | 546 |
| Rainbow Resource Center | 3383102 | 5/6/2021 | 6/5/2021 | 66 | - | - | - | - | 66 |
| Rainbow Resource Center | 3383477 | 5/6/2021 | 6/5/2021 | 107 | - | - | - | - | 107 |
| Rainbow Resource Center | 3383479 | 5/6/2021 | 6/5/2021 | 228 | - | - | - | - | 228 |
| Rainbow Resource Center | 3383097 | 5/6/2021 | 6/5/2021 | 48 | - | - | - | - | 48 |
| Rainbow Resource Center | 3383110 | 5/6/2021 | 6/5/2021 | 13 | - | - | - | - | 13 |
| Rainbow Resource Center | 3383127 | 5/6/2021 | 6/5/2021 | 220 | - | - | - | - | 220 |
| Rainbow Resource Center | 3383419 | 5/6/2021 | 6/5/2021 | 63 | - | - | - | - | 63 |
| Rainbow Resource Center | 3383425 | 5/6/2021 | 6/5/2021 | 1,169 | - | - | - | - | 1,169 |
| Rainbow Resource Center | 3383106 | 5/6/2021 | 6/5/2021 | 42 | - | - | - | - | 42 |
| Rainbow Resource Center | 3383108 | 5/6/2021 | 6/5/2021 | 35 | - | - | - | - | 35 |
| Rainbow Resource Center | 3383115 | 5/6/2021 | 6/5/2021 | 57 | - | - | - | - | 57 |
| Rainbow Resource Center | 3383478 | 5/6/2021 | 6/5/2021 | 456 | - | - | - | - | 456 |
| Rainbow Resource Center | 3383549 | 5/6/2021 | 6/5/2021 | 145 | - | - | - | - | 145 |
| Rainbow Resource Center | 3383618 | 5/6/2021 | 6/5/2021 | 161 | - | - | - | - | 161 |

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rainbow Resource Center | 3383121 | 5/6/2021 | 6/5/2021 | 113 | - | - | - | - | 113 |
| Rainbow Resource Center | 3383617 | 5/6/2021 | 6/5/2021 | 49 | - | - | - | - | 49 |
| Rainbow Resource Center | 3383967 | 5/7/2021 | 6/6/2021 | 130 | - | - | - | - | 130 |
| Rainbow Resource Center | 3384105 | 5/7/2021 | 6/6/2021 | 256 | - | - | - | - | 256 |
| Rainbow Resource Center | 3384269 | 5/7/2021 | 6/6/2021 | 26 | - | - | - | - | 26 |
| Rainbow Resource Center | 3384315 | 5/7/2021 | 6/6/2021 | 28 | - | - | - | - | 28 |
| Rainbow Resource Center | 3384378 | 5/7/2021 | 6/6/2021 | 209 | - | - | - | - | 209 |
| Rainbow Resource Center | 3384038 | 5/7/2021 | 6/6/2021 | 82 | - | - | - | - | 82 |
| Rainbow Resource Center | 3384290 | 5/7/2021 | 6/6/2021 | 62 | - | - | - | - | 62 |
| Rainbow Resource Center | 3384331 | 5/7/2021 | 6/6/2021 | 153 | - | - | - | - | 153 |
| Rainbow Resource Center | 3384333 | 5/7/2021 | 6/6/2021 | 161 | - | - | - | - | 161 |
| Rainbow Resource Center | 3384092 | 5/7/2021 | 6/6/2021 | 124 | - | - | - | - | 124 |
| Rainbow Resource Center | 3384271 | 5/7/2021 | 6/6/2021 | 69 | - | - | - | - | 69 |
| Rainbow Resource Center | 3384314 | 5/7/2021 | 6/6/2021 | 37 | - | - | - | - | 37 |
| Rainbow Resource Center | 3383964 | 5/7/2021 | 6/6/2021 | 64 | - | - | - | - | 64 |
| Rainbow Resource Center | 3383966 | 5/7/2021 | 6/6/2021 | 21 | - | - | - | - | 21 |
| Rainbow Resource Center | 3383969 | 5/7/2021 | 6/6/2021 | 148 | - | - | - | - | 148 |
| Rainbow Resource Center | 3383956 | 5/7/2021 | 6/6/2021 | 176 | - | - | - | - | 176 |
| Rainbow Resource Center | 3383965 | 5/7/2021 | 6/6/2021 | 120 | - | - | - | - | 120 |
| Rainbow Resource Center | 3383970 | 5/7/2021 | 6/6/2021 | 105 | - | - | - | - | 105 |
| Rainbow Resource Center | 3384100 | 5/7/2021 | 6/6/2021 | 81 | - | - | - | - | 81 |
| Rainbow Resource Center | 3384268 | 5/7/2021 | 6/6/2021 | 51 | - | - | - | - | 51 |
| Rainbow Resource Center | 3384270 | 5/7/2021 | 6/6/2021 | 257 | - | - | - | - | 257 |
| Rainbow Resource Center | 3384272 | 5/7/2021 | 6/6/2021 | 113 | - | - | - | - | 113 |
| Rainbow Resource Center | 3384328 | 5/7/2021 | 6/6/2021 | 18 | - | - | - | - | 18 |
| Rainbow Resource Center | 3384330 | 5/7/2021 | 6/6/2021 | 109 | - | - | - | - | 109 |
| Rainbow Resource Center | 3384373 | 5/7/2021 | 6/6/2021 | 180 | - | - | - | - | 180 |
| Rainbow Resource Center | 3384463 | 5/10/2021 | 6/9/2021 | 134 | - | - | - | - | 134 |
| Rainbow Resource Center | 3384462 | 5/10/2021 | 6/9/2021 | 70 | - | - | - | - | 70 |
| Rainbow Resource Center | 3386154 | 5/11/2021 | 6/10/2021 | 175 | - | - | - | - | 175 |
| Rainbow Resource Center | 3386829 | 5/12/2021 | 6/10/2021 | 543 | - | - | - | - | 543 |
| Rainbow Resource Center | 3385432 | 5/11/2021 | 6/10/2021 | 104 | - | - | - | - | 104 |
| Rainbow Resource Center | 3385443 | 5/11/2021 | 6/10/2021 | 478 | - | - | - | - | 478 |
| Rainbow Resource Center | 3386158 | 5/11/2021 | 6/10/2021 | 133 | - | - | - | - | 133 |
| Rainbow Resource Center | 3387077 | 5/12/2021 | 6/10/2021 | 74 | - | - | - | - | 74 |
| Rainbow Resource Center | 3385425 | 5/11/2021 | 6/10/2021 | 39 | - | - | - | - | 39 |
| Rainbow Resource Center | 3385430 | 5/11/2021 | 6/10/2021 | 26 | - | - | - | - | 26 |
| Rainbow Resource Center | 3386765 | 5/12/2021 | 6/11/2021 | 36 | - | - | - | - | 36 |
| Rainbow Resource Center | 3387074 | 5/12/2021 | 6/11/2021 | 29 | - | - | - | - | 29 |
| Rainbow Resource Center | 3387629 | 5/13/2021 | 6/11/2021 | 157 | - | - | - | - | 157 |
| Rainbow Resource Center | 3386944 | 5/12/2021 | 6/11/2021 | 143 | - | - | - | - | 143 |
| Rainbow Resource Center | 3386381 | 5/12/2021 | 6/11/2021 | 31 | - | - | - | - | 31 |
| Rainbow Resource Center | 3386404 | 5/12/2021 | 6/11/2021 | 566 | - | - | - | - | 566 |
| Rainbow Resource Center | 3386488 | 5/12/2021 | 6/11/2021 | 72 | - | - | - | - | 72 |
| Rainbow Resource Center | 3386569 | 5/12/2021 | 6/11/2021 | 162 | - | - | - | - | 162 |
| Rainbow Resource Center | 3386957 | 5/12/2021 | 6/11/2021 | 182 | - | - | - | - | 182 |
| Rainbow Resource Center | 3387017 | 5/12/2021 | 6/11/2021 | 325 | - | - | - | - | 325 |

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|-------------------------|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rainbow Resource Center | 3387078 | 5/12/2021 | 6/11/2021 | 148 | - | - | - | - | 148 |
| Rainbow Resource Center | 3386380 | 5/12/2021 | 6/11/2021 | 16 | - | - | - | - | 16 |
| Rainbow Resource Center | 3386704 | 5/12/2021 | 6/11/2021 | 1,060 | - | - | - | - | 1,060 |
| Rainbow Resource Center | 3386719 | 5/12/2021 | 6/11/2021 | 566 | - | - | - | - | 566 |
| Rainbow Resource Center | 3386764 | 5/12/2021 | 6/11/2021 | 86 | - | - | - | - | 86 |
| Rainbow Resource Center | 3387013 | 5/12/2021 | 6/11/2021 | 56 | - | - | - | - | 56 |
| Rainbow Resource Center | 3386940 | 5/12/2021 | 6/11/2021 | 44 | - | - | - | - | 44 |
| Rainbow Resource Center | 3386379 | 5/12/2021 | 6/11/2021 | 168 | - | - | - | - | 168 |
| Rainbow Resource Center | 3387868 | 5/13/2021 | 6/12/2021 | 120 | - | - | - | - | 120 |
| Rainbow Resource Center | 3387522 | 5/13/2021 | 6/12/2021 | 112 | - | - | - | - | 112 |
| Rainbow Resource Center | 3387155 | 5/13/2021 | 6/12/2021 | 53 | - | - | - | - | 53 |
| Rainbow Resource Center | 3387842 | 5/13/2021 | 6/12/2021 | 106 | - | - | - | - | 106 |
| Rainbow Resource Center | 3387164 | 5/13/2021 | 6/12/2021 | 213 | - | - | - | - | 213 |
| Rainbow Resource Center | 3387637 | 5/13/2021 | 6/12/2021 | 38 | - | - | - | - | 38 |
| Rainbow Resource Center | 3387142 | 5/13/2021 | 6/12/2021 | 72 | - | - | - | - | 72 |
| Rainbow Resource Center | 3387632 | 5/13/2021 | 6/12/2021 | 202 | - | - | - | - | 202 |
| Rainbow Resource Center | 3387866 | 5/13/2021 | 6/12/2021 | 55 | - | - | - | - | 55 |
| Rainbow Resource Center | 3387168 | 5/13/2021 | 6/12/2021 | 30 | - | - | - | - | 30 |
| Rainbow Resource Center | 3387509 | 5/13/2021 | 6/12/2021 | 26 | - | - | - | - | 26 |
| Rainbow Resource Center | 3387621 | 5/13/2021 | 6/12/2021 | 147 | - | - | - | - | 147 |
| Rainbow Resource Center | 3387631 | 5/13/2021 | 6/12/2021 | 469 | - | - | - | - | 469 |
| Rainbow Resource Center | 3387636 | 5/13/2021 | 6/12/2021 | 106 | - | - | - | - | 106 |
| Rainbow Resource Center | 3387638 | 5/13/2021 | 6/12/2021 | 122 | - | - | - | - | 122 |
| Rainbow Resource Center | 3387923 | 5/13/2021 | 6/12/2021 | 137 | - | - | - | - | 137 |
| Rainbow Resource Center | 3388551 | 5/14/2021 | 6/13/2021 | 123 | - | - | - | - | 123 |
| Rainbow Resource Center | 3388118 | 5/14/2021 | 6/13/2021 | 62 | - | - | - | - | 62 |
| Rainbow Resource Center | 3388513 | 5/14/2021 | 6/13/2021 | 62 | - | - | - | - | 62 |
| Rainbow Resource Center | 3388634 | 5/14/2021 | 6/13/2021 | 112 | - | - | - | - | 112 |
| Rainbow Resource Center | 3388109 | 5/14/2021 | 6/13/2021 | 215 | - | - | - | - | 215 |
| Rainbow Resource Center | 3388143 | 5/14/2021 | 6/13/2021 | 308 | - | - | - | - | 308 |
| Rainbow Resource Center | 3388528 | 5/14/2021 | 6/13/2021 | 21 | - | - | - | - | 21 |
| Rainbow Resource Center | 3388629 | 5/14/2021 | 6/13/2021 | 72 | - | - | - | - | 72 |
| Rainbow Resource Center | 3388546 | 5/14/2021 | 6/13/2021 | 561 | - | - | - | - | 561 |
| Rainbow Resource Center | 3388080 | 5/14/2021 | 6/13/2021 | 139 | - | - | - | - | 139 |
| Rainbow Resource Center | 3388363 | 5/14/2021 | 6/13/2021 | 109 | - | - | - | - | 109 |
| Rainbow Resource Center | 3388549 | 5/14/2021 | 6/13/2021 | 139 | - | - | - | - | 139 |
| Rainbow Resource Center | 3388731 | 5/17/2021 | 6/16/2021 | 252 | - | - | - | - | 252 |
| Rainbow Resource Center | 3389138 | 5/17/2021 | 6/16/2021 | 43 | - | - | - | - | 43 |
| Rainbow Resource Center | 3389139 | 5/17/2021 | 6/16/2021 | 129 | - | - | - | - | 129 |
| Rainbow Resource Center | 3389140 | 5/17/2021 | 6/16/2021 | 125 | - | - | - | - | 125 |
| Rainbow Resource Center | 3389174 | 5/17/2021 | 6/16/2021 | 176 | - | - | - | - | 176 |
| Rainbow Resource Center | 3388800 | 5/17/2021 | 6/16/2021 | 67 | - | - | - | - | 67 |
| Rainbow Resource Center | 3388823 | 5/17/2021 | 6/16/2021 | 68 | - | - | - | - | 68 |
| Rainbow Resource Center | 3389173 | 5/17/2021 | 6/16/2021 | 22 | - | - | - | - | 22 |
| Rainbow Resource Center | 3389398 | 5/17/2021 | 6/16/2021 | 195 | - | - | - | - | 195 |
| Rainbow Resource Center | 3388958 | 5/17/2021 | 6/16/2021 | 183 | - | - | - | - | 183 |
| Rainbow Resource Center | 3389175 | 5/17/2021 | 6/16/2021 | 74 | - | - | - | - | 74 |

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|---|-----------------------|--------------|-----------|---------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Rainbow Resource Center | 3389334 | 5/17/2021 | 6/16/2021 | 40 | - | - | - | - | 40 |
| Rainbow Resource Center | 3389344 | 5/17/2021 | 6/16/2021 | 303 | - | - | - | - | 303 |
| Rainbow Resource Center | 3388730 | 5/17/2021 | 6/16/2021 | 54 | - | - | - | - | 54 |
| Rainbow Resource Center | 3388733 | 5/17/2021 | 6/16/2021 | 84 | - | - | - | - | 84 |
| Rainbow Resource Center | 3388801 | 5/17/2021 | 6/16/2021 | 123 | - | - | - | - | 123 |
| Rainbow Resource Center | 3389191 | 5/17/2021 | 6/16/2021 | 165 | - | - | - | - | 165 |
| Rainbow Resource Center | 3389196 | 5/17/2021 | 6/16/2021 | 115 | - | - | - | - | 115 |
| Rainbow Resource Center | 3389200 | 5/17/2021 | 6/16/2021 | 122 | - | - | - | - | 122 |
| Rainbow Resource Center | 3389396 | 5/17/2021 | 6/16/2021 | 260 | - | - | - | - | 260 |
| Rainbow Resource Center | 3388798 | 5/17/2021 | 6/16/2021 | 253 | - | - | - | - | 253 |
| Rainbow Resource Center | 3388805 | 5/17/2021 | 6/16/2021 | 122 | - | - | - | - | 122 |
| Rainbow Resource Center | 3388816 | 5/17/2021 | 6/16/2021 | 68 | - | - | - | - | 68 |
| Rainbow Resource Center | 3389292 | 5/17/2021 | 6/16/2021 | 147 | - | - | - | - | 147 |
| Reed Idea Lab | FMCCN001 | 4/26/2021 | 5/26/2021 | 320 | - | - | - | - | 320 |
| Royal Academy the Sound of Music | 130 | 5/14/2021 | 6/13/2021 | 198 | - | - | - | - | 198 |
| Royal Academy the Sound of Music | 203 | 5/14/2021 | 6/13/2021 | 132 | - | - | - | - | 132 |
| Ryan Dorin | 210512 | 5/12/2021 | 5/12/2021 | 825 | - | - | - | - | 825 |
| Santa Anita Hot Yoga & Holistic Health | 4 | 5/3/2021 | 6/2/2021 | 900 | - | - | - | - | 900 |
| Sarah Lynn Grubb | 300 | 5/14/2021 | 6/13/2021 | 315 | - | - | - | - | 315 |
| Scholastic Inc. | M7073218 | 4/6/2021 | 5/6/2021 | 51 | - | - | - | - | 51 |
| SE23 Studios | 29 | 5/6/2021 | 6/5/2021 | 1,197 | - | - | - | - | 1,197 |
| Seaside Speech Therapy Inc. | 54450 | 5/10/2021 | 6/9/2021 | 780 | - | - | - | - | 780 |
| Sing Language Foundation | 1879 | 4/1/2021 | 4/15/2021 | 390 | - | - | - | - | 390 |
| Sing Language Foundation | 1878 | 4/1/2021 | 4/15/2021 | 260 | - | - | - | - | 260 |
| South Bay Fitness Focus | 216 | 5/9/2021 | 6/8/2021 | 1,200 | - | - | - | - | 1,200 |
| Specialized Therapy Services | BLRA02-0421 | 4/30/2021 | 6/9/2021 | 280 | - | - | - | - | 280 |
| Specialized Therapy Services | BLRA01-0421 MR | 4/30/2021 | 6/9/2021 | 56 | - | - | - | - | 56 |
| Stepping Stones Riding Program | 1224 | 4/27/2021 | 4/27/2021 | 130 | - | - | - | - | 130 |
| Stepping Stones Riding Program | 1225 | 5/8/2021 | 5/8/2021 | 130 | - | - | - | - | 130 |
| Stepping Stones Riding Program | 1227 | 5/8/2021 | 5/8/2021 | 130 | - | - | - | - | 130 |
| Stepping Stones Riding Program | 1228 | 5/8/2021 | 5/8/2021 | 130 | - | - | - | - | 130 |
| Stepping Stones Riding Program | 1226 | 5/8/2021 | 5/8/2021 | 130 | - | - | - | - | 130 |
| Sunset Learning Studio | 1485 | 5/11/2021 | 6/10/2021 | 360 | - | - | - | - | 360 |
| Sylvan Learning Center Westlake Village | WLV0521 | 5/6/2021 | 6/5/2021 | 4,318 | - | - | - | - | 4,318 |
| The Arterie | BR004 | 5/7/2021 | 6/6/2021 | 405 | - | - | - | - | 405 |
| The Martial Way | PB2103-04 | 5/10/2021 | 6/9/2021 | 330 | - | - | - | - | 330 |
| The Rage Complex | ES-04242021 | 4/24/2021 | 5/24/2021 | 600 | - | - | - | - | 600 |
| The Rage Complex | ES-05052021 | 5/5/2021 | 6/4/2021 | 600 | - | - | - | - | 600 |
| Think Outside, LLC | 112843 | 2/26/2021 | 3/28/2021 | 256 | - | - | - | - | 256 |
| Think Outside, LLC | 113139 | 3/17/2021 | 4/16/2021 | 256 | - | - | - | - | 256 |
| Urban Youth Park - Palos Verdes | 1048 | 5/12/2021 | 6/11/2021 | 720 | - | - | - | - | 720 |
| Ventura County Music Academy | April2021 | 5/4/2021 | 6/3/2021 | 560 | - | - | - | - | 560 |
| Ventura County Music Academy | April2021-2 | 5/4/2021 | 6/3/2021 | 105 | - | - | - | - | 105 |
| Wonderland Stage & Screen, LLC | 1024 | 5/6/2021 | 6/5/2021 | 750 | - | - | - | - | 750 |
| Z Ultimate Self Defense Studios | BS101 | 4/6/2021 | 5/6/2021 | 450 | - | - | - | - | 450 |

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2021

| Vendor Name | Invoice/Credit Number | Invoice Date | Date Due | Current | 1 - 30 Days Past Due | 31 - 60 Days Past Due | 61 - 90 Days Past Due | Over 90 Days Past Due | Total |
|--|-----------------------|--------------|----------|-------------------|----------------------|-----------------------|-----------------------|-----------------------|-------------------|
| Total Outstanding Payables in May | | | | \$ 265,561 | \$ (1,752) | \$ (1,167) | \$ 3,717 | \$ (575) | \$ 265,783 |

Blue Ridge Academy
 Expenditures through: June 30, 2022
 Resource 1400 Education Protection Account

| Description | Object Codes | Amount |
|--|--------------|--------------|
| AMOUNT AVAILABLE FOR THIS FISCAL YEAR | | |
| Local Control Funding Formula Sources | 8010-8099 | 1,391,600.00 |
| Federal Revenue | 8100-8299 | 0.00 |
| Other State Revenue | 8300-8599 | 0.00 |
| Other Local Revenue | 8600-8799 | 0.00 |
| TOTAL AVAILABLE | | 1,391,600.00 |
| EXPENDITURES AND OTHER FINANCING USES | | |
| Certificated Salaries | 1000-1999 | 1,052,954.82 |
| Classified Salaries | 2000-2999 | 0.00 |
| Employee Benefits | 3000-3999 | 338,645.18 |
| Books and Supplies | 4000-4999 | 0.00 |
| Services, Other Operating Expenses | 5000-5999 | 0.00 |
| Capital Outlay | 6000-6599 | 0.00 |
| Other Outgo (excluding Direct Support/Indirect Costs) | 7100-7299 | |
| | 7400-7499 | 0.00 |
| Direct Support/Indirect Costs | 7300-7399 | 0.00 |
| TOTAL EXPENDITURES AND OTHER FINANCING USES | | 1,391,600.00 |
| BALANCE (Total Available minus Total Expenditures and Other Financing Uses) | | 0.00 |

BLUE RIDGE 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 district 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 Blue Ridge Academy ;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Blue Ridge Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2021.

Board Member

Board Member

Board Member

Board Member

Board Member

Blue Ridge Academy
Multi-Year Forecast/Budget FY21-22



Revised 6/18/21

| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Prior Year | Budget | Forecast | Forecast | Forecast | Forecast |
| Assumptions | | | | | | |
| LCFF COLA | n/a | 5.07% | 2.48% | 3.11% | 3.54% | 0.00% |
| Non-LCFF Revenue COLA | n/a | n/a | 0.00% | 0.00% | 0.00% | 0.00% |
| Expense COLA | n/a | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% |
| Enrollment | | 7,100.00 | 7,242.00 | 7,386.84 | 7,534.58 | 7,685.27 |
| Average Daily Attendance | 6,986.25 | 6,958.00 | 7,097.16 | 7,239.10 | 7,383.89 | 7,531.56 |
| Revenues | | | | | | |
| State Aid - Revenue Limit | | | | | | |
| 8011 LCFF State Aid | \$ 61,234,204 | \$ 64,031,029 | \$ 66,988,690 | \$ 70,157,665 | \$ 74,179,897 | \$ 75,663,496 |
| 8012 Education Protection Account | 1,397,250 | 1,391,600 | 1,419,432 | 1,447,821 | 1,476,777 | 1,506,313 |
| 8096 In Lieu of Property Taxes | 1,036,480 | 1,032,289 | 1,052,935 | 1,073,993 | 1,095,473 | 1,117,383 |
| | 63,667,995 | 66,454,918 | 69,461,057 | 72,679,479 | 76,752,147 | 78,287,191 |
| Federal Revenue | | | | | | |
| 8181 Special Education - Entitlement | 829,618 | 701,923 | 715,962 | 730,281 | 730,281 | 730,281 |
| | 5,449,309 | 701,923 | 715,962 | 730,281 | 730,281 | 730,281 |
| Other State Revenue | | | | | | |
| 8311 State Special Education | 4,366,413 | 3,479,000 | 3,548,580 | 3,619,552 | 3,691,943 | 3,765,781 |
| 8550 Mandated Cost | 152,915 | 152,915 | 152,297 | 155,343 | 158,450 | 161,619 |
| 8560 State Lottery | 1,446,156 | 1,440,306 | 1,469,112 | 1,498,494 | 1,528,464 | 1,559,034 |
| 8599 Other State Revenue | 562,957 | 743,305 | - | - | - | - |
| | 6,539,594 | 5,815,526 | 5,169,989 | 5,273,389 | 5,378,857 | 5,486,434 |
| Other Local Revenue | | | | | | |
| | 461,415 | - | - | - | - | - |
| Total Revenue | \$ 76,118,313 | \$ 72,972,367 | \$ 75,347,007 | \$ 78,683,148 | \$ 82,861,284 | \$ 84,503,905 |
| Expenses | | | | | | |
| Certificated Salaries | | | | | | |
| 1100 Teachers' Salaries | 18,525,741 | 20,426,371 | 20,898,546 | 21,316,517 | 21,742,848 | 22,177,705 |
| 1175 Teachers' Extra Duty/Stipends | 1,711,261 | 1,650,000 | 1,683,000 | 1,716,660 | 1,750,993 | 1,786,013 |
| 1200 Pupil Support Salaries | 1,287,835 | 2,530,198 | 2,663,512 | 2,716,782 | 2,771,118 | 2,826,540 |
| 1300 Administrators' Salaries | 1,226,047 | 1,418,800 | 1,447,176 | 1,476,120 | 1,505,642 | 1,535,755 |
| 1900 Other Certificated Salaries | 1,255,497 | 162,628 | 165,881 | 169,198 | 172,582 | 176,034 |
| | 24,006,380 | 26,187,997 | 26,858,115 | 27,395,277 | 27,943,183 | 28,502,046 |
| Classified Salaries | | | | | | |
| 2200 Support Salaries | 1,865,602 | 3,315,250 | 3,381,555 | 3,449,186 | 3,518,170 | 3,588,533 |
| 2300 Classified Administrators' Salaries | - | 136,500 | 139,230 | 142,015 | 144,855 | 147,752 |
| 2400 Clerical and Office Staff Salaries | 606,834 | 464,500 | 473,790 | 483,266 | 492,931 | 502,790 |
| 2900 Other Classified Salaries | 539,594 | 152,000 | 155,040 | 158,141 | 161,304 | 164,530 |
| | 3,166,450 | 4,068,250 | 4,149,615 | 4,232,607 | 4,317,259 | 4,403,605 |
| Benefits | | | | | | |
| 3101 STRS | 3,724,331 | 4,218,360 | 4,861,382 | 4,958,608 | 5,057,779 | 5,158,934 |
| 3301 OASDI | 196,339 | 252,237 | 257,282 | 262,427 | 267,676 | 273,029 |
| 3311 Medicare | 382,203 | 440,796 | 449,612 | 458,604 | 467,776 | 477,132 |
| 3401 Health and Welfare | 3,358,491 | 3,951,000 | 4,030,020 | 4,110,620 | 4,192,833 | 4,276,689 |
| 3501 State Unemployment | 154,761 | 216,090 | 216,090 | 216,090 | 216,090 | 216,090 |
| 3601 Workers' Compensation | 197,183 | 249,278 | 254,263 | 259,349 | 264,536 | 269,826 |
| 3901 Other Benefits | 427,655 | 911,992 | 930,232 | 948,837 | 967,813 | 987,170 |
| | 8,440,963 | 10,239,753 | 10,998,881 | 11,214,536 | 11,434,503 | 11,658,870 |
| Books and Supplies | | | | | | |
| 4302 School Supplies | 5,310,193 | 7,222,433 | 7,514,219 | 7,817,794 | 8,133,633 | 8,462,231 |
| 4305 Software | 1,171,765 | 940,889 | 978,901 | 1,018,449 | 1,059,594 | 1,102,401 |
| 4310 Office Expense | 61,726 | 61,500 | 63,985 | 66,570 | 69,259 | 72,057 |
| 4400 Noncapitalized Equipment | 1,448,408 | 1,887,593 | 1,963,852 | 2,043,192 | 2,125,737 | 2,211,616 |
| | 7,992,169 | 10,112,415 | 10,520,957 | 10,946,004 | 11,388,222 | 11,848,306 |
| Subagreement Services | | | | | | |
| 5102 Special Education | 5,947,706 | 5,923,700 | 6,163,017 | 6,412,003 | 6,671,048 | 6,940,559 |
| 5106 Other Educational Consultants | 7,784,811 | 10,427,638 | 10,636,191 | 10,848,915 | 11,065,893 | 11,287,211 |
| | 13,733,475 | 16,351,338 | 16,799,208 | 17,260,918 | 17,736,941 | 18,227,770 |

Blue Ridge Academy
Multi-Year Forecast/Budget FY21-22

Revised 6/18/21



| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | Prior Year | Budget | Forecast | Forecast | Forecast | Forecast |
| Operations and Housekeeping | | | | | | |
| 5201 Auto and Travel | 5,177 | 5,200 | 5,410 | 5,629 | 5,856 | 6,093 |
| 5300 Dues & Memberships | 21,620 | 21,500 | 22,369 | 23,272 | 24,212 | 25,191 |
| 5400 Insurance | 466,589 | 564,700 | 587,514 | 611,249 | 635,944 | 661,636 |
| 5501 Utilities | 4,068 | 4,100 | 4,266 | 4,438 | 4,617 | 4,804 |
| 5502 Janitorial Services | 2,995 | 3,000 | 3,121 | 3,247 | 3,378 | 3,515 |
| 5900 Communications | 62,998 | 62,700 | 65,233 | 67,868 | 70,610 | 73,463 |
| 5901 Postage and Shipping | 15,099 | 15,000 | 15,606 | 16,236 | 16,892 | 17,575 |
| | <u>563,546</u> | <u>676,200</u> | <u>703,518</u> | <u>731,941</u> | <u>761,511</u> | <u>792,276</u> |
| Facilities, Repairs and Other Leases | | | | | | |
| 5601 Rent | 98,230 | 97,800 | 101,751 | 105,862 | 110,139 | 114,588 |
| 5604 Other Leases | 3,592 | 3,600 | 3,745 | 3,897 | 4,054 | 4,218 |
| | <u>101,822</u> | <u>101,400</u> | <u>105,497</u> | <u>109,759</u> | <u>114,193</u> | <u>118,806</u> |
| Professional/Consulting Services | | | | | | |
| 5801 IT | 501,061 | 592,840 | 616,791 | 641,709 | 667,634 | 694,606 |
| 5802 Audit & Taxes | 14,150 | 14,100 | 14,382 | 14,670 | 14,963 | 15,262 |
| 5803 Legal | 186,761 | 186,000 | 189,720 | 193,514 | 197,385 | 201,332 |
| 5804 Professional Development | 55,235 | 26,600 | 27,675 | 28,793 | 29,956 | 31,166 |
| 5805 General Consulting | 42,815 | 42,600 | 44,321 | 46,112 | 47,975 | 49,913 |
| 5806 Special Activities/Field Trips | 40,275 | 67,488 | 70,214 | 73,051 | 76,002 | 79,073 |
| 5807 Bank Charges | 19,058 | 19,000 | 19,768 | 20,566 | 21,397 | 22,262 |
| 5809 Other taxes and fees | 29,405 | 29,300 | 30,484 | 31,715 | 32,997 | 34,330 |
| 5810 Payroll Service Fee | 38,256 | 38,100 | 39,639 | 41,241 | 42,907 | 44,640 |
| 5811 Management Fee | 1,318,359 | 1,447,416 | 1,505,892 | 1,566,730 | 1,630,026 | 1,695,879 |
| 5812 District Oversight Fee | 1,910,040 | 1,993,648 | 2,083,832 | 2,180,384 | 2,302,564 | 2,348,616 |
| | <u>4,155,413</u> | <u>4,457,091</u> | <u>4,642,717</u> | <u>4,838,485</u> | <u>5,063,805</u> | <u>5,217,079</u> |
| Depreciation | | | | | | |
| 6900 Depreciation Expense | 10,974 | 10,980 | 11,200 | 11,424 | 11,652 | 11,885 |
| | <u>10,974</u> | <u>10,980</u> | <u>11,200</u> | <u>11,424</u> | <u>11,652</u> | <u>11,885</u> |
| Interest | | | | | | |
| 7438 Interest Expense | 1,011,223 | 300,884 | - | - | - | - |
| | <u>1,011,223</u> | <u>300,884</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Expenses | \$ 63,182,415 | \$ 72,506,308 | \$ 74,789,707 | \$ 76,740,949 | \$ 78,771,269 | \$ 80,780,643 |
| Surplus (Deficit) | \$ 12,935,898 | \$ 466,058 | \$ 557,300 | \$ 1,942,199 | \$ 4,090,015 | \$ 3,723,263 |
| | 20.47% | 1% | 1% | 3% | 5% | 5% |
| Fund Balance, Beginning of Year | \$ 3,383,351 | \$ 16,319,250 | \$ 16,785,308 | \$ 17,342,608 | \$ 19,284,808 | \$ 23,374,822 |
| Fund Balance, End of Year | \$ 16,319,250 | \$ 16,785,308 | \$ 17,342,608 | \$ 19,284,808 | \$ 23,374,822 | \$ 27,098,085 |
| | 25.8% | 23.2% | 23.2% | 25.1% | 29.7% | 33.5% |
| Cash Flow Adjustments | | | | | | |
| Surplus (Deficit) | 12,935,898 | 466,058 | 557,300 | 1,942,199 | 4,090,015 | 3,723,263 |
| Cash Flows From Operating Activities | | | | | | |
| Depreciation/Amortization | 10,974 | 10,980 | 11,200 | 11,424 | 11,652 | 11,885 |
| Public Funding Receivables | (14,341,902) | 18,784,513 | (400,786) | (347,319) | (425,743) | (192,892) |
| Grants and Contributions Rec. | 4,147,473 | - | - | - | - | - |
| Accounts Payable | (5,060,416) | (615,666) | 13,452 | 9,657 | 12,034 | 5,034 |
| Cash Flows From Financing Activities | | | | | | |
| Proceeds from Factoring | 33,468,907 | 7,522,088 | - | - | - | - |
| Payments on Factoring | (15,993,200) | (23,586,195) | - | - | - | - |
| Proceeds(Payments) on Debt | (4,233,019) | - | - | - | - | - |
| Total Change in Cash | 709,124 | 2,581,778 | 181,165 | 1,615,961 | 3,687,958 | 3,547,289 |
| Cash, Beginning of Year | 5,878,999 | 6,588,123 | 9,169,902 | 9,351,067 | 10,967,029 | 14,654,986 |
| Cash, End of Year | \$ 6,588,123 | \$ 9,169,902 | \$ 9,351,067 | \$ 10,967,029 | \$ 14,654,986 | \$ 18,202,276 |

Blue Ridge Academy

Monthly Cash Flow/Budget FY21-22

Revised 6/18/21

ADA = 6958.00



| | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|-----------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | - | 3,214,567 | 3,214,567 | 5,786,221 | 5,786,221 | 5,786,221 | 5,786,221 | 5,786,221 | 5,734,227 | 5,734,227 | 5,734,227 | 5,734,227 | 5,733,879 | 64,031,029 | 64,031,029 | - |
| 8012 Education Protection Account | - | - | - | 347,900 | - | - | 347,900 | - | - | 347,900 | - | - | 347,900 | 1,391,600 | 1,391,600 | - |
| 8019 State Aid - Prior Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8096 In Lieu of Property Taxes | - | 62,189 | 124,378 | 82,918 | 82,918 | 82,918 | 82,918 | 82,918 | 143,710 | 71,855 | 71,855 | 71,855 | 71,855 | 1,032,289 | 1,032,289 | - |
| | - | 3,276,756 | 3,338,945 | 6,217,040 | 5,869,140 | 5,869,140 | 6,217,040 | 5,869,140 | 5,877,937 | 6,153,982 | 5,806,082 | 5,806,082 | 6,153,634 | 66,454,918 | 66,454,918 | - |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | 35,239 | 35,239 | 63,430 | 63,430 | 63,430 | 63,430 | 63,430 | 62,860 | 62,860 | 62,860 | 62,860 | 62,860 | 701,923 | 701,923 | - |
| | - | 35,239 | 35,239 | 63,430 | 63,430 | 63,430 | 63,430 | 63,430 | 62,860 | 62,860 | 62,860 | 62,860 | 62,860 | 701,923 | 701,923 | - |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 174,656 | 174,656 | 314,381 | 314,381 | 314,381 | 314,381 | 314,381 | 311,556 | 311,556 | 311,556 | 311,556 | 311,556 | 3,479,000 | 3,479,000 | - |
| 8550 Mandated Cost | - | - | - | - | - | 152,915 | - | - | - | - | - | - | - | 152,915 | 152,915 | - |
| 8560 State Lottery | - | - | - | - | - | - | 361,538 | - | - | 361,538 | - | - | 717,229 | 1,440,306 | 1,440,306 | - |
| 8599 Other State Revenue | - | - | - | - | 483,148 | - | - | - | - | 185,826 | - | - | - | 743,305 | 743,305 | - |
| | - | 174,656 | 174,656 | 314,381 | 797,529 | 467,296 | 675,920 | 314,381 | 311,556 | 858,921 | 311,556 | 311,556 | 1,103,116 | 5,815,526 | 5,815,526 | - |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Revenue | - | 3,486,651 | 3,548,840 | 6,594,851 | 6,730,099 | 6,399,866 | 6,956,389 | 6,246,951 | 6,252,353 | 7,075,763 | 6,180,498 | 6,180,498 | 7,319,610 | 72,972,367 | 72,972,367 | - |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | 1,702,198 | - | 20,426,371 | 20,426,371 | - |
| 1175 Teachers' Extra Duty/Stipends | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | 137,500 | - | 1,650,000 | 1,650,000 | - |
| 1200 Pupil Support Salaries | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | 210,850 | - | 2,530,198 | 2,530,198 | - |
| 1300 Administrators' Salaries | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | 118,233 | - | 1,418,800 | 1,418,800 | - |
| 1900 Other Certificated Salaries | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | 13,552 | - | 162,628 | 162,628 | - |
| | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | 2,182,333 | - | 26,187,997 | 26,187,997 | - |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2200 Support Salaries | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | 276,271 | - | 3,315,250 | 3,315,250 | - |
| 2300 Classified Administrators' Salaries | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | 11,375 | - | 136,500 | 136,500 | - |
| 2400 Clerical and Office Staff Salaries | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | 38,708 | - | 464,500 | 464,500 | - |
| 2900 Other Classified Salaries | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | 12,667 | - | 152,000 | 152,000 | - |
| | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | 339,021 | - | 4,068,250 | 4,068,250 | - |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | 351,530 | - | 4,218,360 | 4,218,360 | - |
| 3301 OASDI | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | 21,020 | - | 252,237 | 252,237 | - |
| 3311 Medicare | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | 36,733 | - | 440,796 | 440,796 | - |
| 3401 Health and Welfare | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | 329,250 | - | 3,951,000 | 3,951,000 | - |
| 3501 State Unemployment | 10,805 | 10,805 | 10,805 | 10,805 | 10,805 | 10,805 | 54,023 | 43,218 | 21,609 | 10,805 | 10,805 | 10,805 | - | 216,090 | 216,090 | - |
| 3601 Workers' Compensation | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | 20,773 | - | 249,278 | 249,278 | - |
| 3901 Other Benefits | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | 75,999 | - | 911,992 | 911,992 | - |
| | 846,110 | 846,110 | 846,110 | 846,110 | 846,110 | 846,110 | 889,328 | 878,523 | 856,914 | 846,110 | 846,110 | 846,110 | - | 10,239,753 | 10,239,753 | - |
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4302 School Supplies | 76,297 | 461,703 | 356,930 | 581,960 | 642,048 | 515,410 | 640,890 | 689,694 | 883,215 | 708,003 | 851,908 | 814,375 | - | 7,222,433 | 7,222,433 | - |
| 4305 Software | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | 78,407 | - | 940,889 | 940,889 | - |
| 4310 Office Expense | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | 5,125 | - | 61,500 | 61,500 | - |
| 4400 Noncapitalized Equipment | 19,940 | 120,667 | 93,284 | 152,096 | 167,800 | 134,703 | 167,498 | 180,253 | 230,830 | 185,037 | 222,647 | 212,838 | - | 1,887,593 | 1,887,593 | - |
| | 179,770 | 665,903 | 533,746 | 817,588 | 893,381 | 733,645 | 891,920 | 953,479 | 1,197,577 | 976,572 | 1,158,087 | 1,110,746 | - | 10,112,415 | 10,112,415 | - |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | 493,642 | - | 5,923,700 | 5,923,700 | - |
| 5106 Other Educational Consultants | 110,157 | 666,600 | 515,330 | 840,224 | 926,979 | 744,141 | 925,308 | 995,770 | 1,275,173 | 1,022,203 | 1,229,971 | 1,175,782 | - | 10,427,638 | 10,427,638 | - |
| | 603,798 | 1,160,242 | 1,008,971 | 1,333,866 | 1,420,621 | 1,237,783 | 1,418,949 | 1,489,412 | 1,768,814 | 1,515,845 | 1,723,613 | 1,669,424 | - | 16,351,338 | 16,351,338 | - |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5201 Auto and Travel | 433 | 433 | 433 | 433 | 433 | 433 | 433 | 433 | 433 | 433 | 433 | 433 | - | 5,200 | 5,200 | - |
| 5300 Dues & Memberships | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | 1,792 | - | 21,500 | 21,500 | - |
| 5400 Insurance | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | 47,058 | - | 564,700 | 564,700 | - |
| 5501 Utilities | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | 342 | - | 4,100 | 4,100 | - |
| 5502 Janitorial Services | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | - | 3,000 | 3,000 | - |
| 5900 Communications | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | 5,225 | - | 62,700 | 62,700 | - |
| 5901 Postage and Shipping | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | - | 15,000 | 15,000 | - |
| | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | 56,350 | - | 676,200 | 676,200 | - |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5601 Rent | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | 8,150 | - | 97,800 | 97,800 | - |
| 5604 Other Leases | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | 300 | - | 3,600 | 3,600 | - |
| | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | 8,450 | - | 101,400 | 101,400 | - |

Blue Ridge Academy

Monthly Cash Flow/Budget FY21-22

Revised 6/18/21

ADA = 6958.00

| | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | Year-End Accruals | Annual Budget | Original Budget Total | Favorable / (Unfav.) |
|---|--------------------|--------------------|--------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|-------------------|-----------------------|----------------------|
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | 49,403 | - | 592,840 | 592,840 | - |
| 5802 Audit & Taxes | - | - | - | 4,700 | 4,700 | 4,700 | - | - | - | - | - | - | - | 14,100 | 14,100 | - |
| 5803 Legal | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | 15,500 | - | 186,000 | 186,000 | - |
| 5804 Professional Development | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | 2,217 | - | 26,600 | 26,600 | - |
| 5805 General Consulting | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | 3,550 | - | 42,600 | 42,600 | - |
| 5806 Special Activities/Field Trips | 713 | 4,314 | 3,335 | 5,438 | 5,999 | 4,816 | 5,989 | 6,445 | 8,253 | 6,616 | 7,960 | 7,610 | - | 67,488 | 67,488 | - |
| 5807 Bank Charges | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | 1,583 | - | 19,000 | 19,000 | - |
| 5809 Other taxes and fees | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | 2,442 | - | 29,300 | 29,300 | - |
| 5810 Payroll Service Fee | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | 3,175 | - | 38,100 | 38,100 | - |
| 5811 Management Fee | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | 120,618 | - | 1,447,416 | 1,447,416 | - |
| 5812 District Oversight Fee | - | 98,303 | 100,168 | 186,511 | 176,074 | 176,074 | 186,511 | 176,074 | 176,338 | 184,619 | 174,182 | 174,182 | 184,609 | 1,993,648 | 1,993,648 | - |
| | 199,201 | 301,105 | 301,992 | 395,137 | 385,262 | 384,078 | 390,988 | 381,007 | 383,079 | 389,723 | 380,631 | 380,280 | 184,609 | 4,457,091 | 4,457,091 | - |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | - | 10,980 | 10,980 | - |
| | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | - | 10,980 | 10,980 | - |
| Interest | | | | | | | | | | | | | | | | |
| 7438 Interest Expense | - | 150,442 | - | 150,442 | - | - | - | - | - | - | - | - | - | 300,884 | 300,884 | - |
| | - | 150,442 | - | 150,442 | - | - | - | - | - | - | - | - | - | 300,884 | 300,884 | - |
| Total Expenses | 4,415,948 | 5,710,870 | 5,277,888 | 6,130,212 | 6,132,442 | 5,788,685 | 6,178,254 | 6,289,490 | 6,793,454 | 6,315,319 | 6,695,510 | 6,593,629 | 184,609 | 72,506,308 | 72,506,308 | - |
| Monthly Surplus (Deficit) | (4,415,948) | (2,224,219) | (1,729,048) | 464,639 | 597,657 | 611,181 | 778,135 | (42,539) | (541,101) | 760,443 | (515,012) | (413,131) | 7,135,001 | 466,058 | 466,058 | - |
| | | | | | | | | | | | | | | | | 1% |
| Cash Flow Adjustments | | | | | | | | | | | | | | | | |
| Monthly Surplus (Deficit) | (4,415,948) | (2,224,219) | (1,729,048) | 464,639 | 597,657 | 611,181 | 778,135 | (42,539) | (541,101) | 760,443 | (515,012) | (413,131) | 7,135,001 | 466,058 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | 915 | - | 10,980 | | |
| Public Funding Receivables | 938,916 | 3,878,792 | 4,207,053 | 4,189,504 | 4,137,396 | 3,347,020 | 5,405,442 | - | - | - | - | - | (7,319,610) | 18,784,513 | | |
| Accounts Payable | (800,275) | - | - | - | - | - | - | - | - | - | - | - | 184,609 | (615,666) | | |
| Accrued Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | 3,761,044 | - | 3,761,044 | - | - | - | - | - | - | - | - | - | 7,522,088 | | |
| Payments on Factoring | - | (2,739,500) | (2,739,500) | (7,741,044) | (3,930,500) | (2,674,607) | (3,761,044) | - | - | - | - | - | - | (23,586,195) | | |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Change in Cash | (4,276,393) | 2,677,032 | (260,580) | 675,058 | 805,468 | 1,284,509 | 2,423,448 | (41,624) | (540,186) | 761,358 | (514,097) | (412,216) | | | | |
| Cash, Beginning of Month | 6,588,123 | 2,311,731 | 4,988,763 | 4,728,183 | 5,403,241 | 6,208,709 | 7,493,218 | 9,916,666 | 9,875,042 | 9,334,856 | 10,096,214 | 9,582,117 | | | | |
| Cash, End of Month | 2,311,731 | 4,988,763 | 4,728,183 | 5,403,241 | 6,208,709 | 7,493,218 | 9,916,666 | 9,875,042 | 9,334,856 | 10,096,214 | 9,582,117 | 9,169,902 | | | | |

| | |
|---------------------|-----------|
| Cert. | Instr. |
| 54.3% | 85.2% |
| 10,609,591 | 3,771,462 |
| Pupil:Teacher Ratio | |
| 20.65 :1 | |

**BLUE RIDGE ACADEMY
EMPLOYMENT AGREEMENT**

Executive Director/Principal

This Fixed Term Employment Agreement (the “Agreement”) is entered into by and between Samantha Haynes (“Employee”) and BLUE RIDGE ACADEMY (“School”), as of **{Insert Effective Date}** (the “Effective Date”).

A. RECITALS

1. School’s Board of Directors (“Board”) desires to secure the continued services of Employee as Executive Director and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for Employee; and
2. Employee desires to perform such services for School on the terms and conditions set forth in this Agreement; and

NOW, THEREFORE, in consideration of the promises and of the mutual agreements set forth herein, the parties hereto agree as follows:

B. EMPLOYMENT TERMS AND CONDITIONS

1. Term

Subject to the terms and conditions of this Agreement, School hereby agrees to employ Employee, and Employee hereby accepts employment with School, to commence on **{insert beginning and end date here}** (the “Term”), unless terminated earlier by either of the parties pursuant to paragraph 15, herein.

2. Duties

Employee will assume and discharge such duties as are commensurate with Employee’s position and as set forth on the job description in **Attachment “A,”** as well as such other duties as the Board may assign in its sole discretion.

Employee will devote his or her utmost knowledge and best skill to the performance of his or her duties. In addition, Employee shall abide by all of School’s policies and procedures as adopted, amended, or modified from time to time. To the extent any such policies and procedures differ from the terms of this Agreement, the terms of this Agreement shall prevail.

Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during scheduled work hours. While employed by School, Employee may not engage in any outside activity, including paid employment, which would be a conflict of interest and/or would conflict with his/her responsibilities to School without first obtaining School’s written approval.

3. Work Schedule

Employee’s employment with School is full-time. As a minimum performance requirement, the work schedule for the Employee shall be Monday through Friday, during regular school hours. Work days for the Employee shall be consistent with the applicable calendar of work days for this position. For retirement benefit (STRS) purposes only, Employee will work a minimum of 233 work days during each school year under the terms of this Agreement.

As this position is a senior level position, it is School’s expectation that the actual hours required to carry out the duties and responsibilities of the position in a satisfactory manner will materially exceed the regular school hours, and therefore it is School’s expectation that the actual hours worked will exceed the above referenced minimum performance requirement.

As this position is exempt from overtime, additional duties of the Employee may need to be performed outside of the daily work schedule.

4. Compensation

4.1 Base Salary

In consideration for the services to be rendered under this Agreement, School will pay Employee a gross salary of **{XXXX}** annually **{XXXX}** per month) pursuant to the Board-approved Salary Schedule (**Attachment “B”**), less all applicable withholdings and deductions for the 2021-2022 school year.

For each subsequent year of the Agreement, Employee will be entitled to an increase in salary in accordance with the Salary Schedule (**Attachment “B”**), provided Employee meets satisfactory performance as determined by the Board.

Employee’s annual salary will be paid semi-monthly over 12 months pursuant to School’s normal payroll calendar. If Employee is employed for less than a 12-month period for any school year during the Term, Employee’s annual salary will be pro-rated accordingly.

Employee is an exempt employee and therefore is not eligible for overtime pay.

4.2 Professional Development Stipend

Employee will receive an annual stipend of **{XXXXX}** for use towards ongoing education and professional development. The Board may request that Employee submit receipts supporting use of the stipend.

5. Employee Benefits

Employee shall be entitled to participate in designated employee benefit programs and plans established by School (subject to program and eligibility requirements)

for the benefit of its employees, which from time to time may be amended and modified by School in its sole discretion. As a continuing employee, health insurance coverage is continued from the previous year.

6. Performance Evaluation

The Employee will receive periodic performance reviews by the Board or its designee. The Board anticipates evaluating Employee's performance at least one time per year, but may perform evaluations more frequently. Failure to evaluate Employee will not prevent School from terminating Employee's employment in accordance with this Agreement. Any evaluation shall be in writing and Employee shall have a reasonable opportunity to discuss the evaluation with the Board.

7. Licensure/Qualifications and Other Requirements

Employee represents that Employee has and will maintain throughout the course of this Agreement all licensures, requirements and qualifications established by School for this position, including, but not limited to, credentials, criminal background and tuberculosis clearances and all other mandated training. Employee understands that employment is contingent upon verification and maintenance of any applicable licensure credentials or other requirements. Failure to maintain the credentials, qualifications and requirements for Employee's position or satisfy other requirements may result in immediate termination.

8. Sick Leave

Employee shall be entitled to 12 sick leave days per school year (July 1-June 30) or pro rata amount thereof based upon the accrual of one sick leave day for each full calendar month of service. Employee shall also be entitled to accumulate unused sick leave from year to year up to 144 hours. Upon termination of this Agreement, Employee shall not be entitled to compensation from School for any unused sick leave. The use of sick leave shall be governed by School's employment policies.

9. PTO

Employee shall accrue PTO at a rate of 80 hours per year. Employee shall also be entitled to accumulate unused PTO from year to year with a maximum accrual of 160 hours. The use of PTO shall be governed by School's employment policies.

10. Child Abuse and Neglect Reporting

Employee understands and acknowledges that employee is a mandated reporter as defined by California Penal Code section 11165.7. As a mandated reporter, Employee is responsible to report to an appropriate agency whenever Employee, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom Employee knows or reasonably suspects to have been the victim of child abuse or neglect. Employee understands and

acknowledges that he/she must follow up on his/her initial report by filing a written report with the same agency within 36 hours of receiving the information concerning, or observing, the incident.

Employee acknowledges that he or she has reviewed and is familiar with California Penal Code sections 11165.7, 11166 and 11167 and will comply with these provisions.

11. Confidential Information & Ownership of Materials

Employee may during the course of his/her duties be advised of certain confidential business matters and affairs of School regarding its business practices, students, suppliers and employees. Employee's duties may also place Employee in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of School and not generally known to the public or competitors. Such proprietary information may include student information, competitive strategies, curriculum or lesson plans, marketing plans, special designs or systems, and accounting information. Employee shall not, either during his/her employment with School, or any time in the future, directly or indirectly:

- a. disclose or furnish to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during his/her employment;
- b. individually or in conjunction with any other person, firm, agency, company, client, business, or corporation, employ, or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of School; and/or
- c. without the written consent of School, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of School, except to the extent required in the ordinary course of Employee's duties.

Materials developed by Employee for purposes of his or her employment at the Employer shall be the property of the Employer.

Upon termination of employment or as requested, Employee is required to immediately return to School all property of School in as good condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, curriculum, equipment and supplies, promotional materials, and similar items relating to the business of School. This provision supplements and does not supersede any other policies on Confidential Information.

12. Conflicts of Interest

Employee understands that, while employed by School, he/she will have access to confidential and proprietary information. Employee therefore shall not maintain employment or contracts for employment, or engage in any consultant or independent contractor relationship, with any other agency or School that will in any way conflict with his/her employment with School. Employee agrees that he/she will not enter into any contract(s), or participate in making any contracts, in which he/she has a material financial interest. Employee also specifically agrees that he/she will not refer students to, or encourage students to utilize, any School approved vendor to which the Employee has a familial or marital connection. Employee also specifically agrees that he/she will not recommend that School enter into a contractual relationship with a vendor to which the Employee has a familial or marital connection. This provision supplements and does not supersede any other School policies on Conflicts of Interest.

13. Business Expenses

Employee shall be reimbursed for all reasonably necessary business expenses incurred, including travel-related expenses which are permitted by Board policy or incurred with prior approval of the Board. Employee shall provide appropriate documentation to support expenses for which reimbursement is requested. Reimbursement will align with the approved School Fiscal Policies.

14. Arbitration

Employee and School mutually agree that any and all existing and future disputes, claims or controversies arising out of or relating to Employee's employment, the termination thereof, or otherwise arising between Employee and School shall, in lieu of a jury trial or other civil action, be resolved by final and binding arbitration pursuant to the Federal Arbitration Act as set forth in the Arbitration Agreement between School and Employee, which is incorporated herein by reference, and attached as **Attachment "C."**

15. Termination

This Agreement may be terminated by any of the following events:

- a. **Mutual Agreement:** This Agreement may be terminated by mutual written agreement of the parties; or
- b. **Retirement, Resignation, Permanent Disability or Death:** This Agreement will be terminated in the event of Employee's retirement, resignation, permanent disability or death (permanent disability shall exist when Employee suffers from a condition of mind or body that indefinitely prevents Employee from further performance of Employee's essential duties, with or without reasonable accommodation); or

- c. **Charter Non-Renewal or Revocation:** School may terminate this Agreement upon two weeks' notice following non-renewal or revocation of School's Charter; or
- d. **Early Termination without Cause:** School may unilaterally and without cause or advance notice terminate this Agreement and Employee's employment by paying Employee a gross amount equivalent to the number of months remaining on the Agreement multiplied by Employee's monthly salary at the time of the Board's decision ("Separation Payments") upon both parties signing a separation and general release agreement in a form acceptable to School. However, in no event shall the amount of Separation Payments exceed an amount equivalent to six (6) months' salary. The timing of the Separation Payments will be at School's sole discretion. Should Employee refuse to execute the separation and general release agreement pursuant to this paragraph, School may terminate Employee without making any Separation Payments; or
- e. **Discharge for Cause:** School may discharge Employee for cause. Cause includes but is not limited to the following: neglect of duty, inefficiency, breach of contract, dishonesty, discourteous treatment of the public, staff or pupils, disclosure of confidential information, unprofessional conduct, various forms of misconduct, insubordination, violation of law or conviction of any felony or other criminal offense, failure to possess or keep in effect the appropriate credential or any failure of good conduct tending to adversely affect School.

Prior to discharge for cause, Board shall give Employee written notice of its intention with a statement of the acts or omissions that give rise to the proposed action. Employee will be given an opportunity to respond orally or in writing to the statement and shall be entitled to appear personally before the Board to provide any explanation and/or response. The meeting with the Board shall not be an evidentiary hearing. If Employee chooses to be accompanied by legal counsel at such meeting, Employee shall bear any cost therein involved. The decision of the Board shall be final and this Agreement will terminate as of the date of that decision.

During the pendency of any disciplinary proceedings, the Board reserves the right to place Employee on paid administrative leave status.

C. **GENERAL PROVISIONS**

1. **Entire Agreement**

This Agreement, including Attachments, sets forth the entire understanding of the parties hereto with respect to its subject matter, merges and supersedes any prior or contemporaneous agreements or understandings with respect to its subject matter, whether written or oral.

2. Waiver of Breach

The waiver by either party, or the failure of either party to claim a breach of any provision of this Agreement, will not operate or be construed as a waiver of any subsequent breach.

3. Successors and Assigns

Neither party shall have the right to assign this Agreement, or any rights or obligations hereunder, without the consent of the other party.

4. Governing Law; Venue

This Agreement will be governed by, construed, and enforced in accordance with the laws of the State of California. Venue to any action or proceeding arising out of this Agreement shall be in Kern County, California.

5. Severability

If any provision of the Agreement is held to be invalid or unenforceable by any court or tribunal of competent jurisdiction, the remainder of this Agreement shall not be affected by such judgment, and such provision shall be carried out as nearly as possible according to its original terms and intent to eliminate such invalidity or unenforceability.

6. Execution in Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument. Photographic, scanned, digital or electronic (DocuSign), or faxed copies of such signed counterparts may be used in lieu of the originals for any purpose. The headings in this Agreement are only for convenience and ease of reference and are not to be considered in construction or interpretation.

7. Interpretation and Opportunity for Counsel

The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.

D. ACCEPTANCE OF EMPLOYMENT

By signing below, Employee declares as follows:

1. I have read and understand this Agreement and voluntarily accept employment with School on the terms specified herein.

2. All information I have provided to School related to my employment is true and accurate.

Date: _____
_____ {Executive Director Name}

Agreed to by BLUE RIDGE ACADEMY:

Date: _____
_____ {Board President Name}
President, Board of Directors BLUE RIDGE
ACADEMY

ATTACHMENT A
JOB DESCRIPTION

Attachment A- Job Description
Executive Director/Principal

| | |
|----------------|---|
| Direct Report: | School Board |
| School: | Blue Ridge Academy |
| Supervises: | Leadership, Teachers & Classified Staff |

Summary of Position:

The Executive Director/Principal is responsible for the effective operation of Blue Ridge Academy (the “School”) including the general administration of all instructional, business or other operations of the school, and for advising and making recommendations to the School Board on such items/areas. He/she is also responsible for the support and growth of the charter school including both teaching and support staff as well as students and families. The position requires the Executive Director/Principal work in both his/her home office and out in the field as needed and, as with other high-level leadership roles, may also be called upon under special circumstances to be available during weekends/breaks/holidays. This position will require travel both within and outside of the region. The Executive Director/Principal will uphold and promote the School’s mission and vision at all times.

The salary is based on experience and region’s size. The Executive Director/Principal is not required to carry a caseload of students.

Duties and Responsibilities:

- Be professional, fair, and a team player in all duties, actions, and communications
- Keep the Board informed of the condition of the School’s educational program and assure effective communication between the Board and School staff as needed
- Actively engage in the preparation of Board agendas and prepare and submit recommendations to the Board to all matters requiring Board action
- See to the execution of all decisions and requests from the Board
- See that all funds, physical assets, and other property of the School are appropriately safeguarded and administered
- Complete and submit all reports, requests, and other deliverables as required by various governing or authorizing bodies or Board policies
- Ensure that annual budgets and financial reports are prepared and submitted to all pertinent parties
- Primarily responsible for hiring new Assistant Director(s), Regional Coordinators, Homeschool Teachers, and other positions as appropriate by screening applicants, participating in interviews, and assist as needed during the hiring/onboarding process

- Participation in the selection of certificated and classified staff; ensuring that all certificated and classified personnel are appropriately credentialed and/or qualified; hiring and releasing certificated and classified personnel as needed; supervision of certificated and classified personnel in accordance with school policies; development and implementation of staff evaluation processes.
- Directly Supervise and train Vice Principal, Assistant Director(s), and Regional Coordinators
- Supervise and support Homeschool Teachers and other regional support positions (High School Success Coordinator, Community Connections Coordinator, Teacher Training Coordinator, Testing and Assessment Coordinator, etc.)
- Collaborate with Department Directors and Administrators and ensure information, processes, and procedures from Departments are shared with fidelity and in a timely manner
- Participate in weekly check-ins with Assistant Director(s) for their updates from regional support staff meetings
- Promote student academic achievement at all levels
- Advocate for equitable academic and extracurricular programs in all facets of the school
- Oversight of Work Sample review and collection
- Oversight of Attendance Log review and collection
- Monitor Student Compliance and academic progress
- Review Teacher Tracking Reports
- Ensure all School websites and resources are accurate and up to date
- Collaborate on the Weekly Update
- Attend Leadership Meetings as needed
- Attend Regional Coordinator meetings (virtual and or in person) as needed
- Regularly visit and support school events
- Ensure Year-End Transition (YET) is completed accurately and on time
- Participate in data collection and analysis
- Monitor and support compliance issues that arise with students, Homeschool Teachers, or Regional Coordinators, including Compliance Conferences
- Monitor and ensure successful testing participation and administration
- Complete student transfers
- Monitor and report teacher and student numbers, as needed

- Seek approval for staffing needs
- Participate in staff evaluations
- Help monitor and direct special committees and or adjunct duties
- Ensure proper teacher training and professional development
- Attend Annual Admin/Leadership retreat and assist with the planning of Regional Retreats
- Help plan and book events (Examples: Holiday Party, Graduation, Retreats, Back to School, etc.)
- Approve School employee salaries
- Approve stipends, overtime, and time off requests
- Execute staff contracts
- Complete Form 700
- Execute contracts
- Ensure SPED services are provided appropriately
- Ensure Intervention services are provided appropriately
- Ensure the LCAP is created and implemented
- Report Local Dashboard Indicators
- Monitor and approve day to day spending and delegated borrowing and lending authority
- Approve payroll and accounts payable
- Implement policies and practices outlined in all handbooks
- Monitor student data to drive instruction and programs
- Foster positive authorizer relationships
- Be responsive and address staff, student, parent, community, and board concerns and calls
- Implement WASC Action Plan
- Complete and approve attendance reports
- Other duties as assigned Qualifications:
- Resides within the service area of the school
- Proven track record of compliance

- Minimum 1 year of leadership experience
- Demonstrated excellent interpersonal communication skills
- Work experience and demonstrated ability to supervise and support a group
- Demonstrated ability to work with diverse audiences
- Demonstrated ability to work effectively as a team member, work independently, and be self-motivated
- Demonstrated ability to quickly grasp new techniques, deal with rapid changes in events, remain calm in stressful situations, relate to various personality styles in a calm, professional manner
- Demonstrated competency in using electronic communications methods when distance/virtual trainings are a factor

ATTACHMENT B
SALARY SCHEDULE

ATTACHMENT C
ARBITRATION AGREEMENT

ARBITRATION AGREEMENT

This ARBITRATION AGREEMENT (“Agreement”) is made by and between Blue Ridge Academy (“Employer”) and Samantha Haynes (“Employee”). The purpose of this Agreement is to establish final and binding arbitration for all disputes arising out of Employee’s relationship with Employer from the inception of the employment relationship, including, but not limited to, Employee’s employment or the termination of Employee’s employment. Employee and Employer desire to arbitrate their disputes on the terms and conditions set forth below to gain the benefits of a speedy, impartial dispute-resolution procedure, and pursuant to the Federal Arbitration Act (“FAA”). Employee and Employer agree to the following:

1. Claims Covered by the Agreement.

1.1 Employee and Employer both agree to exclusively and finally resolve by binding arbitration **any and all claims or controversies** (“claims”) that Employer may have against Employee or that Employee may have against Employer or against its past, present, or future predecessors, successors, assigns, affiliates, parent and subsidiary companies, joint ventures, joint employers or alleged joint employers (including but not limited to, Granite Mountain Charter School, Cabrillo Point Academy, Triumph Academy, Yosemite Valley Charter School, Winship Community School, Mission Vista Academy, The Cottonwood School, Feather River Charter School, Monarch River Academy, Pacific Coast Academy, Lake View Charter School, Heartland Charter School, Clarksville Charter School and Inspire Charter Schools), current or former service providers (including but not limited to Provenance) pension or benefit plans, administrators, vendors, contractors, and their respective past, present, or future officers, directors, employees, stockholders, representatives, managers, members, partners, partnerships, agents, guests, parents, students, clients, suppliers, vendors, educational advisors, business advisors, financial advisors, attorneys, and accountants, insurers, and indemnitees (collectively, “Employer”), relating to, resulting from, or in any way arising out of this Agreement or the enforcement, interpretation or validity of this Agreement, including the determination of the scope or applicability of this Agreement, any aspect of Employee’s relationship with Employer, any aspect of Employee’s employment relationship with Employer (pre-hire through post-termination), and/or the termination of Employee’s employment relationship with Employer, and/or any act or omission between Employee and Employer to the extent permitted by law. **This Agreement does not cover any claim, cause of action, or actions pursuant to workers’ compensation laws, unemployment insurance benefits with the Employment Development Department, or the Private Attorneys General Act of 2004 (“PAGA”), California Labor Code §§ 2699 et seq.** Further, nothing in this agreement precludes Employee from pursuing any administrative agency claims, including, but not limited to, the Department of Fair Employment and Housing, the Equal Employment Opportunity Commission, the Division of Labor Standards Enforcement, the Department of Labor and the National Labor Relations Board.

1.2 The scope of this Agreement is intended to be broad and comprehensive and includes, without limitation, claims for wages or other compensation due; claims for penalties or premiums; claims for violations of the California Labor Code (unless pursuant to PAGA); claims for breach of any contract or covenant (express or implied); tort claims (including, but not limited to, those relating to performance or reputation); claims for discrimination, harassment, and/or retaliation (including, but not limited to, race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations); claims for violation of any leaves of absence or accommodations laws; claims for wrongful termination or whistleblowing; claims for benefits (except where an employee benefit or pension plan specifies that its claims procedure shall culminate in an arbitration procedure different from this one); claims for violation of trade secret, proprietary, or confidential information laws; claims for unfair business practices; claims for invasion of privacy; and claims for violation of any public policy, federal, state, or other governmental law, statute, regulation, or ordinance.

2. Arbitration Procedures.

2.1 Required Notice of Claims and Statute of Limitations. Employee may initiate arbitration by serving or mailing a written notice to the Executive Director of Employer at Employer's principal place of business. Employer may initiate arbitration by serving or mailing a written notice to Employee at the last address recorded in Employee's personnel file. The written notice must specify with reasonable particularity the claims asserted against the other party. Notice of any claim sought to be arbitrated must be served within the limitations period established by applicable federal or state law. After demand for arbitration has been made by serving written notice, the party demanding arbitration shall file a demand for arbitration with the Office of JAMS located within 50 miles of (i) the last address recorded in Employee's personnel file or (ii) the JAMS closest to the last Employer worksite with which Employee most regularly communicated, whichever is closer. The location of the arbitration is determined in accordance with Section 2.8. Applicable law is determined in accordance with Section 2.6.

2.2 Selection of Arbitration and Applicable Rules. The arbitrator shall be selected within sixty (60) days of the party initiating arbitration under Section 2.1 from the panel of JAMS and the arbitration shall be conducted pursuant to JAMS policies and procedures. Except as provided herein, all rules governing the arbitration shall be the then-applicable rules set forth by JAMS. If the dispute is employment-related, the dispute shall be governed by JAMS's then-current version of the national rules for the resolution of employment disputes, with the exception that discovery and motions for summary judgment will be governed by Sections 2.3 and 2.4 of this Agreement. JAMS's then-applicable rules governing the arbitration may be obtained from JAMS's website, which currently is www.jamsadr.com.

2.3 Discovery and Motions. The parties shall be entitled to engage in all types of discovery (e.g., depositions, interrogatories, request for production of documents, etc.) regarding and relevant to the subject matter of the dispute submitted to arbitration pursuant to the Federal Rules of Civil Procedure ("FRCP"), including but not limited to, FRCP 26. A copy of the FRCP may be obtained from the website of the United States Courts, which is currently <http://www.uscourts.gov/rules-policies/current-rules-practice-procedure/federal-rules-civil-procedure>. The arbitrator is authorized to rule on discovery motions brought under the FRCP. All discovery must be completed no later than twenty (20) days prior to the date set for the arbitration hearing; provided, however, that no discovery may be initiated until after the dispute has been formally submitted to arbitration and an arbitrator has been mutually agreed-upon.

2.4 Dispositive Motions. Either party may file a motion for summary judgment with the arbitrator in accordance with Rule 56 of the FRCP.

2.5 Offers Of Judgement. Either party may serve an offer of judgment consistent with the FRCP.

2.6 Applicable Law and Arbitrator Authority. The arbitrator shall apply the substantive law (and the law of remedies, if applicable) of the state in which the claim arose, or federal law, or both, as applicable to the claim(s) asserted. **The arbitrator shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable.**

_____ (Employee's Initials Acknowledging Arbitrator's Exclusive Authority)

2.7 Arbitration Decision. The arbitrator's decision will be final and binding. The arbitrator shall issue a written arbitration decision revealing the essential findings and conclusions upon which the decision and/or award is based within 30 calendar days after the hearing's completion. A party's right to appeal the decision is limited to grounds provided under applicable federal or state law.

2.8 Place of Arbitration. The arbitration shall take place at a mutually convenient location (preference shall be provided to a JAMS office) that must be within 50 miles of Employee's last known address with Employer. If the parties cannot agree upon a location, or if a JAMS office is not within 50 miles of Employee's last known address with Employer, then the arbitration shall be held at the JAMS closest to the last Employer worksite with which Employee most regularly communicated. If Employee worked remotely, then the arbitration shall be held at the JAMS office closest to the Employer's address even if Employee did not physically work at that specific location.

3. Application for Emergency Injunctive and/or Other Equitable Relief. Claims by Employer or Employee for emergency injunctive and/or other equitable relief relating to unfair competition and/or the use and/or unauthorized disclosure of trade secrets or confidential information shall be submitted to JAMS for emergency treatment. The parties agree that the JAMS administrator may select a neutral hearing officer (subject to conflicts) to hear the emergency request only. The hearing officer should be experienced in considering requests for emergency injunctive and/or other equitable relief. The hearing officer shall conform his/her consideration and ruling with the applicable legal standards as if this matter were heard in a court of law in the applicable jurisdiction for such a dispute.

4. Severability. Should any portion of this Agreement be found unenforceable, such portion will be severed from this Agreement, and the remaining portions shall continue to be enforceable.

5. Effective Date. This Agreement is retroactively effective to the date that Employee's employment with Employer initially began. This Agreement to arbitrate shall survive the termination of Employee's employment.

6. Construction. This Agreement shall be construed and enforced pursuant to the FAA. The Arbitrator, and not any federal, state, or local court or agency, shall have the exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this Agreement, including, but not limited to, any claim that all or any part of this Agreement is void or voidable. Any disputes regarding the enforceability or validity of this Agreement or any of its provisions shall be resolved as if the arbitrator or other decision-maker, if any, is acting as a federal district court judge applying the FAA and its precedent.

_____ **(Employee's Initials Acknowledging the FAA)**

7. Consideration. For employees who are currently employed, Employer's offer to make Employee eligible for promotions, raises, bonuses, gifts and prizes in the future, and the promises by Employer and Employee to arbitrate differences, rather than litigate them before courts or other bodies, provide consideration for each other to enter into this Agreement. For newly hired employees, Employer and Employee agree that in addition to the above consideration, Employer's offer of employment (at-will or otherwise) provides adequate consideration for each other to enter into this Agreement.

8. Signatures. A facsimile, scanned, copy, digital, or photographic signature shall have the same force and effect as an original signature.

9. Representation, Fees, and Costs. Each party may be represented by an attorney or other representative selected by the party. Each party shall be responsible for its own attorneys' or representative's fees. However, if any party prevails on a statutory claim that affords the prevailing party's attorneys' fees, or if there is a written agreement providing for fees, the arbitrator may award reasonable fees to the prevailing party subject to written evidence of such fees and applicable law. Employer shall be responsible for the arbitrator's fees and costs to the extent they exceed any fee or cost that Employee would be required to bear if the action were brought in court.

10. **Waiver of Jury Trial/Exclusive Remedy.** EMPLOYEE AND EMPLOYER KNOWINGLY AND VOLUNTARILY WAIVE ANY CONSTITUTIONAL RIGHT TO HAVE ANY DISPUTE BETWEEN THEM DECIDED BY A COURT OF LAW AND/OR BY A JURY IN COURT.

_____ (Employee's Initials Acknowledging Waiver of Jury Trial)

11. **Waiver of Representative/Class Action Proceedings.** EMPLOYEE AND EMPLOYER KNOWINGLY AND VOLUNTARILY AGREE TO BRING ANY CLAIMS GOVERNED BY THIS AGREEMENT IN HIS/HER/ITS INDIVIDUAL CAPACITY AND NOT AS A PLAINTIFF, CLASS MEMBER OR REPRESENTATIVE IN ANY PURPORTED CLASS OR REPRESENTATIVE ACTION. THEY FURTHER AGREE TO **WAIVE ANY RIGHT TO PARTICIPATE IN ANY REPRESENTATIVE OR CLASS ACTION PROCEEDING** RELATED TO ANY CLAIMS GOVERNED BY THIS AGREEMENT. EMPLOYER AND EMPLOYEE ALSO AGREE THAT THE ARBITRATOR MAY NOT CONSOLIDATE MORE THAN ONE INDIVIDUAL'S CLAIMS, AND MAY NOT OTHERWISE PRESIDE OVER ANY FORM OF REPRESENTATIVE OR CLASS ACTION PROCEEDING, INCLUDING, BUT NOT LIMITED TO, ANY REPRESENTATIVE ACTION UNDER CALIFORNIA BUSINESS AND PROFESSIONS CODE SECTIONS 17200 ET SEQ. FOR PURPOSES OF THIS AGREEMENT, THE TERM "REPRESENTATIVE" USED IN THIS SECTION SPECIFICALLY *EXCLUDES* ANY CLAIMS, CAUSES OF ACTION, OR ACTIONS BROUGHT UNDER PAGA ("PAGA CLAIMS"). ACCORDINGLY, ANY PAGA CLAIMS MUST BE PURSUED IN THE APPROPRIATE COURT OF LAW, UNLESS PROHIBITED BY LAW. HOWEVER, IF EITHER EMPLOYEE OR EMPLOYER HAVE OTHER CLAIMS OR ACTIONS AGAINST EACH OTHER COVERED BY THIS AGREEMENT, THEN THEY AGREE THAT THOSE NON-PAGA CLAIMS MUST FIRST BE PURSUED IN ARBITRATION, REGARDLESS OF WHICH CLAIMS OR ACTIONS WERE FILED FIRST. THE PENDING COURT PAGA ACTION SHALL BE STAYED PENDING FULL AND FINAL RESOLUTION OF THE ARBITRATION PURSUANT TO CALIFORNIA CODE OF CIVIL PROCEDURE SECTION 1281.2 AND RELATED LAW.

_____ (Employee's Initials Acknowledging Waiver of Representative/Class Action)

12. **Sole and Entire Agreement.** This Agreement expresses the entire Agreement of the parties and shall supersede any and all other agreements, oral or written, concerning arbitration. This Agreement is not, and shall not be construed to create, any contract of employment, express or implied.

13. **Acknowledgment.** Employee acknowledges that Employee has carefully read this Agreement, understands its terms, and agrees that all understandings and agreements between Employer and Employee relating to the subjects covered in the Agreement are contained in it. Employee has knowingly entered into the Agreement without reliance on any provisions or representations by Employer, other than those contained in this Agreement. Employee further acknowledges that Employee has been given the opportunity to discuss this Agreement with Employee's private legal counsel and Employee has utilized that opportunity to the extent desired.

Dated: _____

Employee Signature

Dated: _____

Employee Printed Name

Dated: _____

Jessica Maron
President, Board of Directors
Blue Ridge Academy

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Blue Ridge Academy | Dr. Loretta Burns Vice Principal/ Director of Special Education & Student Services | loretta.burns@theblueridgeacademy.com 626-250-9611 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1 - ICS Goals

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Basic Conditions

Annual Measurable Outcomes

| Expected | Actual |
|---|--------|
| Percent of teachers appropriately credentialed and assigned | 100% |
| Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas | 100% |
| Percent of students who have access to a computer | 100% |
| Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities | 100% |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Ensure teachers are appropriately credentialed and assigned | \$17,820,000 | \$19,266,988 |
| Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment. | \$68,648 | \$0 |
| Provide access to broad course of study such as VAPA courses and enrichment opportunities | \$9,199,868 | \$6,888,180 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were utilized and implemented to support students, families, teachers, and staff. Blue Ridge Academy follows state requirements when hiring California credentialed teachers, while maintaining provision of resources, programs, and supports to ensure all credentialed teachers continue professional growth, with additional mentorship supervision in clearing credentials if applicable. Blue Ridge currently employs more than 120 multi-subject and 35 single subject teachers with cleared California State Credentials. Among the Blue Ridge staff are over 40 teachers with credentials in Special Education as Education Specialists in either Mild/Moderate or Moderate/Severe disciplines. An additional 10 HSTs with Administrative Credentials. We have 10 teachers with their preliminary credentials who are working towards their clear and an additional 7 teachers are completing their Special Education Education Specialist clear credentials, all working with the support of highly qualified coaches to mentor and support them. 65% of Blue Ridge teachers have participated in a BTSA program, where they were supported through their first and formative years as educators. Blue Ridge currently supports more than 15 candidates in the Administrative induction program through

Brandman University as well as other prestigious institutes. Some of the Administration credential candidates are mentored and supported by members of Blue Ridge Administration. Administrator candidates participate by meeting with the reflective coach to provide input on the candidate's professional learning goals. Candidates actively engage in job-embedded cycles of inquiry by self-selecting a need or interest aligned to a CSTP and meet with their reflective coach an average of one hour each week of the school year for guidance, support and reflective conversations. Coaches establish and maintain confidential peer relationships with their candidates and may seek to facilitate a meeting with the administrator and candidate to ensure alignment of Individual Learning Plan (ILP) goals and district/school initiatives. Coaches will then review candidate's ILP and make adjustments as needed throughout the year. The outcomes of induction include a recommendation for a CA Clear Credential, professional growth in the California Standards for the Teaching Profession, increased teacher effectiveness, positive impact on student success, and increased leadership capacity for those serving as reflective coaches.

Blue Ridge credentialed staff attend monthly meetings which has allowed for curriculum discussions leading to additional training required by staff members to further hone in and expand on their craft. Blue Ridge staff have undergone multiple Professional Development in the area of curriculum development such as subject matter and content training provided by general education teachers with extensive experience with each curriculum option.

To ensure that our highly qualified staff are working with families and imparting knowledge of research-based curriculum, General Education Teachers/Home School Teachers (HST) review the student's grade level 'I Can Statements' to align and document monthly learning period meetings by entering assignments and work record progress in the School Information System (SIS). HSTs also review the student's body of work during every learning period to ensure the student is meeting progress expectations. HSTs review benchmark assessments through Star 360 to set goals at the beginning of the year and review those goals at the end of the year once the student has completed the spring benchmark assessment for the Star 360. The HST will work with the parent to review the student's assessments results and discuss intervention support as needed. Throughout the school year, the HST will ensure the family has access to academic support and resources including high school support and English Learner support as needed.

The performance gaps from the 2019 school year on the Dashboard in comparison to the 2020-21 school year reflect significant learning gaps for racial and ethnic groups as well as for the socioeconomically disadvantaged. Our Blue Ridge credentialed teachers have participated in an ongoing collaboration during their PLC group discussions and engage in professional development centered around student achievement and using data to drive instruction. In addition, refer struggling students to our newly established and effective Student Support Team with our Pupil Services department for ongoing tiered intervention support.

A-G guideline coursework has been a large focus this school year in helping our high school students to receive high quality instruction support provided by live instructors within the A-G guides, content specialists, general education teachers, High School Success Coordinators, and Curriculum Instruction Developer. In addition, this year, Content Specialists were hired to provide daily interactive 1:1 instruction and/or academic guidance in core subject focus areas made available to all high school students. Teachers meet monthly in PLC groups to share best practices and resources to improve independent/ virtual learning. Blue Ridge has its own efficient technology department that allows families equitable access to use instructional planning for technology such as computers, tablets, and printers to aid in virtual learning. Expansion of high school course list providing a list of A-G courses. A Student has the opportunity to take core A-G courses in History, English, Mathematics, and science along with LOTE (Language other than English), VAPA (Visual and Performing Arts), and A-G elective courses. Middle School students, grade 7-8, have the opportunity to earn HS elective credit for taking UC approved high school level math, world language and/ or CTE courses.

All indicators demonstrate that Blue Ridge Academy is making progress towards the outlined goals and therefore will continue to implement the proposed actions in our strive for continuous improvement. Our actions continue to be implemented as intended with

additional expenditures in support of increased improvement through targeted strategies. Estimated actual staff professional development expenditures, \$14,259.37, differed than originally budgeted as some actions were not as costly as expected and others involved an initial purchase. Budgeted expenditures with a focus on the provision of parent resources allowed the use of \$60,774.98 towards additional parent support as the 'Learning Coach'. Actual expenditure, inclusive of technology access, instructional material, annual subscriptions essential to online learning for all students totaled \$1,994,872.02. The hiring of Content Specialists for provision of instruction and additional office hours for student support totaled \$549,634.99, and credential support for new teacher training totaled \$44,700. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on this school year's baseline for program improvement and expansion.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Blue Ridge Academy's teachers continue to work diligently and collaboratively with parents as the 'Learning Coach' in providing instructional material and guidance for each student's educational plan. Within the current school year, emphasis has been placed on core and supplemental curriculum provision and access for all students. Blue Ridge provided a new set of yearly subscription accounts which has been made available to grades TK-8 such as MobyMax, BrainPOP, Touch-type Read & Spell (TTRS), Adobe Creative Cloud, and NetTutor. These accounts provide evidence-based research to help close learning gaps and include Common Core state standards, which also provide a wider range of support in grade levels. The previous accounts catered more to the lower grade levels, and the current accounts are accessible to students in TK through 8th grade. The teacher and parent accounts can also be used as core curriculum options or as a form of supplemental learning. Parents are provided with teacher accounts by request and are able to assign lessons and monitor progress on an as needed basis.

Based on analysis and reflections from various school departments;

The high school team is still working on facilitating guidance for HSTs and is in the process of creating training for further support, such as high school support and training for HSTs in the following areas: CTE Pathways, A-G guidelines, curriculum options, and understanding their role in accessing high school support for their students. There is still a growing need to increase student participation in attending Content Specialist office hours. As a result, the high school team and administrators will continue to increase ways to engage students and deliver resources to families to utilize the support of subject matter experts. Blue Ridge academy plans to extend the use of Content Specialists to the Middle School grade span based on PLC feedback from teachers.

Blue Ridge provides a substantial amount of richness in curriculum which supports students in preparation not only for statewide testing, but long-term global opportunities. Middle/elementary curriculum options include Common Core State Standards, are evidenced-based, hands-on and cater to multiple learning styles. Various curriculum options also include live instruction in addition to online synchronous and asynchronous learning. Several options also include placement tests to help the family identify a starting point in their learning. Careful consideration in selecting the curriculum that works best for the student is always communicated and shared between the HST and the family. Additionally, conversations and scheduled discussions with the High School Counselor, HSSCs, HST, and family prepares middle schoolers for curriculum options and setting students up for success for high school curriculum discussion and planning in addition to creating the student's course schedules to ensure long term effects of high school classes and success course completion for graduation requirements.

Some challenges faced; In the past, Blue Ridge did not have as much autonomy when it operated under a third party vendor called Inspire Charter Services (ICS). ICS managed various departments involving state testing, student achievement, professional development, and human resources. This structure left little room for Blue Ridge to have a voice in making decisions. Blue Ridge Academy is now completely autonomous from Inspire

and now has total local control of both the instructional and operational components of the Charter School. This provides several benefits in the following areas: Efficient policy analysis and development, guidelines review and development, and procedures are made on an individual school level based on the school's vision and need. Blue Ridge can now make decisions that have the interests of our specific school community at heart and allow for the development of a stronger relationship with Maricopa USD, our authorizing district, as well as a more thorough and comprehensive understanding of the school's needs, its climate, community, and developed goals. Additionally, by maintaining local control, Blue Ridge has developed an effective multi-year budget to ensure sustainability and fiscal responsibility.

Goal 2 - ICS Goals

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

| Expected | Actual |
|--|------------------------------------|
| CAASPP participation rate will be at least 95% | 76% participation for Spring 2021 |
| The percentage of students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups | 38.89% of students for Spring 2019 |
| The percentage of students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups | 16.12% of students for Spring 2019 |
| 10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually | 43% |

| | |
|---|-------------------------------|
| At least 10% of EL students will reclassify | 15% |
| 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year | 100% |
| 95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught | 87% participation in Star 360 |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math. | \$680,415 | \$474,255 |
| Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services | \$1,439,748 | \$258,154 |
| Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction. | \$156,000 | \$109,120 |
| Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics | 0 | 0 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were utilized and implemented to support students, families, teachers, and staff. Blue Ridge presented professional development in the areas of academic intervention and social emotional needs of all students multiple times throughout the year. The school included delineation in the training for our priority groups that data suggested a difference in results among student groups.

Blue Ridge provided academic support for students who were underperforming in math and reading on the STAR 360 and CAASPP tests. Data was scarce due to the statewide testing (CAASPP) cancellation for the 19-20 school year due to the COVID-19 pandemic. Curriculum guidance based on student assessment data is dependent on the value learning coaches place on test results.

Focus has been placed on maintaining and increasing levels of appropriate teacher assignments and provision of sufficient instructional materials to address the continued expectation in meeting the needs of struggling students through Blue Ridge Academy's MTSS program and Special Education department. Intervention teachers, MTSS and Special Education staff undergo monthly training with Administration and department supervisors for continued analysis and development support for all students. Estimated actual expenditures were utilized as expected, Professional Development - Provision of student support through MTSS (\$75,698.73), delivery of the administration of school wide diagnostic assessments (\$102,358), the provision of targeted staff support to meet proficiency for struggling students (\$970,000), and targeted focus for Students with Disabilities, English Learners, Foster Youth and Low Income students (\$1,258,870.44). The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on this school year's baseline for program improvement and expansion.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Like all other educational institutes, Blue Ridge faced the many difficulties that came with the onset of the COVID-19 global pandemic. Blue Ridge students, families and staff faced devastating challenges and stressors brought on by the physical and mental health concerns. As a result of the pandemic, many student's families lost loved ones, jobs, and security. This loss left many in search of resources. Blue Ridge was able to restructure to support families in a safer online format quickly and were able to meet many of the staff and student's needs without delaying learning.

Blue Ridge created separate websites for the mental health team and student support team which include all tier 1 resources for academic and social emotional intervention. This streamlined approach made it easier for teachers to find the resources that were needed for intervention. The Student Support Team was much more efficient in getting resources out to families. In addition, Blue Ridge created a Mental Health Program and ensured that all families were made aware of the available services for all students. Teachers were provided with training multiple times within the year so that they were aware of the support the school offers and how to access the support for their students and families.

The Pupil Services department provided services for 332 students in the 2020-21 school year in comparison to 190 students from the previous year as Inspire Charter Schools. The department has been restructured to provide a more targeted approach to intervention and pupil support :

Academic Intervention: 219

Hispanic students: 109 (50%)

African American students: 41 (19%)

English Learner Students: 10 (5%)

| | |
|---|----------|
| Foster Youth students: | 0 |
| Low Income students: | 85 (39%) |
| Mental Health/Social Emotional Learning (SEL) | 113 |
| Hispanic students: | 51 (45%) |
| African American students: | 15 (14%) |
| English Learner Students: | 3 (3%) |
| Foster Youth students: | 0 |
| Low Income students: | 47 (42%) |

In the 2020-21 school year, the Mental Health Team has received 209 initial referrals. This number includes the referrals made through the Student in Crisis Form, SST process, Mental Health Referral for Support Form, and emails to the Mental Health Team for counseling/SEL support, resources/interventions, or consultation. Of the 209 initial referrals, (100%) 209 referrals were followed by a direct email or phone call to parent/guardian, General Education Teacher, and the Special Education Case Manager to proceed with next steps or to offer the appropriate resources. 71% of the Mental Health referrals received immediate counseling and/or crisis intervention support due to the nature of the student mental health need.

Of the 148 Mental Health Forms received, 94% (139 students) received an offer for Tier 1, 2 or 3 counseling/SEL support based on the information provided on the MH Form and other data collected by the Mental Health Team. Out of the 139 students who were offered support, 78% (108 students) began receiving immediate counseling support.

To date, 42 students have completed one round of Tier 1 or 2 counseling, 54 students are on an active caseload and receiving counseling support, and 12 students have transferred to receiving intensive counseling support and services through Special Education counseling and/or have completed counseling and exited. 22% (31 students) who were offered support, did not begin receiving counseling through the Mental Health Team and declined the offered support or were unresponsive to the multiple attempts made by counselors to coordinate the support appointments.

Students continue to receive social emotional support through the Social Emotional Learning (SEL) intervention groups developed and offered. We have successfully implemented and provided access to the Merrell's Strong Start/Kids/Teens Social and Emotional Learning Curriculum, with additional higher levels of need offered to students whose needs may not be addressed solely through counseling support. There have been four SEL intervention groups in total, two of which have been for grades 6-8 and two for grades 9-12. 21 students were enrolled, 6 students or their parents declined or were unresponsive to the enrollment into the group, 15 of those enrolled have successfully participated.

The Mental Health Team's effectiveness is continuing to grow with the development of the effective systems, framework, procedures and protocols that have been created and under continual review for an efficient program. The support being offered by the Mental Health Team is demonstrating the positive impact in quantitative and qualitative ways on the social-emotional growth and mental health improvement of Blue Ridge Academy students. Not only have students been able to benefit from the Mental Health Team, but there has also been a perceived gain for teachers and various school staff as well from the resources, interventions, and consultations provided by the Mental Health Team to support students' needs. We continue to provide specific topic related Professional Development for all staff.

The MTSS Intervention team at Blue Ridge Academy has found great success this year in providing General Education Intervention in the areas of Reading, Math, and Speech. Last year, the Intervention supports that were provided through the Student Support Team (SST) was overseen by ICS staff, which serviced multiple groups. This year, the entire SST Intervention team was brought in and trained specifically on the educational benefits of MTSS, the 3 tier model to support struggling students using a proactive model.

The shift in the new department falling within Special Education & Pupil Services this year greatly improved the communication, collaboration, and efficiency needed to effectively respond to the different student needs that can further be addresses throughout the school year, as the MTSS and Special Education team work closely together to make sure that all students within both tiers are not falling through the cracks or behind.

One notable change that was implemented in the SST/MTSS system this year pertains to the tracking of students as they access Intervention supports. Previously with ICS, access to Intervention small groups (for academic and speech support) was granted through open signups that General Education Teachers - Home School Teachers (HSTs) could access without having to go through an SST meeting. This meant that some students were participating in Intervention support without documentation or record of their family's specific concerns, goals, or input on the process. This year, every single student that is a candidate for MTSS Intervention support is closely documented with an SST form that keeps record of the Initial SST Meeting and all subsequent Follow Up Meetings held throughout the year. Additionally, all of these students are closely monitored on a spreadsheet that tracks their time in intervention, including how many rounds of support they have received, the nature of their services (active, concluded, rescinded), and any transfer to different departments within Pupil Services (Special Education, 504, Mental Health). When it comes to referrals for MTSS Intervention services, the process begins with universal screening and teacher observation. Universal screening measures (in the form of the Renaissance Star 360 Assessment in Reading and Math) are implemented at the start and end of each school year to help identify how students are progressing (comparative to grade level) and which students are starting to fall behind. If there is any concern with how a student is progressing, an SST/MTSS referral is made and a meeting is scheduled with the SST, Homeschool Teacher, and parent to get to know the family and discuss each case. Due to the nature of our Independent Study/Homeschool model, a large portion of the discussion within each SST meeting includes a review of Tier 1/primary instruction, including curriculums being used, daily study habits, nature of instruction, and previous attempts at intervention. Teacher and Learning Coach observations are also taken into account, and this data is all used to help determine what tier of MTSS Intervention support would be most appropriate.

In terms of the Tiers, the MTSS Intervention Team has worked closely to build out different tiers of support for Reading, Math, and Speech. The tiers of support that were developed for each content area take into account the different situations that are specifically unique to students in our Independent Study/Homeschool model, from least restrictive Tier of support that is provided to students who are identified to be minimally behind or lacking in exposure to strong primary curriculum is consult support. Additionally, some of the students who are minimally behind also benefit from the use of specific online educational programs that Blue Ridge Academy has licensed for remediation support. This year, Blue Ridge Academy's online program offerings include Reading Horizons (for students who need support with decoding) and Pathblazers (for both Reading comprehension and Math remediation).

If students are identified to be more severely behind in Reading, Math, and Speech (beyond what consult and online program support can remediate), then they are recommended for small group instruction with one of the Intervention teachers. Academic small groups within Blue Ridge Academy have been coordinated to hit the major concepts that are present in the Common Core State Standards for reading (including decoding, fluency, sight words, and comprehension) and math (ranging from basic counting, to fluency with all operations, up to Algebra 1). All academic small groups utilize research based curricula, including Lively Letters, RAZ Plus, and Scholastic News (for reading) and Big Ideas Math (for math).

The model of incorporating the parent support into the weekly consults has proven to be a sustainable approach, providing parents the opportunity to leave with tips, strategies, and know-how to improve the rigor of their instruction (as opposed to simply relying on the consult as 1:1 tutoring).

An additional challenge that Blue Ridge is working to improve is significantly increasing professional development for parent educators. Based on stakeholder feedback Blue Ridge family liaisons will hold a twice a year conference designed to help support families with their needs in their homeschool journey. The liaisons will present curriculum and teaching philosophies to help parents. They will also be sending out a twice a month bulletin with updates on school wide activities, field trips, or updates. In addition the family liaisons are holding planning sessions over the summer to help new families or those who want additional help go through the steps of creating education plans for the year. These sessions will help answer parent questions and provide guidance with aligning lessons to state standards and selecting curriculum that fit with the family's and state's educational goals.

In addition teachers and parents will be given more information at the beginning of the year about high school content specialists. These specialists are highly qualified teachers who provide office hours and lessons to students and/ or their parents in the core academic areas. Blue Ridge wants to encourage more student participation next year by giving teachers and parents all the information and training on how these teachers can help so they can encourage students and parents to attend.

Goal 3 - ICS Goals

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| The number of students taking college level courses (concurrent enrollment or within community colleges) | 254 students enrolled in college level courses |
| Counselors and HST teachers will meet with each student and family to create a personalized learning plan | 100% |

| | |
|--|---|
| Increase the number of Career Technical Pathways | Blue Ridge has increased options on how to complete CTE Pathways and has increased pathways to 22 |
| Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator | 12.8% of students |
| Percent increase of students that pass AP examination with a score of 3 or higher | 5% increase - Final data determination in the Fall |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|-----------------------|---------------------|
| Increase number of vertically aligned CTE Pathways | 0 | 0 |
| Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator. | 0 | \$47,600 |
| The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk. | 0 | 0 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were utilized and implemented to support students, families, teachers, and staff. For the 2019-20 school year, Blue Ridge continued to increase access to families for A-G course guidelines and curriculum and used A-G Individualized Graduation Plans (IGPs), maintained options for concurrent enrollment opportunities, and provided access to Naviance college and career readiness programs for high school students. Blue Ridge has increased HST training in core subjects, standards based curriculum options and best practices for families. For the current school year, Blue Ridge has continued to expand A-G course guidelines for all core courses, expand curriculum options containing increased A-G coursework, and increase the number of CTE Pathways to integrate core academic knowledge with technical and occupational knowledge. The high school support team continues to plan training and support for staff and families involving concurrent enrollment updates and procedures, college and career readiness, College Week to assist families with completing college applications, college testing, and financial aid. For moderate/severe students in a Certificate of Completion program, additional foundational life skills classes and community based programs are being offered. HSTs continue to use student data in Star 360 benchmark assessments as well as SBAC scores to guide discussion during learning period meetings. This year, the LCAP team presented information to all stakeholders regarding Blue Ridge

California Dashboard 2019 CAASPP scores and discussed the overall goal over the next three years to decrease the gap between Blue Ridge ELA and Math scores and the state's scores. Further discussions have taken place during PLC meetings where teachers have collaborated and analyzed student data across grade levels to help further improve student achievement. Blue Ridge continues to increase professional development for staff based on WASC and LCAP goals to further improve support for English Learners (EL) and Social Emotional Learning (SEL). Our school's EL Coordinator provides live online ELD instruction to help English Learners acquire skills in reading, writing, listening, and speaking. Additional free resources have been provided to all families and are posted on the Blue Ridge website including resources for SEL.

Actions were implemented as intended, which includes professional development, course restructuring and additions made as planned. CTE Pathways & College & Career Readiness Professional Development estimated fell within the anticipated range of actual expenditures \$99,330.98. The pursuit for a more targeted approach in supporting student social emotional needs required the estimated actual budget \$37,769.46. With an emphasis placed on supporting the continual needs of Students with Disabilities, a Life Skills program was developed with a fundamental target for students on a Certificate of Completion track, estimated actual expenditures totaled \$216,490.40. . The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion.]

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The high school team meets weekly to review the outlined high school procedures and engage in discussion related to monitoring support for students and staff. Blue Ridge faced the challenge of keeping families well informed and empowered to increase graduation rates and college and career readiness. Our Counseling Department has taken on more duties this year with regard to administering live training for families and staff and also providing office hours to extend additional support to HSTs. Counselors have also created a presentation schedule for families consisting of monthly calendar events to help high school students with concurrent enrollment, career goals, college applications, college week, and grade level specific planning such as freshmen and junior week, and graduation information. These actions have helped to increase parent and student participation by gaining a better understanding of meeting high school graduation requirements as well as gained knowledge on UC/CSU entrance requirements. High School Content Specialists continue to provide support to students in grades 9 to 12 and are working with administration to boost student participation in all subject matter office hours.

Another challenge Blue Ridge has faced is the difficulty in student participation for CAASPP assessments during the 20-21 school year, making testing students for accurate academic data difficult to measure across the entire school. As a result of the COVID-19 pandemic, state testing participation rates have fallen below the 95% participation requirement; however, HSTs and Case Managers continue to work with families to encourage students to complete testing remotely and offer additional PPE and scheduling test site locations for in person assessments. With the growing need for mental health support, Blue Ridge immediately began providing mental health support for student well-being at the beginning of the school year. The mental health team serves and supports both general education and special education students, teachers, and families. This involves creating threat assessments and facilitating crisis response. The mental health team delivers a comprehensive social-emotional learning intervention program for students and parents and provides educational staff training opportunities regarding mental health.

As a direct result of continued support for high school families and teachers serving high school students, the projected graduation rate for this school year is within 87% to 88% and remained within 87% to 88% in 2019. Blue Ridge has been able to increase the amount of students who were identified as Prepared and expects to continue to see significant improvement in graduation rates and college readiness by using the National

Clearinghouse to monitor secondary progress and growth. Additional resources include greater access to content specialists, increased CTE Pathways, and individualized support from High School Success Coordinators (HSSCs). Continued goals are to increase participation in statewide assessment to 95%, increase the number of students who meet/exceed expectations in reading and math, further expand CTE offerings, and fully implement research-based SEL programs.

Goal 4 - ICS Goals

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: • Parent Involvement and Engagement • School Climate Survey

| Expected | Actual |
|--|---|
| Increase number of students participating in Enrichment opportunities as measured by student enrollment | 680 students per month attended daily virtual community connections events |
| Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in | In 2020-2021 students participated in National Honor Society, National Jr. Honor Society, Academic Decathlon and Pentathlon. Two National Junior Honor Members were recipients of NJHS Outstanding Achievement Award and Scholarship. |
| Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics | 100% |

| | |
|---|---|
| Maintain chronic absenteeism rate at 0% | 100% |
| Maintain the rate of pupil suspension and expulsions rates | 100% |
| Increase high school cohort graduation rate | 93% |
| Decrease the high school cohort dropout rate | 7% |
| Decrease the middle school dropout rate | Our SIS does not identify any middle school students as dropouts. |
| Increase parent participation rate for the school climate survey by 10 | 29% of parents completed the LCAP parent survey. We will continue to work towards increasing participation. |
| Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments | Attendance rate remains steady at 95% or higher each month. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| Implement four-year graduation rate needs assessment and root cause analysis including related professional development | \$160,000 | \$ 50,600 |
| Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families | \$156,000 | \$155,818 |
| Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs | \$156,000 | \$51,939 |
| Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school. | \$300,000 | \$286,886 |
| Increase opportunities for students to participate in leadership and academic events to develop confidence and leadership skills. | \$3,080,630 | \$2,547,656 |
| Maintain updated FAQs, policies, and program descriptions on school website | 0 | 0 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Blue Ridge has made stakeholder engagement a year long priority. All stakeholders, including staff, families and students were continuously asked to participate and give ongoing feedback throughout the school year. During the course of the 20-21 school year, presentations of LCAP goals were created with the goal of making the LCAP more accessible to all Blue Ridge families by making it available in both English and Spanish. It was distributed to stakeholders to inform them of upcoming school goals and actions. Stakeholders were then asked to give their feedback, their opinions on our progress as a school, and any suggestions they had to make our school more successful. Stakeholders were informed and surveyed on topics including; Attendance and Suspension, College and Career Readiness, English Language Arts, Mathematics, English Learner Progress, Teachers Instructional Materials and Facilities, Parent and Family Engagement and Local Climate, and Access to a Broad Course of Study and Graduation Rates. Blue Ridge Administration has worked closely with staff and families making sure they are aware of changes to school policy and informed of any legislative changes that affect our school. Blue Ridge Academy has recruited the additional input and feedback from the DELAC committee.

Based on stakeholder feedback, the ongoing changes in charter school law and academic requirements for our homeschool families, further guidance, tools, and support is needed to help our staff and families to foster academic success for Blue Ridge students. The Family Liaisons have provided information sessions for prospective Blue Ridge families that include curriculum options, what to expect at learning period meetings, understanding the parent's role and the HST's role, state testing requirements, etc. Future parent training and 'coffee conversation sessions will include detailed information regarding the parent's role/responsibility and what is expected such as work sample submission, attendance requirements, state testing and benchmark assessment participation over the course of the school year and through the summer session. Our Family Liaisons are also working with the vendor team to create a Video Library that will be shared with our Blue Ridge staff and families. The Liaison Team is also working on creating a Blue Ridge Bulletin by sending parent newsletters on the 1st and 15th of every month starting in July of 2021. This action was implemented based on the ongoing request for additional support from Blue Ridge families who would like to continue learning how to successfully homeschool their children and continue to build on their growth and development. The newsletter will also include information from various departments such as Community Connections for field trip events, the Lending Library for free curriculum resources, and Enrichment and Curriculum. Blue Ridge families have been given a list of standards based curriculum choices that are available for the summer as well as the next school year, in an effort to allow families the time and tools to make an earlier and more informed decision about their students' learning path.

In continued efforts to develop and maintain strong and collaborative engagement procedures and opportunities for all stakeholders, the actual expenditures assigned and utilized remain within the estimated actual budget totaling \$32,059.95. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion as outlined within the actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

These actions were extremely effective in moving towards our goal of fostering our connections with stakeholders. Our staff, families and students were made aware of our school process as well as have input in the functioning of our school. Families and staff are able to communicate their needs and concerns, and Blue Ridge has been making adjustments to address those needs and concerns of our stakeholders. Many of these adjustments involve consistent communication with all stakeholders to provide school information, share action plan goals, and collect stakeholder feedback throughout the school year via surveys, recordings, and provision of topic based PowerPoint slides.

The feedback from stakeholders helped Blue Ridge determine the needs and challenges of our families. Many families and HSTs believed our families needed more support to help them further support their children's learning. Families wanted more understanding of college and career ready definitions and resources. Based on stakeholder feedback from the 2020 climate survey, Blue Ridge is working to increase parent educator training, supporting our parents to facilitate their student's learning and helping to increase student scores on benchmarks and state assessments. 48.7% of our families reported they felt they needed more training to help them further link their teaching to the standards and they wanted more professional development. Consequently our 2021 climate survey shows that 90.7% of parents feel that the school effectively prepares their students for the next grade level and 91.3% agree or strongly agree that the school works with parents to provide enrichment opportunities as well as intervention and support for those who need it. In addition, 97.1% of parents agree or strongly agree that their HST knows best how to support them in their progress toward meeting the state standards. In conjunction 96.6% of students feel that the school does a good job of working with their parents to help them do their best and 98.3% feel that the school provides a good education. Blue Ridge's unique school design provides opportunities to individualize student education plans. Parents can receive materials that they feel will work best for their student's learning style and educational philosophy. According to the climate survey 89.6% of parents feel that the school provides personalized learning and knows their students well. Furthermore 94.2% of parents and 94.9% of students agree or strongly agree that the school provides information or resources in the home to support each student's education.

In addition, stakeholder feedback from 2020 indicated that parents would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. Data from our 2021 survey shows 42.8% of parents feel that they are well informed about their high schoolers progress toward graduation and 72.2% feel that the school is preparing their student for future college or career paths. Therefore, High School Success Coordinators have implemented high school orientation meetings and office hours for families as well as counselors holding grade level focus weeks during the year. Also counselors and success coordinators have a college week during the school year to try to promote preparedness for the future and to get all students looking at options. According to survey results 89.7% of parents and 85% of students surveyed feel that they or their students feel safe and connected to the school. Many commented that they are looking forward to future opportunities to meet up with other students or to participate in in-person field trips or classes to foster more connection. Community Connections teams held virtual enrichment opportunities in the 2020-2021 school year, but are hopeful to offer some in person events for the 2021-2022 school year. Family Liaisons will offer a beginning of the year orientation to help all new families feel supported in a school community. In addition, training will be held once a semester for all families to review responsibilities and give tips and advice for all learning coaches.

In the 2020 school year, stakeholder feedback from staff suggested they would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. For the 2021 climate survey, staff input indicated 92% felt they have access to the tools they need to do their job. However, staff would like to see more high school support and resources being offered to both staff and parents to help increase parent involvement and confidence as well as staff support from high school success coordinators and guidance counselors. Due to the increased support provided by the high school team, teachers have felt better equipped to manage their high school students but also continue to request more specific high school support.

In addition, stakeholders feedback from the 2021 climate survey, indicated that 97% of staff felt that they built successful relationships with their families. 84% of staff felt that administrators recognized teachers and staff for job well done. 96% of staff felt that Blue Ridge is a good place to work and learn. There is a common pattern and trend between all stakeholders in wanting to participate more with in person school events to increase parent and student involvement and connections to continue building relationships with one another. 97% of staff indicated they take great pride in working for Blue Ridge and appreciate being rewarded for their hard work. Staff also suggested increased opportunities to recognize staff throughout the school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| In-person Special Education Services following state CDC and CA Public Health guidelines - purchase of PPE items, equipment | \$3430.49 | \$4744.61 | Y |
| Special Education IEP evaluations following state CDC and CA Public Health guidelines - purchasing of PPE items, equipment, purchasing of online evaluation instruments and accounts | \$9000 | \$28,848.94 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

- 1) Identification of learning needs- Through surveys and discussions, we solicited shelter in place for specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We have informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, video conferencing, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.
- 3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students as they continue their distance-learning format.
- 4) Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff checks in with students more frequently for support and assistance. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-30 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students, including providing additional mental health resources and consultation where required.
- 5) Blue Ridge Academy purchased PPE items and equipment to ensure all students requiring 1-1 in-person support are continuing to remain safe under the CDPH and CDE's safety guidelines.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a non-classroom-based independent study work charter school, we provide homeschooling families with a variety of curriculum delivery options, including online instruction courses led by credentialed teachers, offline courses, and virtual courses that employ built-in accommodations, teacher support, performance tasks, and progress monitoring. Families select the combination of systems that best suit student learning needs and interests. We ensure students are engaged in appropriate educational activities on instructional days, assess the time value of independent work, and the quality of contemporaneous work samples. We discussed with each family the additional curriculum delivery options available during the COVID19 shelter in place restrictions. Below are the three distance learning options offered to families as additional provisions during the extended impact of COVID19:

1) Teacher-Directed Instructional Model

- Teacher and families selected materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engaged through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritized learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model ·Instruction provided through district-licensed online content resources (e.g., Edgenuity)

- Students engaged through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicated with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families selected materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engaged through a combination of recorded/live sessions using a digital platform such as Zoom, and through district licensed online content resources (e.g., Edgenuity)
- Teacher enhanced district-licensed online content resources (e.g., Edgenuity) by prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicated with students and families through phone or other digital platforms selected by the teacher

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Student Computer Licenses | \$52,509.00 | \$52,509.00 | Y |
| MobyMax account provided to students in grades TK-8 to meet the needs of all elementary grade students. | \$54,000.00 | \$54,000.00 | Y |

| | | | |
|---|-------------|-------------|---|
| BrainPop account provided to students in grades TK-8 to meet the needs of all elementary grade students. | \$3,745.00 | \$3,745.00 | Y |
| Adobe Creative Cloud provided to students in grades 7-12 to meet their needs with software program availability. | \$17,220.00 | \$17,220.00 | Y |
| NetTutor accounts provided to students in grades 7-12 to support tutoring needs. | \$14,000.00 | \$14,000.00 | Y |
| Touch-type, Read & Spell accounts provided to students in grades TK-12 to improve in keyboarding and literacy skills. | \$6,391.30 | \$6,391.30 | Y |
| Smore newsletter account access to all staff members to facilitate school communication with families. | \$3,500.00 | \$3,500.00 | Y |
| Hot Spots for students without internet | \$8,000.00 | \$8,000.00 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

[Add text here]

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Blue Ridge Academy demonstrated many successes and implemented effective programs and strategies through a challenging year due to the pandemic. With a focus on necessary adjustments and changes required to serve our students and families we implemented the following:

- 1) Identification of learning needs - Through surveys and discussions, we solicited shelter in place for specific needs, including access to broadband internet service and other technology. We specifically solicited feedback from our English learner, and exceptional learning needs staff and families.
- 2) Establish a communication plan- We have informed stakeholders of our plan through a variety of mediums, including email, social media, website, telephone calls, video conferencing, and text messages. For families of our ELs, we made a concerted effort to communicate our plan in a language most accessible to them.

3) Identification of learning outcomes- Given the context, we prioritized learning goals, identified course sequence changes, implemented an appropriate grading policy, and identified professional learning needs. Staff learning focused on the identification and use of specific resources to support students as they continue their distance-learning format.

4) Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff checks in with students more frequently for support and assistance. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-30 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students, including providing additional mental health resources and consultation where required.

5) Blue Ridge Academy has purchased PPE items and equipment to ensure all students requiring 1-1 in-person support are continuing to remain safe under the CDPH and CDE’s safety guidelines while receiving their instruction and services to avoid regression.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Student Computers at additional costs to ensure all students have access to technology in order to continue their learning plan. | \$35,988.00 | \$35,988.00 | Y |
| Additional staff hired for Student Support Team (SST), Mental Health, 504 Coordinator, and Multi-tiered System of Support (MTSS) intervention teams in the areas of ELA and Math to facilitate additional intervention for struggling students, pupils with exceptional needs, Foster Youth, EL, and low income students. The staff members are provided with additional software programs for targeted skills and small group intervention instruction for this student population. | \$1,277,502,000 | \$1,277,502.000 | Y |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Students who benefit and thrive from in-person support and services have been tremendously impacted due to the COVID-19 restrictions which have caused regression in student's learning. Additionally, the access to resources and services has decreased with these restrictions.

As the school has experienced learning loss due to the impact of COVID-19, many students who traditionally thrive with in-person learning were unable to receive those services and individualized learning environment, causing them to stagnate or regress in potential learning opportunities. In the analysis of our 2019 Dashboard and local data for College and Career Readiness of 12.8%, Graduation Rate of 88% graduated, Mathematics of 94.6 below standard, and English Language Arts of 35.4 points below standard, we have identified a need for additional support for students who are underperforming on state assessments in the area of English Language Arts and Mathematics.

To further address the need to increase our students statewide scores, staff have identified the continued obligation and commitment required for the provision of additional training and support for Learning Coaches. This includes implementing and maintaining summer learning resources to families including year round training and support.

Blue Ridge Academy is committed to the continual review of all programs to increase student achievement. Blue Ridge Academy intends to build upon and further improvement in the following areas:

-Increase Graduation Rates

-Increase the Number of Students who Enroll and Attend an Institute of Higher Learning or Trade School after Graduation Expand CTE Offerings through UC approved instructor-led online course options, local community college colleges and Brighton College, and through the student's local in person or online ROP, ROC, or CTE programs.

-Increase Number of Students Who Meet or Exceed the Standard in Reading and Math, this includes Students with Disabilities

-Expand Participation in Statewide Assessment to over 95% for all students, this includes Students with Disabilities

* Increased Parent Educator training

-Increase Percentage of EL Reclassification and the amount of students who are scoring moderate or above on the ELPAC annually.

-Fully Implement a Researched Based SEL Program schoolwide to Enhance Student Safety, Security, and Confidence

It is the goal of Blue Ridge Academy to provide the resources necessary for high school students to reach graduation. Some high school students enter BR already credit deficient, struggling to succeed at the previous school. BR will continue to increase the involvement of high school support staff, including Counselors, High School Success Coordinators, Content Specialists, and Curriculum and Instruction Director to immediately identify these students and work with the student, parent, and Homeschool Teacher (HST) to develop an individualized graduation plan that provides the appropriate course design to meet graduation requirements. BR will

continue to work with the National Center for Urban School Transformation (NCUST) to develop strategies to increase graduation rates in Blue Ridge Academy students.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As a non-classroom based independent study work charter, the families and students were prepared for the distant learning model in March because they already had their curriculum for the entire school year. The change that occurred was moving the monthly in person Homeschool Teacher (HST) meetings to being in person, to virtual, in order to maintain the social distancing. The other aspect that changed was the community connections events, they were also shifted to virtual meetings and field trips online, instead of in person. But overall, the pupil learning loss for the 2019/2020 school year was minimal because the families already had their full curriculum. There was no period of shift in March while the school and families waited for devices or the internet because those problems were solved at the start of the school year. The school did have adjustments for the high school students to allow for the change in their potential electives that might not be able to be taking place in the same capacity, since they were not meeting in person. So accommodations, different types of assignments, and adjusted requirements were made to help to accommodate the high school students who might not be able to have met the full required semester time or class requirements for electives that meet in person through a vendor (such as dance, theater, music, choir, etc).

The current 2020/2021 school year has seen effects of COVID due to the delay of the curriculum options being delivered to the students in a timely manner because of the shipping delays, or high volume of requests from certain vendors. Again, adjustments and accommodations are being made to help address the families who have not yet received the ordered curriculum at the start of the school year. The free resources, online yearly subscriptions, or other supplemental materials have been provided to the families while they wait for their main curriculum to arrive for the school year. But the pupil learning loss is minimal and it will be regained with the use of the I CAN statements and communication support between the Homeschool Teacher and the families.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Addressing social-emotional needs- We added social-emotional learning (SEL) to our curriculum. We focused on maintaining regular communications to facilitate a sense of connection and support. As an example, staff checks in with students more frequently for support and assistance. We also provided online learning to staff and families explaining the signs and symptoms of trauma, including

changes in behavior, unexplained pain, irritation, or depression. Trauma response strategies include listening attentively, modeling behavior, teaching the effects of stress, and providing a sense of protection. For example, our teachers often model problem-solving and flexibility in the face of new daily schedules. We offer regular 10-30 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students, including providing additional mental health resources and consultation where required.

The mission of our Blue Ridge Academy Mental Health program is to promote the mental health, well-being, and academic achievement of all Blue Ridge Academy students. The Blue Ridge Academy Mental Health program promotes academic and social-emotional development by providing the following supports to all students:

- Risk Assessment and Crisis Response
- Coordination of Student Support Team
- Community Liaison and Social-Emotional Resource
- Social-Emotional Learning (SEL)
- Student and Family Intervention
- Identification of Higher Level Needs

We look forward to offering support to Blue Ridge students, staff, and families to further enrich our school and community. We may be meeting with students in small groups, conducting classroom counseling lessons including Social-Emotional Learning curriculum, meeting with parents and learning coaches, collaborating with teachers and staff, and consulting with community organizations when necessary to benefit and meet the needs of all Blue Ridge students. Our Mental Health program reaches to meet the needs of all students in our independent homeschool program through many various ways, including those listed above. We are here to support and advocate for all students.

Our school has ensured the access and provision of a mental health program for all staff members by adopting the Employee Assistance Service for Education (EASE). This mental health service is offered to maintain the well-being of our staff and their family members at no additional cost to staff.

Blue Ridge Academy has worked diligently to expand and restructure its mental health support for students. Our program is designed to promote the mental health, well-being, and academic achievement of all Blue Ridge Academy students. The following supports are provided by our Mental Health Team; collaboration with students, parents, and teachers regarding social and emotional student concerns, addressing questions related to student social emotional concerns, provision of professional development for staff, parent and student support for students in crisis, completion of threat assessments and facilitation of local organization and county referrals, provision of student and family intervention support, and the development and delivery of a comprehensive social-emotional learning intervention program geared directly towards meaningful intervention for elementary, middle and high school students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Blue Ridge has made stakeholder engagement a year long priority. All stakeholders, including staff, families and students were continuously asked to participate and give ongoing feedback throughout the school year. During the course of the 20-21 school year, presentations of LCAP goals were created with the goal of making the LCAP more accessible to all Blue Ridge families by making it available in both English and Spanish. It was distributed to stakeholders to inform them of upcoming school goals and actions. Stakeholders were then asked to give their feedback, their opinions on our progress as a school, and any suggestions they had to make our school more successful. Stakeholders were informed and surveyed on topics including; Attendance and Suspension, College and Career Readiness, English Language Arts, Mathematics, English Learner Progress, Teachers Instructional Materials and Facilities, Parent and Family Engagement and Local Climate, and Access to a Broad Course of Study and Graduation Rates. Blue Ridge Administration has worked closely with staff and families making sure they are aware of changes to school policy and informed of any legislative changes that affect our school. Blue Ridge Academy has recruited the additional input and feedback from the DELAC committee.

Based on stakeholder feedback, the ongoing changes in charter school law and academic requirements for our homeschool families, further guidance, tools, and support is needed to help our staff and families to foster academic success for Blue Ridge students. The Family Liaisons have provided information sessions for prospective Blue Ridge families that include curriculum options, what to expect at learning period meetings, understanding the parent's role and the HST's role, state testing requirements, etc. Future parent training and 'coffee conversation' sessions will include detailed information regarding the parent's role/responsibility and what is expected such as work sample submission, attendance requirements, state testing and benchmark assessment participation over the course of the school year and through the summer session. Our Family Liaisons are also working with the vendor team to create a Video Library that will be shared with our Blue Ridge staff and families. The Liaison Team is also working on creating a Blue Ridge Bulletin by sending parent newsletters on the 1st and 15th of every month starting in July of 2021. This action was implemented based on the ongoing request for additional support from Blue Ridge families who would like to continue learning how to successfully homeschool their children and continue to build on their growth and development. The newsletter will also include information from various departments such as Community Connections for field trip events, the Lending Library for free curriculum resources, and Enrichment and Curriculum. Blue Ridge families have been given a list of standards based curriculum choices that are available for the summer as well as the next school year, in an effort to allow families the time and tools to make an earlier and more informed decision about their students' learning path.

In continued efforts to develop and maintain strong and collaborative engagement procedures and opportunities for all stakeholders, the actual expenditures assigned and utilized remain within the estimated actual budget totaling \$32,059.95. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion as outlined within the actions.

These actions were extremely effective in moving towards our goal of fostering our connections with stakeholders. Our staff, families and students were made aware of our school process as well as have input in the functioning of our school. Families and staff are able to communicate their needs and concerns, and Blue Ridge has been making adjustments to address those needs and concerns of our stakeholders. Many of these adjustments involve consistent communication with all stakeholders to provide school information, share action plan goals, and collect stakeholder feedback throughout the school year via surveys, recordings, and provision of topic based PowerPoint slides.

Based on stakeholder feedback from the 2020 climate survey , Blue Ridge is working to increase parent educator training, supporting our parents to facilitate their student's learning and helping to increase student scores on benchmarks and state assessments. 48.7% of our families reported they felt they needed more training to help them further link their teaching to the standards and they wanted more professional development. Consequently our 2021 climate survey shows that 90.7% of parents feel that the school effectively prepares their students for the next grade level and 91.3% agree or strongly agree that the school works with parents to provide enrichment opportunities as well as intervention and support for those who need it. In addition, 97.1% of parents agree or strongly agree that their HST knows best how to support them in their progress toward meeting the state standards. In conjunction 96.6% of students feel that the school does a good job of working with their parents to help them do their best and 98.3% feel that the school provides a good education. Blue Ridge's unique school design provides opportunities to individualize student education plans. Parents can receive materials that they feel will work best for their student's learning style and educational philosophy. According to the climate survey 89.6% of parents feel that the school provides personalized learning and knows their students well. Furthermore 94.2% of parents and 94.9% of students agree or strongly agree that the school provides information or resources in the home to support each student's education.

In addition, stakeholder feedback from 2020 indicated that parents would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. Data from our 2021 survey shows 42.8% of parents feel that they are well informed about their high schoolers progress toward graduation and 72.2% feel that the school is preparing their student for future college or career paths. Therefore, High School Success Coordinators have implemented high school orientation meetings and office hours for families as well as counselors holding grade level focus weeks during the year. Also counselors and success coordinators have a college week during the school year to try to promote preparedness for the future and to get all students looking at options.

According to survey results 89.7% of parents and 85% of students surveyed feel that they or their students feel safe and connected to the school. Many commented that they are looking forward to future opportunities to meet up with other students or to participate in in-person field trips or classes to foster more connection. Community Connections teams held virtual enrichment opportunities in the 2020-2021 school year, but are hopeful to offer some in person events for the 2021-2022 school year. Family Liaisons will offer a beginning of the year orientation to help all new families feel supported in a school community. In addition, training will be held once a semester for all families to review responsibilities and give tips and advice for all learning coaches.

In the 2020 school year, stakeholder feedback from staff suggested they would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. For the 2021 climate survey, staff input indicated 92% felt they have access to the tools they need to do their job. However, staff would like to see more high school support

and resources being offered to both staff and parents to help increase parent involvement and confidence as well as staff support from high school success coordinators and guidance counselors. Due to the increased support provided by the high school team, teachers have felt better equipped to manage their high school students but also continue to request more specific high school support.

In addition, stakeholder feedback from the 2021 climate survey, indicated that 97% of staff felt that they built successful relationships with their families. 84% of staff felt that administrators recognized teachers and staff for a job well done. 96% of staff felt that Blue Ridge is a good place to work and learn. There is a common pattern and trend between all stakeholders in wanting to participate more with in person school events to increase parent and student involvement and connections to continue building relationships with one another. 97% of staff indicated they take great pride in working for Blue Ridge and appreciate being rewarded for their hard work. Staff also suggested increased opportunities to recognize staff throughout the school year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-classroom-based independent study work charter school, we do not have facilities to serve congregate meals, including cafeterias. Consequently, we do not provide congregate meals to students through the Summer Food Service Program (SFSP) or the National School Lunch Program Seamless Summer Option (SSO), including non-congregate meals during our COVID-19 closure. However, we help families find needed resources within the community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|-------------|---|----------------------|-------------------------------|--------------|
| LMFT | Counseling services provided for all students, to include family supports. | \$81,088.00 | \$81,088.00 | Y |
| SEL Program | Social Emotional Learning program adopted for additional mental health supports for students. | \$1,400.00 | \$1,400.00 | Y |

| | | | | |
|------------------------|---|--------------|--------------|---|
| EL Coordinator | EL Coordinator providing EL intervention instruction to EL students. | \$75,130.00 | \$75,130.00 | Y |
| Homeless Youth Liaison | Homeless Liaison to support homelessness, including the provision of resources and aide to students and families impacted. | \$59,367.00 | \$59,367.00 | Y |
| Content Specialist | Content Specialists providing additional support for high school students and skill sets training, content knowledge, additional curriculum lessons and increased office hours. | \$718,756.00 | \$718,756.00 | Y |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Estimated actual expenditures were utilized as expected. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on this school year’s baseline for program improvement and expansion. Our Content Specialist support staff is new this school year. Student participation has been an ongoing work in progress to increase the need and utilization of the content specialist expertise. As a result, Blue Ridge will continue to increase the involvement of high school support staff, including Counselors, High School Success Coordinators, Content Specialists, and Curriculum and Instruction Director to immediately identify these students and work with the student, parent, and Homeschool Teacher (HST) to develop an individualized graduation plan that provides the appropriate course design to meet graduation requirements. As a result of the direct support provided to prepare high school students to successfully graduate within the four year term as well as prepare 8th grade students for their high school journey, Blue Ridge is in the process of developing a continuation system to increase content specialist utilization by incorporating middle school students access to content specialist support, which has proven to be extremely beneficial for our high schoolers.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Blue Ridge’s unique model excels at distance learning. Many in-person vendors either closed or transitioned to provide services virtually due to COVID. Blue Ridge continued to provide online learning programs to enhance student education. To ensure high quality education and college and career readiness, Blue Ridge created Content Specialists to aid high school students in the core academic areas. We plan to expand this program next year to include middle school students and a Spanish content specialist. We will provide additional professional development to parents and teachers to increase participation in the program.

The student support team and mental health department was highly utilized this school year with more mental health counseling opportunities, staff training, and academic intervention programs. The school plans to continue to provide high quality curriculum and online subscriptions. Blue Ridge offers small group intervention classes for reading and math under MTSS. These classes have been fully utilized, including the parent resources component developed to address family questions for use at home and to support generalization of skill sets the students acquire. To help students build test taking skills Blue Ridge plans to add interim SBAC testing to help students feel more comfortable with the summative test at the end of the year.

Blue Ridge high schoolers are a focus group for the school. Based on the school's diverse student population, Blue Ridge has created more pathways toward graduation. The school has increased CTE pathways and provided A-G course guidelines to assist parents along their unique paths. Teachers and families will receive more professional development to raise awareness about these programs. Parent feedback suggests that they feel our high schoolers are college and career ready. We want to continue to provide parents training needed to ensure high school success.

Lastly we want to make sure that families feel a connection to Blue Ridge and its community. To help with this next year, we plan to incorporate Back to School orientation for all families. We will continue working on translating all of our information to Spanish and any additional language necessary for the special education families. Parents and teachers have requested more training and information in the areas of high school, maximizing state standards, mental health, and community connection events.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Blue Ridge students take the STAR 360 assessments at the beginning of the school year and again at the end of the school year to measure academic growth over time, HSTs work closely with families to help them understand and measure that growth, creating pathways and opportunities to support families who did not see significant measurable growth in their students' learning. The Testing team will incorporate Interim SBAC assessments as additional measurement tools that are ongoing throughout the school year, helping students and families become more familiar with the testing process and building on test taking skills for students.

Blue Ridge is working closely with families to help support their teaching focus and intertwine learning goals with the common-core state standards, helping our families incorporate their priorities and best practices with the skills highlighted in CCSS.

Blue Ridge HSTs are collaborating with families to support any learning loss, with an emphasis on students who have special learning needs and were unable to have in-person support with make-up sessions being made available to families. Blue Ridge staff and families have all been made aware of summer learning resources for students who need further academic support or who may need to make up for any learning losses experienced. Those resources include additional information about summer learning options being provided by other institutes, concurrent enrollment in community colleges, and curriculum options that may help students with additional learning over the summer.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Since Blue Ridge Academy is a nonclassroom-based virtual charter school, school closure did not occur. Therefore, Blue Ridge remained open throughout the pandemic which meant services and actions were continued. As a result of the pandemic, this affected our in-person opportunities for school events. Therefore, Community Connections events changed from an in person event throughout the school, to virtual meet ups and virtual field trips until full clearance is given. Furthermore, the Lending Library closed throughout this time, and has opened for staff and families to begin collecting resources. Students have access to hundreds of vendors from vendor courses (VCI) to educational materials and the school encourages families to participate in helping to add more vendors. During the COVID-19 stay at home order, vendors promptly transitioned their classes and instruction to a remote learning platform to help encourage consistency for student enrichment. They continued to follow state guidelines and continually updated the school on their status by staying in constant communication with the enrichment department families they serve.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As a non-classroom-based charter school offering various learning delivery opportunities for our students within our Independent Study programs, we successfully implemented strategic support for the success of our students amidst the pandemic challenges. In analysis of the 2019-20 school year under Inspire Charter Schools, Blue Ridge focused on changes and transitions required this year and long-term to maximize student success with emphasis placed on stakeholders, data, and the monitoring of all school wide goals under new management with transparency and clarity. In doing so, Blue Ridge not only prioritized the implementation and achievement of these goals, we incorporated the Learning Continuity Plan goals to align the support students required during the pandemic, and in addition, the continuation of fundamental goals to maintain consistency for our programs.

Our Learning Continuity Plan addressed expansions that were necessary in multiple departments, such as mental health, high school content specialists, and school wide SEL programs. Blue Ridge Academy worked hard to prepare for the pandemic and state closure by maintaining school service programs and support to homeschool families. Throughout this time, Blue Ridge continued to collect stakeholder input to ensure students were being supported throughout the school year and staff felt appreciated and valued. Furthermore, Blue Ridge will continue to support students in the following ways:

-Blue Ridge Academy will provide additional staff and parent training, facilitated by the English Language Coordinator to support the English Language Learners students, families, and teachers. Staff training and parent training provided will be related to our English Language Development program.

-Blue Ridge Academy's Foster Youth and Homelessness liaison will continue effective and direct support for Foster Youth, Low-Income families, and homeless families, this includes access to community-based resources.

-Continued close liaison contact and collaboration with family and students experiencing homelessness are created between the Homeless liaison.

-Devices to access the distance-learning curriculum, which includes and is not limited to ensuring hotspots and high speed internet are provided.

-We have developed an effective and implemented an efficient mental health program specifically offering a social emotional learning curriculum, this allows us to provide immediate and long-term additional student support and family support for all students.

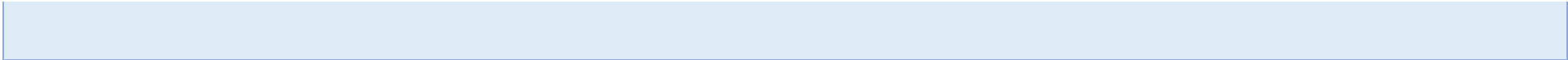
-Staff training related to Mental Health and Crisis intervention was provided and will continue through the expansion of additional staff to support in the improvement of services as student requests have increased access to the Multi-Tiered Systems of Support (MTSS) providing direct intensive instruction.

-Staff training for MTSS and its educational benefits has also been provided and will continue on an on-going basis, with the expansion of hiring additional academic content staff to address the increase of needs identified

We found tremendous success by increasing academic support services and interventions for students who are falling behind in Math and Reading. We have developed an effective multi-tiered support system for struggling students with additional resources provided to learning coaches. This virtual synchronous model allows our academic intervention specialists to deliver instruction and support in small group workshops. Our plan is to extend the MTSS intervention program by providing a writing component to further address our students' academic needs in the areas of writing.

Within the current school year, we have worked diligently to ensure continuity and consistency for our students, families, and staff. Enrichment opportunities have also increased as each county's restrictions are lifted. Blue Ridge Academy follows all necessary health and safety guidelines for any in-person activities to ensure the safety of all students, staff, and parents.

The 21-22 goals have been developed as a continuation of the 19-20 school year goals, the development and expansion of programs outlined in the Learning Continuity plan, and the consistency required to address the needs during the challenging times of the pandemic. In addition, we address a need for continuation in the 21-22 goals to ensure sustainability of our programs, the implementation of strategies and instruction for fidelity towards our student's success in their academics and social emotional needs, and well rounded support provided to our parents. Our fundamental goal continues to be the increase of academic results for all students while ensuring effective social emotional support and access for all students.



Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 |
|-------------------------------------|---|--|
| Blue Ridge Academy | Dr. Loretta Burns Vice Principal/ Director of Special Education & Student Services | loretta.burns@theblueridgeacademy.com 626-250-9611 |

Plan Summary 2021-2024

General Information

A description of the LEA, its schools, and its students.

We are a non-classroom-based charter school, authorized through Maricopa Unified School District, Kern County. We offer various learning delivery opportunities for our students within our Independent Study programs. These delivery models include online/remote and in-person instruction and learning. Blue Ridge supports approximately 6,800 students in Kern, Los Angeles, and Ventura counties throughout grades TK-12. Blue Ridge Academy has employed 226 certificated staff members and 85 classified staff members and fosters a positive learning environment for all stakeholders within our community.

Over the past year, the COVID-19 pandemic impacted our LEA and community in aspects involving in-person services and support for educational benefits for our students. The following programs were affected tremendously; school enrichment programs, facilitation of in-person state testing, school-wide community outreach programs for the benefit of student and family interactions and valuable cultural experiences, teacher-led family meetings supporting every family’s needs in their child’s educational plan, and progress towards their learning goals. Additional impacts to our students and programs included our in-person Special Education evaluations and Extended School Year (ESY) for students with IEPs. As a school and community, we have faced challenges in providing in-person opportunities through a distance learning model which has led us to reassess and adjust our programs and resources in order to continue to develop effective and measurable, academic, enrichment, and social emotional support.

We have closely monitored the restrictions and safety guidelines provided by the California Department of Public Health. In doing so, our in-person programs are now transitioning back to on-ground supports based on each student’s needs. To this end, the school has adopted various programs and services to effectively support students and staff. As COVID-19 precautions and guidelines shift, Blue Ridge Academy adjusts its resources, services, and supports accordingly while remaining current on state and federal guidelines. In addition, in-person Special Education related services are now available to students with disabilities due to the partial safety restrictions that have been lifted allowing for in-person instruction to be provided. Within the current school year, we have worked diligently to ensure continuity and consistency for our students, families, and staff. Enrichment opportunities have also increased as each county’s restrictions are lifted. Blue Ridge Academy follows all necessary health and safety guidelines for any in-person activities to ensure the safety of all students, staff, and parents.

We have added more academic support services and interventions for students who are falling behind in Math and Reading. We have developed an effective multi-tiered support system for struggling students with additional resources provided to learning coaches. This virtual synchronous model allows our academic intervention specialists to deliver instruction and support in small group workshops.

As a result of COVID-19 and in the best interest of our school, we have decided to continue administering statewide testing via remote and in-person platforms to provide continuity to our student’s education. Additionally, Blue Ridge Academy is administering local assessments, summative and formative, such as STAR360, to collect data regarding student progress toward grade level standards.

Our school has ensured the access and provision of a mental health program for all staff members by adopting the Employee Assistance Service for Education (EASE). This mental health service is offered to maintain the well-being of our staff and their family members at no additional cost to staff.

Blue Ridge Academy has worked diligently to expand and restructure its mental health support for students. Our program is designed to promote the mental health, well-being, and academic achievement of all Blue Ridge Academy students. The following supports are provided by our Mental Health Team; collaboration with students, parents, and teachers regarding social and emotional student concerns, addressing questions related to student social emotional concerns, provision of professional development for staff, parent and student support for students in crisis, completion of threat assessments and facilitation of local organization and county referrals, provision of student and family intervention support, and the development and delivery of a comprehensive social-emotional learning intervention program geared directly towards meaningful intervention for elementary, middle and high school students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Blue Ridge Academy has focused time and resources on best practices and disaggregating data to support student achievement within our homeschool population. Upon review of the California School Dashboard and local data, Blue Ridge Academy has:

- Increased Stakeholder Input
- Further Defined Additional High School Resources and Services
- Promoted Student Progress and Achievement in Reading and Mathematics
- Enhanced Teacher Support Options Through PLC and Teacher Induction
- Increased Intervention Programs
- Developed additional CTE Offerings
- Increased High School Graduation Rates
- Created a Strong Fiscal Accountability Process
- Has research and identified a SEL Program to be used across all grades as tier 1 and tier 2 support. (include tier 3, students in crisis)

In the 2020-2021 Blue Ridge Academy further developed its Content Specialists, who provide a broad range of support, including offering office hours, tutoring sessions, virtual lessons, and group instruction in their subject area. Blue Ridge Academy middle and high school students have a variety of Career Tech Education (CTE) Pathways options. Programs provide a wide range of learning experiences spanning a variety of career tracks, fields, and industries. The Community Connection Program has been developed to promote community among Blue Ridge Academy families and staff by providing educationally focused events, field trips, virtual sessions, and unique academic experiences. Events are specifically designed to benefit the various regions, grade levels, and interests of the students. Because of the multitude of options provided by BR, students have more opportunities to pursue their interests and passions while aligning it with their educational goals. Blue Ridge Academy students have demonstrated progress in both Reading and Mathematics during this enrollment period.

SBAC: SBAC data demonstrates that the percent of students who met or exceeded performance standards increased in ELA by 5%.

In ELA, 53% of the BR students who took the test increased their Fractional Performance Level™ scores in ELA from the previous year.

25% of those students increased by 40% or more of a performance level.

In Math, 46% of the cohort increased their performance level, compared to 45% for the prior year.

BR students increased their positive Distance from Standard in both ELA and Math.

STAR360: The Match Student Growth Percentile demonstrates that the number of students being assessed at BR has doubled and that those students are still scoring better than more than 57-60% of their peers across the nation as measured in reading & math, even with the COVID slide.

EL, SED, and SWD, Homeless/Foster Youth scored better than 50% of students nationally in ELA and math.

BR shows steady progress and growth in reading and math, even with the most recent assessment results following the COVID restrictions and disruptions to home learning, including equipment and home/family adjustments as well as changes to consistent access to in person services, in person teacher meetings, classes, and tutoring. In addition, we show increases in student achievement even though the STAR 360 scores were recalibrated to more closely align with the CAASPP, requiring a higher percentage of mastery to reach proficiency. For the Fall semester of 2020, our students showed a 95% participation rate for the Star 360. This was an increase of 11% compared to the Spring semester of 2020 with an 84% participation rate.

EL students: Of the 32 ELs who took the ELPAC in 2017-18, 21 or 65.6% were reclassified. In 2018-2019 the number of EL's grew to 41 with no data being reported for the 19/20 dashboard because the state did not recognize the renaming of Inspire Kern to Blue Ridge Academy. The remaining EL students who were assessed over-represent a group that also includes students with disabilities or other learning issues. These are not unduplicated classes of students, unlike those reported in the Local Control and Accountability Plan (LCAP) and used for Local Control Funding Formula (LCFF) funding. These students tend to progress more slowly. In addition, the Dashboard ELPI did not report a color for performance levels and due to the reduced number of EL students in spring of 2019 (no colors are given for fewer than 11 students), however it reported, as evidenced by the two charts below, that 53.7% of students then classified as English Learners were making progress toward proficiency and were only 1.3% away from being classified as making high progress.

High School: Since 2018, Blue Ridge Academy has increased the amount of students enrolled in college immediately after graduation by 9 %. Each year, BR is increasing the amount of students enrolling in college after high school, with the data chart above demonstrating an increase of 231 more students enrolling in college in 2020 than in 2018. Blue Ridge Academy is proud to have a graduation rate higher than the comparison cohorts, including 2% higher than the state. Blue Ridge Academy was able to maintain the green level on the CA Dashboard with an 88% graduation rate, which was an increase of 8.9% from the 2018 school year. This is better than the state average by 2.1% percent. Additionally, we increased more than the state increased during the same time frame. For the 2019-20 school year, our graduation rates decreased 1%. This information was pulled from the CDE website under our school profile for the 2019-20 school year graduation rate report.

Students who may struggle in a traditional classroom find success with Blue Ridge Academy and the provision of intervention programs offered through the MTSS, Student Success Team, SEL Curriculum, and Mental Health Programs. Blue Ridge Academy has identified increased student participation and progress with the Multi-tiered Systems of Support program which has served all students including our Foster Youth, Low Income, and English Learners. Blue Ridge Academy has adopted, developed, and is currently implementing an effective Social-Emotional Learning (SEL) program to support all students in grades K-12. The Strong Kids SEL curriculum focuses on key areas in building SEL skills such as; self-awareness, self-management, social awareness, relationship skills, & responsible decision making. Blue Ridge Academy has also developed a Crisis Team that, along with providing mental health support, provides additional resources to students and families who have experienced extreme hardships, including job loss and negative effects from natural disasters.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students who benefit and thrive from in-person support and services have been tremendously impacted due to the COVID-19 restrictions which have caused regression in student's learning. Additionally, the access to resources and services has decreased with these restrictions.

As the school has experienced learning loss due to the impact of COVID-19, many students who traditionally thrive with in-person learning were unable to receive those services and individualized learning environment, causing them to stagnate or regress in potential learning opportunities. In the analysis of our 2019 Dashboard and local data for College and Career Readiness of 12.8%, Graduation Rate of 88% graduated, Mathematics of 94.6 below standard, and English Language Arts of 35.4 points below standard, we have identified a need for additional support for students who are underperforming on state assessments in the area of English Language Arts and Mathematics.

To further address the need to increase our students statewide scores, staff have identified the continued obligation and commitment required for the provision of additional training and support for Learning Coaches. This includes implementing and maintaining summer learning resources to families including year round training and support.

Blue Ridge Academy is committed to the continual review of all programs to increase student achievement. Blue Ridge Academy intends to build upon and further improvement in the following areas:

- Increase Graduation Rates
- Increase the Number of Students who Enroll and Attend an Institute of Higher Learning or Trade School after Graduation
- Expand CTE Offerings through UC approved instructor-led online course options, local community college colleges and Brighton College, and through the student's local in person or online ROP, ROC, or CTE programs.
- Increase Number of Students Who Meet or Exceed the Standard in Reading and Math, this includes Students with Disabilities
- Expand Participation in Statewide Assessment to over 95% for all students, this includes Students with Disabilities
- * Increased Parent Educator training
- Increase Percentage of EL Reclassification and the amount of students who are scoring moderate or above on the ELPAC annually.
- Fully Implement a Researched Based SEL Program schoolwide to Enhance Student Safety, Security, and Confidence

It is the goal of Blue Ridge Academy to provide the resources necessary for high school students to reach graduation. Some high school students enter BR already credit deficient, struggling to succeed at the previous school. BR will continue to increase the involvement of high school support staff, including Counselors, High School Success Coordinators, Content Specialists, and Curriculum and Instruction Director to immediately identify these students and work with the student, parent, and Homeschool Teacher (HST) to develop an individualized graduation plan that provides the appropriate course design to meet graduation requirements. BR will continue to work with the National Center for Urban School Transformation (NCUST) to develop strategies to increase graduation rates in Blue Ridge Academy students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Blue Ridge Academy is developing a Resource Portal through the current school website where families can access resources specific to their high school students. Topics and resources within this portal include additional information on concurrent enrollment, CTE Pathways, HS credit during Middle School, webinars on High School topics, and more access to High School support staff. Families will have even more readily available resources available to them to plan their student's high school journey.

BR has partnered with National Student Clearinghouse to access their unique national student data resources to better understand student pathways and outcomes in order to help students succeed. BR will use their postsecondary data to gather, analyze, and compare student outcome data from colleges and universities. This information will be used to modify the charter school's programs as needed.

BR will also develop an in-house tracking system and protocol for reaching out to alumni through surveys, emails, and phone calls in order to gain additional insight into student progress and activity after graduation. It is the intent of the charter school to include alumni in school events, such as graduations and seminars, where alumni can speak about their postsecondary experiences. This is a powerful way to illustrate the multitude of options available to students after graduation.

Blue Ridge Academy has seen an increased participation rate in both the Renaissance STAR360 diagnostic assessment and the CAASPP statewide assessment. It is the goal of the school to maintain a 95% participation rate to continue to meet the CDE recommendations regarding the currently defined criteria for verified data. BR furthermore intends to increase understanding of the STAR360 data reporting. Additional professional development specific to this topic will be provided to staff and families. By understanding the data and what it identifies as strengths and areas of improvement within the student's profile, the homeschool teacher, in collaboration with the student and parent, can better determine that student's academic goals and develop an appropriate plan.

The Charter School will continue its partnership with Multiple Measures and utilize their systems to develop individual student profiles to monitor each student's progress in all assessments completed each year. These profiles will be accessible to both the homeschool teacher and family and can be used to monitor progress, develop the student's educational learning plan, and set appropriate goals that are individualized for each student.

Each student has access to multiple age-appropriate online resources. Students are provided with a minimum of three online subscriptions to further develop specific skills. These options include subscriptions such as BrainPop, MobyMax, and NetTutor. It is the goal of the charter school to research options for a curriculum or resource that can be accessible to all students to help further develop their skills, specifically in the area of mathematics and reading. BR will work with its partnerships, such as NCUST, to research and identify an appropriate option that can be made available to students.

The Blue Ridge Academy Testing Department, in partnership with BR staff, will provide additional information to parents around the significance of CAASPP participation. BR will continue to work with NCUST to develop proper communication and presentations to better outline and summarize how the abundance of data that can be derived from standardized assessments can be used to develop plans to increase student achievement. Additionally, this shift in mindset will also decrease the stigma associated with statewide assessment that many families who choose an independent study homeschool model feel.

Blue Ridge Academy intends to do this by providing our staff more professional development centered around how to communicate with and inform parents about statewide assessments. It is the school's intent that this will increase participation and accountability throughout the school. Webinars hosted by the Testing Department will be made available to both staff and parents to help inform and prepare students for both the CAASPP and Renaissance STAR360. The Charter School will continue its partnership with Multiple Measures and utilize their systems to develop individual student profiles to monitor each student's progress in all assessments completed each year. By tracking progress and setting individualized goals, students will be motivated to assess their progress toward their learning goals.

Blue Ridge Academy has both an EL Designee and an EL Coordinator that oversee our EL Program. Every EL is invited to participate in live online ELD support classes taught by the EL Coordinator, using a synchronized model. These classes are determined by grade and language levels and occur weekly. Within these classes, multiple strategies and resources are used to elevate a student's fluency in all four language domains: listening, speaking, reading and writing. Currently, 50% of our English Learner population is participating in live EL support classes. We intend to see a steady increase now that these programs have seen success and intend to increase participation each year.

A specific virtual EL Handbook is accessible to all Blue Ridge staff. Within this handbook, staff can find contact information, timelines, and information on ELPAC, reclassification, and additional resources that they can utilize to provide additional support for their EL students. It is the intent of the charter school to increase the resources available to both teachers and students.

Blue Ridge Academy has developed an internal handbook for Special Education and Student Services. This Handbook contains all the necessary information for Blue Ridge homeschool teachers (HSTs) to know how to support their students with IEPs, 504 plans, and who are in need of interventions or

other social and academic support. Within this Handbook, Blue Ridge Academy includes surveys, resources, timelines, and steps that teachers can take to support their students. The Strong Kids SEL Program has been introduced and will be further implemented in the upcoming charter term.

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.

Blue Ridge Academy is not eligible for Comprehensive Support and Improvement funding. Blue Ridge was eligible for Comprehensive Support Improvement during the 2018-2019 school year and has utilized funds from the CSI grant to support schoolwide improvement.

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

Blue Ridge Academy is not eligible for Comprehensive Support and Improvement funding.

Blue Ridge Academy utilized funding from the Charter School Improvement grant in 2018-2019 to partner with the National Center for Urban Transformation (NCUST) This organizations collaborates with schools and their partnerships to transform schools into places where all students achieve academic proficiency, evidence a love of learning, and graduate well prepared to succeed in post-secondary education, the workplace, and their communities.

Blue Ridge Academy has also utilized CSI funding to partner with Multiple Measures. Multiple Measures offers pre-built or fully customizable visualization and analytics of student assessment data. These reports capture performance and growth at every level using informative and understandable metrics. The school can also receive a comprehensive view of a student's full assessment history complete with student information, notes, and documentation.

In collaboration with the NCUST partnership, Blue Ridge Academy has built its Professional Learning Communities (PLCs) where teachers conduct an ongoing analysis of various student assessment results. These groups also focus on a variety of topics related to student achievement, including curriculum options, diagnostic assessments, and communication strategies.

The student data profiles made available through Multiple Measures has given us the unique capability of quantifying incremental change, between points-in-time, for individual students, for all assessments. The school has utilized their systems to develop individual student profiles to monitor each student's progress in all assessments completed each year. These profiles can be used to monitor progress, develop the student's educational learning plan, and set appropriate goals that are individualized for each student.

Monitoring and Evaluating Effectiveness

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

N/A Blue Ridge Academy is not eligible for Comprehensive Support and Improvement funding

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement and input from parents, students, and staff is critical to developing the LCAP outlined by the LCFF and budget process. During this COVID-19 pandemic, Blue Ridge provided clear communication and feedback with stakeholders to determine any needs and impacts of the school. At the time, our immediate engagement was to maintain communication between the Homeschool Teachers (HSTs) and the families on their rosters. Through phone calls, video conferencing, text messaging and emails, the HSTs and Special Education teachers remained the main point of contact for students and parents with the school to gain information and share input. Blue Ridge Academy worked fast to gather resources for families, staff, and students to utilize during the early stages of the pandemic and sent them out to families via email, social media, a schoolwide email communication platform, and through posting updates and guidelines to the school web page.

Throughout the school year, in order to maintain the successful communication implemented remotely due to the pandemic concerns, Blue Ridge has continued to provide consistent, clear communication with our stakeholders via multiple remote styles and platforms. One of the ways that Blue Ridge engaged in stakeholder feedback is by providing mini-information sessions to stakeholders consisting of our school's information centered around the state priorities. The mini sessions are shared with parents, students, and staff every month and includes a recorded presentation and PowerPoints that focuses on a specific topic centered around the LCAP that includes information on how Blue Ridge is currently doing and asks stakeholders to share how we can improve in these areas by completing a survey at the end of reviewing the presentation. Stakeholder input is then collected and reviewed by the LCAP Team. Questions asked in the survey will be generated as part of a Frequently Asked Questions document which will be created and shared with stakeholders to help further guide all involved as we help share more information about the LCAP. The results of the surveys from all stakeholders has been and will continue to be shared as we continue to learn and grow as a school.

Furthermore, school administrators have continued to provide immediate updates and communication with our stakeholders. For example, our principal consistently shares necessary legislative updates as needed, sends curriculum and enrichment timeline guidelines, as well as enrollment deadlines. Various departments also provide updates to all stakeholders such as state testing requirements, enrollment requirements, and community connection events. Additionally, the Governance team works closely with all stakeholders and legal entities ensuring appropriate alignment to state and federal requirements for policies, procedures, and guidelines. Due to COVID-19, all Board Meetings have been held via zoom. They are pre-scheduled and listed on our school website and usually held at least once a month. The meeting agenda and board packet are regularly posted and made available to the school website within 72 hours. Teachers and families are encouraged to attend to become familiar with the policy-making process. At the beginning of the board meeting, public comments are solicited to allow for parents to list their concerns and ideas. Blue Ridge stakeholders can also submit public comments to a Board Meeting email address prior to each Board Meeting. Necessary accommodations are made, including auxiliary aides or services provided if needed in order for all stakeholders to participate. Blue Ridge continues to work on providing a District English Learner Advisory Committee (DELAC) to include parents and students of English Learners and communicate goals and action plans to support our English Learner students and increase effective parent engagement.

At the beginning of the year, administrators sent a school climate survey to staff to gauge employee's perspectives related to our work environment. Administrators responded to anonymous feedback by implementing necessary changes to display more staff recognition, provide increased transparency, hold more office hours from various departments, and host virtual leadership coffee sessions to build connections between staff and administration. Additionally, during monthly PLC discussions, Blue Ridge teachers participate and collaborate in group discussions to share best practices and resources which in turn will increase student participation, engagement, and achievement. The discussions also allow staff to dive deeper into driving instruction and analyzing data to contribute toward overall student achievement. At the end of every PLC, a survey is sent to teachers to collect feedback, gather questions, and gauge the outcomes and impact of the PLC work. In order to ensure that our proposed goals in the LCAP reflect stakeholder input, year round survey results from the 2019-20 school year were thoroughly reviewed in order to ensure students receive access to high quality instruction that is structured around academic support to ensure student success, as well as continue to improve and increase opportunities for high school students to prepare for college and career readiness. Blue Ridge will continue to focus on fostering improved connection with all stakeholders involved in order to ensure that all voices are heard and will continue to focus on the well-being of students, parents, and staff.

A summary of the feedback provided by specific stakeholder groups.

Blue Ridge Academy worked with staff, parents, and students to collect data and get constructive feedback from stakeholders throughout the year. Staff and family were asked to give reflections and their opinions on topics including, but not limited to attendance, college and career readiness, English Language Learners, teachers and instructional resources and facilities, as well as, math and English learning and statewide assessment data.

Overall, the feedback was overwhelmingly positive from both staff and families. Out of 200 responses, approximately 79% of our stakeholders believed that all stakeholders have a sense of responsibility in the LCAP process. When it comes to the school climate, the majority of families reported that Blue Ridge Academy is a safe and supportive environment for their students and many felt that their children were excelling in the learning environment with support of their homeschool teachers and other various Blue Ridge staff.

98% of families surveyed feel they are positively supported by a high quality teacher. Due to the unique independent study model and nonclassroom-based learning that Blue Ridge provides, families felt that the individual needs of their students were being met and supported. For example, we provide instructional planning to our families to allow opportunities for curriculum and enrichment where 86% of our families reported that they use their instructional funding toward curriculum and technology to enhance instruction.

Blue Ridge also supports families' resource learning needs with the implementation of our Lending Library, which houses various curriculum options for core subjects as well as enrichment supplies. The Lending Libraries staff members are extremely knowledgeable about the curriculum options and how they may benefit various learning needs.

The feedback provided by the Blue Ridge staff was also very positive in general, again believing that they were valued and were able to best serve their students and families in this learning environment. For example, over 80% of staff felt that most students were able to thrive in the independent learning environment. The majority of staff, 81%, felt well informed and capable of supporting the families and students they serve with college and career readiness. They believe that they are receiving the training and support they need to be successful in their duties. While we continue to provide professional development opportunities, training, webinars, and resources for our staff, stakeholder input will continue to drive our school goals and action plans.

Based on the feedback from stakeholders, there are opportunities of growth for Blue Ridge Academy as teachers and families believe that parents need more training and support to further their success in creating structured, sustainable learning environments and opportunities for their students. Of the 131 staff members who responded to the question, "What are some ways to improve student performance in English Language arts testing" 42 (31%) of the responses related to parent educator training and development. Some responses included creating a parent orientation where expectations and resources are clearly presented to families, others suggested mandatory parent information sessions and others rallied around a grade and subject based, continuous parent training that offered feedback, resources and skills support.

76 parents responded to a survey on the same topic, and 56.6% of parents reported that they are unfamiliar with common core standards. 48.7% would like more training and information on teaching Core/State standards in ELA. Some parents agreed with the staff that an orientation at the start of school would be helpful, some parents felt that some type of training would optimize their ability to teach their children. One suggestion was to create support for families of students who do not meet the standards, targeting our efforts to support those most in need. A common and consistent feedback response from families included wanting more high school support from their teachers and counselors.

The Blue Ridge high school team has expanded this year by more than 50% to include additional high school counselor support and collaboration among our High School Success Coordinators (HSSCs), guidance technician, and Curriculum Developer. The high school team holds weekly meetings to ensure that our staff and families have what they need to be successful in high school and ultimately meet graduation requirements. Blue Ridge Counselors regularly meet with high school students to review completed courses and update the student's individualized graduation plan (IGP) in addition to providing parents information in regards to health and wellness and college and career readiness. High School Counselors also hold weekly office hours for HSTs to answer questions and provide high school support to staff in addition to leading professional development for staff to help students meet graduation and college entrance requirements, the college application process, and financial aid application process. High School Content Specialists are available to 9th to 12th grade students in the areas of academic support in Mathematics, English, Social Science, and Science. Lastly, Content Specialists hold weekly office hours for students to assist with subject matter related needs.

Blue Ridge serves 1.5% of English Learners. To ensure that our English Learners receive support for English language proficiency, our English Learner Coordinator (EL Coordinator) provides live instruction (synchronous model) to help English Learners to acquire language skills in reading, writing, listening, and speaking and applies the skills to meet standards in all academic areas. All students at Blue Ridge have access to BrainPOP and our EL students have access to BrainPOP ELL, which provides more opportunities to practice vocabulary, grammar, listening and speaking. Additionally, students who participate in EL Support classes have access to RazPlus ELL. This program provides opportunities for students to access texts at their individual reading levels. The EL Coordinator works with staff and families to monitor progress for Reclassified Fluent English Proficient (RFEP) students for a period of up to four years. Stakeholder feedback in the area of English Learners demonstrated an overwhelming response to continue providing the current EL support available to our students as it had proven to be beneficial. It is our hope that through the DELAC meetings, we will continue to build community support and allow more opportunities to involve input from our stakeholders.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on parents, staff, and student feedback which falls within the following themes:

- *continue to refine online learning platforms
- *maintain our iterative process of implementing state academic standards into all aspects of student and teacher learning
- * increase curriculum focused learning opportunities for parents

Blue Ridge created the updated LCAP goal 1 which is to ensure students receive access to high quality instruction and stakeholder feedback. The school has created content specialist sessions for high school students in the core academic areas. These sessions include office hours for students who need help or set lessons to teach important concepts. These sessions have regular student attendance with 5-10 students each week. One of our goals is to continue to address and work on ways to increase participation for the next school year.

In addition, teachers now meet monthly in PLC groups to share best practices and resources to improve independent/ virtual learning. Based on stakeholder feedback, BR has created two lending libraries providing resources to all students and distributing items to all families with ease and accessibility. Blue Ridge provides annual online subscriptions for several virtual programs to enrich or boost student academics. Blue Ridge has its own technology department that allows families to purchase computers, tablets, and printers to aid in virtual learning.

Due to stakeholder feedback, testing data, and LCAP goal number 2 which is to provide structured academic support to ensure student achievement, Blue Ridge has created a multi-tiered support system. The Pupil Services department has created its own website with tier 1 resources available to all struggling students. Small group English language Arts and math classes are made available for those students who require additional support with the use of tier 2 material and curriculum. The school provides professional development training on the needs of Social Emotional Learning, English Learners, and low performing students.

According to the California School Dashboard Blue Ridge Students scored in the Orange for both English Language Arts and Mathematics. Most of our priority groups maintained their level tested and students with disabilities increased 3.5 points in the area of English Language Arts. Our English Learners, however, declined 18 points. In the area of Mathematics our priority groups scored in the Red with Socioeconomically disadvantaged students maintaining their level of standards met and Hispanic and English learners declining 8.7 points and 14.6 points respectively. The goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: Continue to refine online learning platforms, provide more support in the area of high school, and increase curriculum focused learning opportunities for families.

Blue Ridge graduation rate went from 88.9% in 2019 and we are on track to reach 93% in 2021, in addition we have significantly increased our enrollment of priority groups in high school with 24 Hispanic, 13 African American, and 23 Low Income Students. We have an increase of Blue Ridge scores in the yellow tier on the California Dashboard for College and Career Readiness with an increase of 3.4%. We reached out to Stakeholders and 67% of parents and 94.5% of staff who responded to our survey about college and career readiness felt they understood and were comfortable explaining to others what it means. 61% of surveyed parents and staff felt like they would like more information on special programs such as CTE, concurrent enrollment, 11th grade SBAC tests, advanced placement exams, a-g completion, and obtaining the State Seal of Biliteracy. As a response to the survey results and California Dashboard the school has implemented more CTE pathways for our high school students, created Core A-G guides to align with state standards, increased

curriculum options for in person courses, and hired high school success coordinators as well as an additional school counselor to help parents and students understand options for their future. Blue Ridge has adjusted its concurrent enrollment process and provides information sessions for staff and families from our high school counselors. High School Success Coordinators and Counselors also host a College Week presentation discussing applications, FAFSA, and college testing as well as a high school orientation for incoming 9th graders. NetTutor accounts are available for 7th-12th grade students to provide additional support for struggling students. For moderate/severe students, the school offers a certificate of completion program and additional life skills classes. The goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: Continue building CTE programs, refine communication and support for Advanced Placement courses and A-G approved courses, and refine structure support to help struggling students and students who are credit deficient.

The data collected from a student climate survey indicates that 85% of parents and 89.7% of students feel personally connected and safe with our school and in their education. Stakeholders asked for clarification and communication with how liaisons support students and families in priority groups. As a response Blue Ridge created LCAP goal 4, Foster improved connection with all stakeholders. Blue Ridge scores in the 'Blue' with a 5 out of 5 in both attendance and suspension rates, but we still want to improve our connections with all families. Blue Ridge provides professional development to staff focused on building partnerships with parents and guardians. The school encourages parent participation in the education of their children and to provide feedback regarding all parts of the school. Parents have opportunities to participate through surveys, parent community connection events, serving on governance and advisory committees, monthly meetings with teachers and parent workshops.

One of the pressing challenges that Blue Ridge families had difficulty with was the length of time from supply/curriculum request to delivery to families as a result of global shipping delays due to the COVID-19 pandemic. For that reason, Blue Ridge has created several opportunities to streamline this process and deliver resources to families in a timely manner, including the immediate hiring of additional staff to order supplies, reducing the steps needed for families to place their order requests, and making curriculum order requests a priority by placing those orders first. The enrichment team also set calendar deadlines to help ensure timely ordering and more expedient delivery, as well as share weekly updates to staff that displays a status overview for product and service orders. A parent spring newsletter also went out to families in April that included information containing ordering deadlines to help us to plan ahead for the upcoming school year.

Goals and Actions

Goal

| Goal | Description |
|------|--|
| 1 | Ensure all students receive access to high-quality instruction by ensuring teachers are fully credentialed and students have access to the standards aligned instructional materials |

An explanation of why the LEA has developed this goal.

Our structure: We offer an online independent study program that supports parents who emphasize homeschooling their children/teens.

LCFF Priorities 1, 2, and 4 - This goal is related to the California LCFF school priorities 1, 2 and 4.

LCFF Priority 1: commonly known as providing basic services. Basic services include making sure that the condition of facilities are in good working order, teachers are appropriately credentialed and assigned, and providing appropriate instructional material for all students.

LCFF Priority 2: This goal also addresses state school priority two, the implementation of academic standards or the degree to which we integrate state content standards into our classes, material, and training. This goal addresses the continued need for program development and department growth to make a significant impact to the degree to which our students learn and thrive.

LCFF Priority 4: This goal addresses the school's emphasis on pupil achievement and outcomes with accentuation placed on student performance on standardized tests, increase in programs offered ensuring students are college and career ready, increase of English Learners becoming English proficient and reclassification rates increasing.

Dashboard - Our score on the California public school Dashboard indicated that we have consistently met this goal. In the area of Parent and Family Engagement as well as the Local Climate Survey, the 2019 school year, survey results indicate that over 90% of parents agree or strongly agree that their children are receiving a good education and feel safe and connected to the school. Parents also felt they received an adequate amount of academic support by the school and communication and interactions with teachers were effective and safe. In addition, 85% of students agree or strongly agree that they look forward to school each day and find their teacher engaging and approachable. Families also felt strongly about feeling connected through the educational field trips, enrichment activities, and other social events offered such as zoo days, school dances, field trips, and park days. Data for the 2020 climate survey results indicate that 91% of parents agree or strongly agree that their children are receiving a good education and feel safe and connected to the school. 90% of parents felt that their students effectively prepared their students for the next grade level and 91% of parents felt that the school provides adequate resources for enrichment as well as intervention support. In addition, 89% of students felt safe and connected to the school.

Stakeholder Input - This goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: 1) continue to refine online learning platforms; 2) maintain our interactive process of implementing state academic standards into all aspects of student and teacher learning, and 3) increase curriculum focused learning opportunities for parents.

With instructional and curriculum support provided for students and families, data below indicates Blue Ridge Academy’s statewide test performance in the areas of English Language Arts and Math, including our growth plan goals.

Measuring and Reporting Results

| Metric | Baseline (2018-2019) | Year 1 Outcome (2020-2021) | Year 2 Outcome (2021-2022) | Year 3 Outcome (2022-2023) | Desired Outcome for 2023–24 |
|------------------|---|--|--|---|--|
| Overall | ELA 38.89% Met or Exceeded Standards Math 16.12% Met or Exceeded Standards | ELA 41% Increase by 3% Math 19% Increase by 3% | ELA 44% Increase by 3% Math 22% Increase by 3% | ELA 47% Increase by 3% Math 25% Increase by 3%. | ELA 50% Increase by 3% Math 28% Increase by 3% |
| Hispanic | ELA 32.01% Met or Exceeded Standards Math 10% Met or Exceeded Standards | ELA 35% Increase by 3% Math 13% Increase by 3% | ELA 38% Increase by 3% Math 16% Increase by 3% | ELA 41% Increase by 3% Math 19% Increase by 3% | ELA 44% Increase by 3% Math 22% Increase by 3% |
| African American | ELA 31.95% Met or Exceeded Standards Math - 5.56% Met or Exceeded Standards. | ELA 34% Increase by 3% Math 8% Increase by 3%. | ELA 37% Increase by 3% Math 11% Increase by 3% | ELA 40% Increase by 3% Math 14% Increase by 3% | ELA 43% Increase by 3% Math 17% Increase by 3% |
| English Learners | ELA 12.5% Met or Exceeded Standards Math 4.17% Met or Exceeded Standards. | ELA 15% Increase by 3% Math 7% Increase by 3% | ELA 18% Increase by 3% Math 10% Increase by 3% | ELA 21% Increase by 3% Math 13% Increase by 3% | ELA 24% Increase by 3% Math 16% Increase by 3% |

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|-------------------|--|--|--|--|--|
| | | | | | |
| Foster Youth | <p>ELA 1 student (data not displayed on CA Dashboard)</p> <p>Math 1 student (data not displayed on CA Dashboard)</p> | <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p> | <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p> | <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p> | <p>ELA Increase by 3%</p> <p>Math Increase by 3%</p> |
| Low Income | <p>ELA 29.7% Met or Exceeded Standards</p> <p>Math 9.38 % Met or Exceeded Standards.</p> | <p>ELA 32% Increase by 3%</p> <p>Math 12% Increase by 3%</p> | <p>ELA 35% Increase by 3%</p> <p>Math 15% Increase by 3%</p> | <p>ELA 38% Increase by 3%</p> <p>Math 18% Increase by 3%</p> | <p>ELA 41% Increase by 3%</p> <p>Math 21% Increase by 3%</p> |
| Special Education | <p>ELA 14.35% Met or Exceeded Standards</p> <p>Math 4.92% Met or Exceeded Standard.</p> | <p>ELA 17% Increase by 3%</p> <p>Math 7% Increase by 3%</p> | <p>ELA 20% Increase by 3%</p> <p>Math 10% Increase by 3%</p> | <p>ELA 23% Increase by 3%</p> <p>Math 13% Increase by 3%</p> | <p>ELA 26% Increase by 3%</p> <p>Math 16% Increase by 3%</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|---|--|--|----------------|---|
| 1 | Professional Development-student achievement & resources | Monthly Teacher professional development focused on understanding state academic standards and integrating them into classes, instructional material, educational support for students, sharing and implementing best practices strategies and resources related to an independent/virtual learning environment. | \$19,999.20 | Y |
| 2 | Parent Resources | Monthly parent meetings (in addition to the regular HST Learning Period Meetings) focused on understanding state academic standards and their relation to the education of their children. | \$63,205.98 | Y |
| 3 | Equitable Access | Provide access to all necessary technology and instructional material/subscription essential to learning in an online format and communicate availability. | \$2,194,359.22 | Y |
| 4 | Content Specialist Expansion | Content Specialists focus on provision of specific subject supports. As subject matter experts, emphasis is placed on student achievement in specific subject areas. Expansion of Content Specialist support to 7th and 8th grade students. | \$785,192.85 | Y |
| 5 | Teacher Credential Programs | Increase awareness of teacher induction and credential clearing programs through Brandman University affiliation. Awareness including expansion of topic areas, training, and information sessions to be provided to credentialed staff. | \$46,488.00 | Y |

Goal Analysis 2020-2021

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Blue Ridge Academy follows state requirements when hiring California credentialed teachers, while maintaining provision of resources, programs, and supports to ensure all credentialed teachers continue professional growth, with additional mentorship supervision in clearing credentials if applicable. Blue Ridge currently employs more than 120 multi-subject and 35 single subject teachers with cleared California State Credentials. Among the Blue Ridge staff are over 40 teachers with credentials in Special Education as Education Specialists in either Mild/Moderate or Moderate/Severe disciplines. An additional 10 HSTs with Administrative Credentials. We have 10 teachers with their preliminary credentials who are working towards their clear and an additional 7 teachers are completing their Special Education Education Specialist clear credentials, all working with the support of highly qualified coaches to mentor and support them. 65% of Blue Ridge teachers have participated in a BTSA program, where they were supported through their first and formative years as educators. Blue Ridge currently supports more than 15 candidates in the Administrative induction program through Brandman University as well as other prestigious institutes. Some of the Administration credential candidates are mentored and supported by members of Blue Ridge Administration. Administrator candidates participate by meeting with the reflective coach to provide input on the candidate's professional learning goals. Candidates actively engage in job-embedded cycles of inquiry by self-selecting a need or interest aligned to a CSTP and meet with their reflective coach an average of one hour each week of the school year for guidance, support and reflective conversations. Coaches establish and maintain confidential peer relationships with their candidates and may seek to facilitate a meeting with the administrator and candidate to ensure alignment of Individual Learning Plan (ILP) goals and district/school initiatives. Coaches will then review candidate's ILP and make adjustments as needed throughout the year. The outcomes of induction include a recommendation for a CA Clear Credential, professional growth in the California Standards for the Teaching Profession, increased teacher effectiveness, positive impact on student success, and increased leadership capacity for those serving as reflective coaches.

Blue Ridge credentialed staff attend monthly meetings which has allowed for curriculum discussions leading to additional training required by staff members to further hone in and expand on their craft. Blue Ridge staff have undergone multiple Professional Development in the area of curriculum development such as subject matter and content training provided by general education teachers with extensive experience with each curriculum option.

To ensure that our highly qualified staff are working with families and imparting knowledge of research-based curriculum, General Education Teachers/Home School Teachers (HST) review the student's grade level 'I Can Statements' to align and document monthly learning period meetings by entering assignments and work record progress in the School Information System (SIS). HSTs also review the student's body of work during every learning period to ensure the student is meeting progress expectations. HSTs review benchmark assessments through Star 360 to set goals at the beginning of the year and review those goals at the end of the year once the student has completed the spring benchmark assessment for the Star 360. The HST will work with the parent to review the student's assessments results and discuss intervention support as needed. Throughout the school year, the HST will ensure the family has access to academic support and resources including high school support and English Learner support as needed.

The performance gaps from the 2019 school year on the Dashboard in comparison to the 2020-21 school year reflect significant learning gaps for racial and ethnic groups as well as for the socioeconomically disadvantaged. Our Blue Ridge credentialed teachers have participated in an ongoing collaboration during their PLC group discussions and engage in professional development centered around student achievement and using data to drive instruction. In addition, refer struggling students to our newly established and effective Student Support Team with our Pupil Services department for ongoing tiered intervention support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All indicators demonstrate that Blue Ridge Academy is making progress towards the outlined goals and therefore will continue to implement the proposed actions in our strive for continuous improvement. Our actions continue to be implemented as intended with additional expenditures in support of increased improvement through targeted strategies. Estimated actual staff professional development expenditures, \$14,259.37, differed than originally budgeted as some actions were not as costly as expected and others involved an initial purchase. Budgeted expenditures with a focus on the provision of parent resources allowed the use of \$60,774.98 towards additional parent support as the 'Learning Coach'. Actual expenditure, inclusive of technology access, instructional material, annual subscriptions essential to online learning for all students totaled \$1,994,872.02. The hiring of Content Specialists for provision of instruction and additional office hours for student support totaled \$549,634.99, and credential support for new teacher training totaled \$44,700. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on this school year's baseline for program improvement and expansion.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on the usage reports for MobyMax and BrainPOP, over two-thirds of our TK-8 students are consistently using the accounts. These accounts have been useful with tying Common Core standards to the student's grade level assignments and have served as a tremendous support for HSTs when it comes to progress monitoring using the Assignment Work Record (AWR) tracking system. In addition, the support of High School Content Specialists has played a significant role in serving as an additional layer of support for high school students in need of assistance with their core content subjects. At this time, students attend regularly scheduled office hours to receive assistance in their subject matter courses and work 1:1 with Content Specialists to complete assignments and/or review concepts learned.

Our 7th and 8th graders are beginning to take concurrent enrollment courses. Access to Content Specialists for this population of students provides tremendous resources and support in preparation for high school and beyond.

Teachers were offered the opportunity to participate in continued professional development and advancement in their degree through Brandman University. Educators can work towards 18 credits, earning a Masters Degree in Education or if they have already earned a Masters Degree, they can complete two years of coursework and a dissertation to earn a Doctorate in Organizational Leadership.

In continued review of increasing and maintaining high quality teachers, Blue Ridge Academy will monitor and provide continual updates with the level of teacher experience and education within the school providing high quality instruction for all students. Of the Blue Ridge teachers who were surveyed, 1.8% currently hold Doctorate Degrees, 54% hold Master Degrees, and 44.2% have earned Bachelor's Degrees. 52% of teachers plan to continue their education and pursue higher degrees of education. 64.1% of our teachers have over ten years of experience as a professional educator, and 37% have 16-20 years of professional teaching experience. This is a clear indicator that the vast majority of teachers at Blue Ridge Academy exceed the stipulations of Highly Qualified Teachers.

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

Based on analysis and reflections from various school departments;

The high school team is still working on facilitating guidance for HSTs and is in the process of creating training for further support, such as high school support and training for HSTs in the following areas: CTE Pathways, A-G guidelines, curriculum options, and understanding their role in accessing high school support for their students. There is still a growing need to increase student participation in attending Content Specialist office hours. As a result, the high school team and administrators will continue to increase ways to engage students and deliver resources to families to utilize the support of subject matter experts. Blue Ridge academy plans to extend the use of Content Specialists to the Middle School grade span based on PLC feedback from teachers.

Blue Ridge provides a substantial amount of richness in curriculum which supports students in preparation not only for statewide testing, but long-term global opportunities. Middle/elementary curriculum options include Common Core State Standards, are evidenced-based, hands-on and cater to multiple learning styles. Various curriculum options also include live instruction in addition to online synchronous and asynchronous learning. Several options also include placement tests to help the family identify a starting point in their learning. Careful consideration in selecting the curriculum that works best for the student is always communicated and shared between the HST and the family. Additionally, conversations and scheduled discussions with the High School Counselor, HSSCs, HST, and family prepares middle schoolers for curriculum options and setting students up for success for high school curriculum discussion and planning in addition to creating the student's course schedules to ensure long term effects of high school classes and success course completion for graduation requirements.

In the past, Blue Ridge did not have as much autonomy when it operated under a third party vendor called Inspire Charter Services (ICS). ICS managed various departments involving state testing, student achievement, professional development, and human resources. This structure left little room for Blue Ridge to have a voice in making decisions. Blue Ridge Academy is now completely autonomous from Inspire and now has total local control of both the instructional and operational components of the Charter School. This provides several benefits in the following areas: Efficient policy analysis and development, guidelines review and development, and procedures are made on an individual school level based on the school's vision and need. Blue Ridge can now make decisions that have the interests of our specific school community at heart and allow for the development of a stronger relationship with Maricopa USD, our authorizing district, as well as a more thorough and comprehensive understanding of the school's needs, its climate, community, and developed goals. Additionally, by maintaining local control, Blue Ridge has developed an effective multi-year budget to ensure sustainability and fiscal responsibility.

| Goal | Description |
|------|--|
| 2 | Provide appropriate tiered intervention supports that promote and sustain positive social emotional development as well as increased academic intervention for struggling students |

An explanation of why the LEA has developed this goal.

Our Structure - While student participation in, and student performance on our internal diagnostic STAR360 assessments are increasing, we want to see an improvement in alignment of results to those of the state-wide testing.

LCFF Priorities 2 and 4 - This Goal is related to the California school priority related to pupil achievement (LCFF Priority 4) or the degree to which students demonstrate learning through a variety of methods, including state-wide testing and implementation, and how English Learners will access the common core and English Language Development Standards (LCFF Priority 2).

Dashboard - Data demonstrates that there are sub groups with English Learners, Socioeconomically Disadvantaged, hispanic, and students with disabilities performed at Orange progress level (Tier 2 out of 5) on the state-wide metric (Dashboard) for English. African American, students that indicated 2 or more races and white students performed at the yellow progress level (Tier 3 out of 5) for English. English Learners, Hispanic, and Socioeconomically Disadvantaged are in the Red (Tier 1 out of 5) for Mathematics. African Americans and Students with Disabilities and white students are then in the Orange (Tier 2 out of 5) for Math. The encouragement to take the state test remains a positive attempt at the school with 1,618 students taking the test in 2019. As a result of the COVID-19 pandemic, the US Department of Education waived accountability and reporting requirements for the California Dashboard which is why there is no 2020 data listed.

Stakeholder Input - This Goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: 1) continue to refine online learning platforms; 2) maintain our iterative process of implementing state academic standards into all aspects of student and teacher learning, and 3) increase curriculum focused learning opportunities for parents.

Measuring and Reporting Results

| Metric | Baseline 2019-20 | Year 1 Outcome 2020-21 | Year 2 Outcome 2021-22 | Year 3 Outcome 2022-23 | Desired Outcome for 2023-24 |
|----------|--------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| Overall | At/Above Benchmark 75% | At/Above Benchmark 3% growth | At/Above Benchmark 3% growth | At/Above Benchmark 3% growth | At/Above Benchmark 87% |
| Hispanic | Early Literacy 74% Math 70% | Early Literacy 77% Math 73% | Early Literacy 80% Math 76% | Early Literacy 83% Math 79% | Early Literacy 87% Math 82% |

| | | | | | |
|------------------|--|--|--|--|--|
| | Reading 68% | Reading 71% | Reading 74% | Reading 71% | Reading 71% |
| African American | Early Literacy 78% Math 70% Reading 66% | Early Literacy 81% Math 73% Reading 71% | Early Literacy 84% Math 76% Reading 74% | Early Literacy 87% Math 79% Reading 77% | Early Literacy 90% Math 82% Reading 80% |
| English Learners | Early Literacy 70% Math 61% Reading 44% | Early Literacy 73% Math 64% Reading 47% | Early Literacy 76% Math 67% Reading 50% | Early Literacy 81% Math 70% Reading 53% | Early Literacy 84% Math 73% Reading 56% |
| Foster Youth | Early Literacy No Foster Youth Identified Math 0% Reading 0% | Early Literacy No Foster Youth Identified Math 0% Reading 0% | Early Literacy No Foster Youth Identified Math 0% Reading 0% | Early Literacy No Foster Youth Identified Math 0% Reading 0% | Early Literacy No Foster Youth Identified Math 0% Reading 0% |
| Low Income | Early Literacy 78.5% Math 69.5% Reading 66.5% | Early Literacy 81.5% Math 72.5% Reading 69.5% | Early Literacy 83.5% Math 75.5% Reading 72.5% | Early Literacy 87.5% Math 80.5% Reading 77.5% | Early Literacy 90.5% Math 83.5% Reading 80.5% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1 | Professional Development - Provision of student support through MTSS | <p>Monthly Teacher and Stakeholder professional development focused on implementing appropriate student academic support through a tiered system of support (commonly referred to as a Multi-Tiered Support System or MTSS).</p> <p>This Action speaks to helping all staff and parents to understand the MTTSS process including who plays what role to prove a coordinated approach to supporting student needs.</p> <p>Understanding the California Dashboard ELA and Math scores through PLC meetings.</p> | \$79,007.48 | Y |
| 2 | Administration of diagnostic assessments | <p>Administer diagnostic assessments (STAR 360) and associate staff professional development to identify and support students including students with disabilities who score below grade-level proficiency in ELA and Math.</p> <p>This Action includes training staff to understand, interpret, and use of</p> | 105,00.00 | Y |

| | | | | |
|---|---|---|----------------|---|
| | | STAR 360 results | | |
| 3 | Provision of targeted support to meet proficiency | <p>Provide target academic support for students who are not meeting proficiency on state assessments (ELA and Math).</p> <p>While Action 1 speaks to our overall support structure, this goal is specific to understanding and using the CAASPP and STAR 360 results to guide curriculum and academic support</p> | \$1,008,800.00 | Y |
| 4 | Targeted focus for SWD, EL, FY and LI students | Regular staff professional development focused on the educational and social emotional needs of English Learners (EL), Students with Disabilities, Foster Youth, and Low income students. | \$1,313,073.43 | Y |

Goal Analysis 2020-2021

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Blue Ridge presented professional development in the areas of academic intervention and social emotional needs of all students multiple times throughout the year. The school will include delineation in the training for our priority groups if the data suggests there is a difference in results among student groups.

Blue Ridge provides academic support for students who are underperforming in math and reading on the STAR 360 and CAASPP tests. Data was scarce due to the statewide testing (CAASPP) cancellation for the 19-20 school year due to the COVID-19 pandemic. Curriculum guidance based on student assessment data is dependent on the value learning coaches place on test results.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Focus has been placed on maintaining and increasing levels of appropriate teacher assignments and provision of sufficient instructional materials to address the continued expectation in meeting the needs of struggling students through Blue Ridge Academy's MTSS program and Special Education department. Intervention teachers, MTSS and Special Education staff undergo monthly training with Administration and department supervisors for continued analysis and development support for all students. Estimated actual expenditures were utilized as expected, Professional Development - Provision of student support through MTSS (\$75,698.73), delivery of the administration of school wide diagnostic assessments (\$102,358), the provision of targeted staff support to meet proficiency for struggling students (\$970,000), and targeted focus for Students with Disabilities, English Learners, Foster Youth and Low Income students (\$1,258,870.44). The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on this school year's baseline for program improvement and expansion.

An explanation of how effective the specific actions were in making progress toward the goal.

Blue Ridge created separate websites for the mental health team and student support team which include all tier 1 resources for academic and social emotional intervention. This streamlined approach made it easier for teachers to find the resources that were needed for intervention. The Student Support Team was much more efficient in getting resources out to families. In addition, Blue Ridge created a Mental Health Program and ensured that all families were made aware of the available services for all students. Teachers were provided with

training multiple times within the year so that they were aware of the support the school offers and how to access the support for their students and families.

The Pupil Services department provided services for 332 students in the 2020-21 school year in comparison to 190 students from the previous year as Inspire Charter Schools. The department has been restructured to provide a more targeted approach to intervention and pupil support :

Academic Intervention: 219

| | |
|----------------------------|-----------|
| Hispanic students: | 109 (50%) |
| African American students: | 41 (19%) |
| English Learner Students: | 10 (5%) |
| Foster Youth students: | 0 |
| Low Income students: | 85 (39%) |

Mental Health/Social Emotional Learning (SEL) 113

| | |
|----------------------------|----------|
| Hispanic students: | 51 (45%) |
| African American students: | 15 (14%) |
| English Learner Students: | 3 (3%) |
| Foster Youth students: | 0 |
| Low Income students: | 47 (42%) |

In the 2020-21 school year, the Mental Health Team has received 209 initial referrals. This number includes the referrals made through the Student in Crisis Form, SST process, Mental Health Referral for Support Form, and emails to the Mental Health Team for counseling/SEL support, resources/interventions, or consultation. Of the 209 initial referrals, (100%) 209 referrals were followed by a direct email or phone call to parent/guardian, General Education Teacher, and the Special Education Case Manager to proceed with next steps or to offer the appropriate resources. 71% of the Mental Health referrals received immediate counseling and/or crisis intervention support due to the nature of the student mental health need.

Of the 148 Mental Health Forms received, 94% (139 students) received an offer for Tier 1, 2 or 3 counseling/SEL support based on the information provided on the MH Form and other data collected by the Mental Health Team. Out of the 139 students who were offered support, 78% (108 students) began receiving immediate counseling support.

To date, 42 students have completed one round of Tier 1 or 2 counseling, 54 students are on an active caseload and receiving counseling support, and 12 students have transferred to receiving intensive counseling support and services through Special Education counseling and/or have completed counseling and exited. 22% (31 students) who were offered support, did not begin receiving counseling through the Mental Health Team and declined the offered support or were unresponsive to the multiple attempts made by counselors to coordinate the support appointments.

Students continue to receive social emotional support through the Social Emotional Learning (SEL) intervention groups developed and offered. We have successfully implemented and provided access to the Merrell's Strong Start/Kids/Teens Social and Emotional Learning Curriculum, with additional higher levels of need offered to students whose needs may not be addressed solely through counseling support. There have been four SEL intervention groups

in total, two of which have been for grades 6-8 and two for grades 9-12. 21 students were enrolled, 6 students or their parents declined or were unresponsive to the enrollment into the group, 15 of those enrolled have successfully participated.

The Mental Health Team's effectiveness is continuing to grow with the development of the effective systems, framework, procedures and protocols that have been created and under continual review for an efficient program. The support being offered by the Mental Health Team is demonstrating the positive impact in quantitative and qualitative ways on the social-emotional growth and mental health improvement of Blue Ridge Academy students. Not only have students been able to benefit from the Mental Health Team, but there has also been a perceived gain for teachers and various school staff as well from the resources, interventions, and consultations provided by the Mental Health Team to support students' needs. We continue to provide specific topic related Professional Development for all staff.

The MTSS Intervention team at Blue Ridge Academy has found great success this year in providing General Education Intervention in the areas of Reading, Math, and Speech. Last year, the Intervention supports that were provided through the Student Support Team (SST) was overseen by ICS staff, which serviced multiple groups. This year, the entire SST Intervention team was brought in and trained specifically on the educational benefits of MTSS the 3 tier model to support struggling students using a proactive model.

The shift in the new department falling within Special Education & Pupil Services this year greatly improved the communication, collaboration, and efficiency needed to effectively respond to the different student needs that can further be addresses throughout the school year, as the MTSS and Special Education team work closely together to make sure that all students within both tiers are not falling through the cracks or behind.

One notable change that was implemented in the SST/MTSS system this year pertains to the tracking of students as they access Intervention supports. Previously with ICS, access to Intervention small groups (for academic and speech support) was granted through open signups that General Education Teachers - Home School Teachers (HSTs) could access without having to go through an SST meeting. This meant that some students were participating in Intervention support without documentation or record of their family's specific concerns, goals, or input on the process. This year, every single student that is a candidate for MTSS Intervention support is closely documented with an SST form that keeps record of the Initial SST Meeting and all subsequent Follow Up Meetings held throughout the year. Additionally, all of these students are closely monitored on a spreadsheet that tracks their time in intervention, including how many rounds of support they have received, the nature of their services (active, concluded, rescinded), and any transfer to different departments within Pupil Services (Special Education, 504, Mental Health).

When it comes to referrals for MTSS Intervention services, the process begins with universal screening and teacher observation. Universal screening measures (in the form of the Renaissance Star 360 Assessment in Reading and Math) are implemented at the start and end of each school year to help identify how students are progressing (comparative to grade level) and which students are starting to fall behind. If there is any concern with how a student is progressing, an SST/MTSS referral is made and a meeting is scheduled with the SST, Homeschool Teacher, and parent to get to know the family and discuss each case. Due to the nature of our Independent Study/Homeschool model, a large portion of the discussion within each SST meeting includes a review of Tier 1/primary instruction, including curriculums being used, daily study habits, nature of instruction, and previous attempts at intervention. Teacher and Learning Coach observations are also taken into account, and this data is all used to help determine what tier of MTSS Intervention support would be most appropriate.

In terms of the Tiers, the MTSS Intervention Team has worked closely to build out different tiers of support for Reading, Math, and Speech. The tiers of support that were developed for each content area take into account the different situations that are specifically unique to students in our Independent Study/Homeschool model, from least restrictive Tier of support that is provided to students who are identified to be minimally behind or lacking in exposure to strong primary curriculum is consult support. Additionally, some of the students who are minimally behind also benefit from the use of specific online educational programs that Blue Ridge Academy has licensed for remediation support. This year, Blue Ridge Academy's online program offerings include Reading Horizons (for students who need support with decoding) and Pathblazers (for both Reading comprehension and Math remediation).

If students are identified to be more severely behind in Reading, Math, and Speech (beyond what consult and online program support can remediate), then they are recommended for small group instruction with one of the Intervention teachers. Academic small groups within Blue Ridge Academy have been coordinated to hit the major concepts that are present in the Common Core State Standards for reading (including decoding, fluency, sight words, and comprehension) and math (ranging from basic counting, to fluency with all operations, up to Algebra 1). All academic small groups utilize research based curricula, including Lively Letters, RAZ Plus, and Scholastic News (for reading) and Big Ideas Math (for math).

The model of incorporating the parent support into the weekly consults has proven to be a sustainable approach, providing parents the opportunity to leave with tips, strategies, and know-how to improve the rigor of their instruction (as opposed to simply relying on the consult as 1:1 tutoring).

Overall, the MTSS Intervention data that has been tracked after one year under the Blue Ridge Academy umbrella indicates a steady pattern of growth. When it comes to staff, the MTSS Intervention team includes 7 teachers (4 reading, 3 math) and one Speech and Language Pathologist for prescreening and group support which in turn reduces the number of special education evaluation requests for speech and language services.

On average, the reading teachers normally have about 20 students per six-week round, while the math teachers have about 24 students per six-week round. The Speech caseload has continued to grow since the year began, finishing the year with 57 active students. In terms of participation, the data that was transferred over last year from ICS (for the 2019-2020 school year) indicated that 126 students participated in SST support for the entire year (97 for Academic support and 29 for Speech support).

For the current 2020-2021 school year, there are a total of 337 students who have received academic/speech intervention over the course of this year. Of these 337 students, 131 receive reading support, 97 receive math support, 39 are dually enrolled (in both reading and math), while 70 receive speech support. From last year to this year, this jump from 126 students to 337 students is a 267% gain. Over the course of the year, the Intervention program has seen a steady increase in numbers, from 55 students in Round 1 (September/October) to 124 students in Round 2 (October/November), which was the biggest jump of the year. Round 3 (January/February) included 137 students, Round 4 (March) included 141 students, and Round 5 (May) finished with 145 students, which still tracked small gains into the end of the year. In sum, although we have yet to see the academic gains reflected in state test scores (those scores have not been released at the time of this report, as the testing window is still open), the qualitative and quantitative data that we have tracked through participation, parent feedback, and staff feedback greatly supports that the MTSS Intervention team is making a difference in supporting the academic growth of struggling students at Blue Ridge Academy.

In addition, the participation rate for the STAR 360 went up from 88% in the spring of 2020 to 95% in the fall of 2020 with a score of 60% better than their grade level peers nationwide suggesting that the increase in teacher training and awareness has aided in the response to school provided interventions.

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

Based on stakeholder feedback Blue Ridge family liaisons will hold a twice a year conference designed to help support families with their needs in their homeschool journey. The liaisons will present curriculum and teaching philosophies to help parents. They will also be sending out a twice a month bulletin with updates on school wide activities, field trips, or updates. In addition the family liaisons are holding planning sessions over the summer to help new families or those who want additional help go through the steps of creating education plans for the year. These sessions will help answer parent questions and provide guidance with aligning lessons to state standards and selecting curriculum that fit with the family's and state's educational goals.

In addition teachers and parents will be given more information at the beginning of the year about high school content specialists. These specialists are highly qualified teachers who provide office hours and lessons to students and/ or their parents in the core academic areas. Blue Ridge wants to encourage more student participation next year by giving teachers and parents all the information and training on how these teachers can help so they can encourage students and parents to attend.

| Goal | Description |
|------|--|
| 3 | Create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate and College and Career Readiness to close the achievement gap |

An explanation of why the LEA has developed this goal.

Our Structure - Our independent study curriculum is delivered online, making it relatively difficult to implement a hands-on type of career education. For example, we do not have a physical classroom where students may use drafting boards. However, we want to maximize available resources to offer a rich assortment of career-oriented courses. E.g., online and college level courses.

LCFF Priorities 4, 5, 7 and 8. This Goal is related to the following California school priorities:

- LCFF 4 - pupil successful completion of A-G and/or CTE pathways, passed AP Exams with a score of 3 or higher, and participation and demonstrate college preparedness
- LCFF 5 - High School Graduation Rates
- LCFF 7 and 8 - areas related to student access to and outcomes in state-adopted courses

Dashboard - Our students scored in the Yellow tier (3 out of 5 performance tier) for College and Career and Green tier (4 out of 5 performance tier) for Graduation Rate indicator. Our students superseded the state graduation expectation. With the continued support from our high school counselors, success coordinators, and content specialists, graduation outcomes for our students continue to increase.

Stakeholder Input - This Goal was also influenced by our parents, staff, and students whose feedback falls within the following themes: 1) continue building Career Technical Education Programs, 2) refine communication and support for Advance Placement and A-G approved Course, 3) refine creation and use of high school graduation plans, 4) increase array of elective course offerings, and 5) refine structural support to help students who are credit deficient.

Measuring and Reporting Results:

| Metric | Baseline 2018-19 | Year 1 Outcome 2019-20 | Year 2 Outcome 2020-21 | Year 3 Outcome 2021-22 | Desired Outcome for 2023–24 |
|--|---------------------|--|--|---------------------------|--|
| Overall Graduation Rate | Green 88% | 275 out of 316 students graduated: 87% | 227 out of 243 students are on track to graduate. 93% | Increase by 1% | Maintain or increase 2020-21 rate 93% |
| Hispanic <small>Page 156 of 202</small> | 95%: | 89.7%: | 98.4%: | Increase by 1% | Maintain or increase 2020-21 rate 98.4% |

| | | | | | |
|------------------|---|---|-----------------------|----------------|---|
| | 40 students | 96 students | 64 students | | |
| African American | (2 students) Dashboard data not displayed for provided | 93.8%: 15 students | 93.8%: 15 students | Increase by 1% | Maintain or increase 2020-21 rate 94.8% |
| English Learners | (3 students) Dashboard data not displayed for provided | (4 students) Dashboard data not provided | 0 students | Increase by 1% | Maintain or increase 2020-21 |
| Foster Youth | 0 students | 0 students | 0 students | 0 students | Maintain or increase 2020-21 |
| Low Income | 86.8%: 68 students | 84.8%: 173 students | 98.9%: 91 students | Increase by 1% | Maintain 2020-21 rate 98.9% |

Measuring and Reporting Results:

| Metric | Baseline 2018-19 | Year 1 Outcome 2019-20 | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|--------------------------------------|--|--------------------------------------|-------------------------|-------------------------|-----------------------------|
| Overall College and Career Readiness | 2019 - Yellow 12.8% Prepared (86 students) | Dashboard data not provided | Increase by 2% 14.8% | Increase by 2% 16.8% | 20% Prepared |
| Hispanic | 95%: 40 | Dashboard data not provided | Increase by 2% 97% | Increase by 2% 99% | 99% Prepared |
| African American | (2 students) Dashboard Data not displayed for privacy | Dashboard data not provided Increase | Increase by 2% | Increase by 2% | Increase by 2% |
| English Learners | (3 students) Dashboard Data not displayed for privacy | Dashboard Data not provided Increase | Increase by 2% | Increase by 2% | Increase by 2% |
| Foster Youth | 0 students | Dashboard Data not provided Increase | Increase by 2% | Increase by 2% | Increase by 2% |
| Low Income | 86.7%: (59 students) | Dashboard data not provided | Increase by 2% 88.7% | Increase by 2% 90.7% | 92.7% Prepared |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1 | CTE Pathways & College & Career Readiness Professional Development | Professional development for teachers on the new CTE Pathways to then be able to inform the students and families of the different pathways and options available to students entering High School. Implement staff development related to college and career readiness including Students with Disabilities...SEP plan activities include This includes staff learning about the College and Concurrent Enrollment. | \$109,264.08 | Y |
| 2 | Using CAASPP & STAR360 data to guide academic support | Provide target academic support for students who are not meeting proficiency on state assessments (ELA and Math). This goal is specific to understanding and using the CAASPP and STAR 360 results to guide curriculum and academic support. | \$1,008,800.00 | Y |
| 3 | Professional Development - English Learner & Social Emotional Learning | Regular staff professional development focused on the educational needs of English Learners (EL) and Social Emotional Learning (SEL) | \$39,208.24 | Y |
| 4 | Students with Disabilities: Certificate of Completion | Implementation of targeted Life Skills classes for SWD high school students on a Certificate of Completion track | \$225,150.01 | Y |

Goal Analysis 2020-2021

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

A description of any substantive differences in planned actions and actual implementation of these actions.

For the 2019-20 school year, Blue Ridge continued to increase access to families for A-G course guidelines and curriculum and used A-G Individualized Graduation Plans (IGPs), maintained options for concurrent enrollment opportunities, and provided access to Naviance college and career readiness programs for high school students. Blue Ridge has increased HST training in core subjects, standards based curriculum options and best practices for families. For the current school year, Blue Ridge has continued to expand A-G course guidelines for all core courses, expand curriculum options containing increased A-G coursework, and increase the number of CTE Pathways to integrate core academic knowledge with technical and occupational knowledge. The high school support team continues to plan training and support for staff and families involving concurrent enrollment updates and procedures, college and career readiness, College Week to assist families with completing college applications, college testing, and financial aid. For moderate/severe students in a Certificate of Completion program, additional foundational life skills classes and community based programs are being offered. HSTs continue to use student data in Star 360 benchmark assessments as well as SBAC scores to guide discussion during learning period meetings. This year, the LCAP team presented information to all stakeholders regarding Blue Ridge California Dashboard 2019 CAASPP scores and discussed the overall goal over the next three years to decrease the gap between Blue Ridge ELA and Math scores and the state's scores. Further discussions have taken place during PLC meetings where teachers have collaborated and analyzed student data across grade levels to help further improve student achievement. Blue Ridge continues to increase professional development for staff based on WASC and LCAP goals to further improve support for English Learners (EL) and Social Emotional Learning (SEL). Our school's EL Coordinator provides live online ELD instruction to help English

Learners acquire skills in reading, writing, listening, and speaking. Additional free resources have been provided to all families and are posted on the Blue Ridge website including resources for SEL.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions were implemented as intended, which includes professional development, course restructuring and additions made as planned. CTE Pathways & College & Career Readiness Professional Development estimated fell within the anticipated range of actual expenditures \$99,330.98. The pursuit for a more targeted approach in supporting student social emotional needs required the estimated actual budget \$37,769.46. With an emphasis placed on supporting the continual needs of Students with Disabilities, a Life Skills program was developed with a fundamental target for students on a Certificate of Completion track, estimated actual expenditures totaled \$216,490.40. . The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion.

An explanation of how effective the specific actions were in making progress toward the goal.

The high school team meets weekly to review the outlined high school procedures and engage in discussion related to monitoring support for students and staff. Our Counseling Department has taken on more duties this year with regard to administering live training for families and staff and also providing office hours to extend additional support to HSTs. Counselors have also created a presentation schedule for families consisting of monthly calendar events to help high school students with concurrent enrollment, career goals, college applications, college week, and grade level specific planning such as freshmen and junior week, and graduation information. These actions have helped to increase parent and student participation with gaining a better understanding of meeting high school graduation requirements as well as gained knowledge on UC/CSU entrance requirements. High School Content Specialists continue to provide support to students in grades 9 to 12 and are working with administration to boost student participation in all subject matter office hours.

As a result of the COVID-19 pandemic, state testing participation rates have fallen below the 95% participation requirement; however, HSTs and Case Managers continue to work with families to encourage students to complete testing remotely and offer additional PPE and scheduling test site locations for in person assessments. With the growing need for mental health support, Blue Ridge immediately began providing mental health support for student well-being at the beginning of the school year. The mental health team serves and supports both general education and special education students, teachers, and families. This involves creating threat assessments and facilitating crisis response. The mental health team delivers a comprehensive social-emotional learning intervention program for students and parents and provides educational staff training opportunities regarding mental health.

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

| | |
|-------------|--|
| Goal | |
| 4 | Foster improved connection with all stakeholders to include and incorporate increased stakeholder feedback |

An explanation of why the LEA has developed this goal.

Our Structure - Data, including our school climate survey results, indicate families and students feel connected to our school and engaged in their education. Parents also indicated they would like to receive more support and training in learning how to homeschool their children and students.

- LCFF Priorities 2,3, 5 and 6** - This Goal is related to the following California school priorities:
- LCFF 2. Implementation of state standards - This refers to our efforts to inform and support parents in their role as a homeschool parent educator and assist with ensuring students are meeting their grade level standards.
 - LCFF 3. Parent/Guardian Involvement - This refers to our efforts to include parents in the education of our students
 - LCFF 5. Pupil Engagement - This refers to how connected students feel to their school that, in turn, positively influence them to engage in their education.
 - LCFF 6. Student Climate - This relates to how positive a school culture feels to parents, students, and staff.

Dashboard - State Dashboard metrics show our students scored in the Blue range (highest tier 5 out of 5) on both the chronic absenteeism and suspension rate indicators. Still, we want to improve continuously in the area of student and family engagement.

Stakeholder Input - This Goal was influenced by our parents, staff, and students whose feedback emphasize increased clarity and communication regarding how various liaisons support students/families, particularly our priority groups such as students with disabilities, those with social emotional needs, and struggling students. In addition, the feedback also emphasizes an increased need for support in curriculum choices, aligning to common core standards, college and career readiness, and how to utilize data from assessments.

Measuring and Reporting Results

| Metric | Baseline 2020-21 | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------|---|----------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Overall | 2167 responses (parents, students, staff) | 28% response rate 5% increase | 33% response rate 5% increase | 38% response rate 5% increase | 38% response rate |

| | | | | | |
|----------|-------------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------|
| | 23% response rate | | | | |
| Parents | 28% response rate 1061 responses | 33% response rate 5% increase | 38% response rate 5% increase | 43% response rate 5% increase | 43% response rate |
| Students | 5% response rate 315 responses | 10% response rate 5% increase | 15% response rate 5% increase | 20% response rate 5% increase | 20% response rate |
| Staff | 36% response rate 791 responses | 41% response rate 5% increase | 46% response rate 5% increase | 51% response rate 5% increase | 51% response rate |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|--|-------------|--------------|
| 1 | Family Engagement | Implement a structured program (called Project Engagement) focused on maximizing student and family engagement - PDs to be delivered by family liaisons | \$11,830.00 | Y |
| 2 | Translation Support | Translate instructional resources into Spanish to further parent access and support | \$4500 | Y |
| 3 | Stakeholder Training | <ul style="list-style-type: none"> • Parent orientation to highlight school expectations • Workshops/ Trainings to ensure parents have the skills to meet the expectations and support their learner through various grade levels and in core subjects. • Support for parents in maximizing state standards in student learning • Boot Camp Training for new teachers • Compliance: Master Agreements, attendance, enrollment, work samples • Progress monitoring for AWRs and learning period meetings • Professional Development • High School support and training by the HSSCs and Counselors: Concurrent Enrollment, Individualized Graduation Plans, Graduation, Career Week, College and Career Readiness • Parent Information Sessions • Community Connection Events and Field Trips | \$30,500 | Y |

Goal Analysis 2020-2021

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Blue Ridge has made stakeholder engagement a year long priority. All stakeholders, including staff, families and students were continuously asked to participate and give ongoing feedback throughout the school year. During the course of the 20-21 school year, presentations of LCAP goals were created with the goal of making the LCAP more accessible to all Blue Ridge families by making it available in both English and Spanish. It was distributed to stakeholders to inform them of upcoming school goals and actions. Stakeholders were then asked to give their feedback, their opinions on our progress as a school, and any suggestions they had to make our school more successful. Stakeholders were informed and surveyed on topics including; Attendance and Suspension, College and Career Readiness, English Language Arts, Mathematics, English Learner Progress, Teachers Instructional Materials and Facilities, Parent and Family Engagement and Local Climate, and Access to a Broad Course of Study and Graduation Rates. Blue Ridge Administration has worked closely with staff and families making sure they are aware of changes to school policy and informed of any legislative changes that affect our school. Blue Ridge Academy has recruited the additional input and feedback from the DELAC committee.

Based on stakeholder feedback, the ongoing changes in charter school law and academic requirements for our homeschool families, further guidance, tools, and support is needed to help our staff and families to foster academic success for Blue Ridge students. The Family Liaisons have provided information sessions for prospective Blue Ridge families that include curriculum options, what to expect at learning period meetings, understanding the parent's role and the HST's role, state testing requirements, etc. Future parent training and 'coffee conversation' sessions will include detailed information regarding the parent's role/responsibility and what is expected such as work sample submission, attendance requirements, state testing and benchmark assessment participation over the course of the school year and through the summer session. Our Family Liaisons are also working with the vendor team to create a Video Library that will be shared with our Blue Ridge staff and families. The Liaison Team is also working on creating a Blue Ridge Bulletin by sending parent newsletters on the 1st and 15th of every month starting in July of 2021. This action was implemented based on the ongoing request for additional support from Blue Ridge families who would like to continue learning how to successfully homeschool their children and continue to build on their growth and development. The newsletter will also include information from various departments such as Community Connections for field trip events, the Lending Library for free curriculum resources, and Enrichment and Curriculum. Blue Ridge families have been given a list of standards based curriculum choices that are available for the summer as well as the next school year, in an effort to allow families the time and tools to make an earlier and more informed decision about their students' learning path.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In continued efforts to develop and maintain strong and collaborative engagement procedures and opportunities for all stakeholders, the actual expenditures assigned and utilized remain within the estimated actual budget totaling \$32,059.95. The budgeted expenditure indicated has been based on the actual expenditure for the current school year and the projected budgeted expenditure based on the year's baseline for program improvement and expansion as outlined within the actions.

An explanation of how effective the specific actions were in making progress toward the goal.

These actions were extremely effective in moving towards our goal of fostering our connections with stakeholders. Our staff, families and students were made aware of our school process as well as have input in the functioning of our school. Families and staff are able to communicate their needs and concerns, and Blue Ridge has been making adjustments to address those needs and concerns of our stakeholders. Many of these adjustments involve consistent communication with all stakeholders to provide school information, share action plan goals, and collect stakeholder feedback throughout the school year via surveys, recordings, and provision of topic based PowerPoint slides.

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

Based on stakeholder feedback from the 2020 climate survey , Blue Ridge is working to increase parent educator training, supporting our parents to facilitate their student's learning and helping to increase student scores on benchmarks and state assessments. 48.7% of our families reported they felt they needed more training to help them further link their teaching to the standards and they wanted more professional development. Consequently our 2021 climate survey shows that 90.7% of parents feel that the school effectively prepares their students for the next grade level and 91.3% agree or strongly agree that the school works with parents to provide enrichment opportunities as well as intervention and support for those who need it. In addition, 97.1% of parents agree or strongly agree that their HST knows best how to support them in their progress toward meeting the state standards. In conjunction 96.6% of students feel that the school does a good job of working with their parents to help them do their best and 98.3% feel that the school provides a good education. Blue Ridge's unique school design provides opportunities to individualize student education plans. Parents can receive materials that they feel will work best for their student's learning style and educational philosophy. According to the climate survey 89.6% of parents feel that the school provides personalized learning and knows their students well. Furthermore 94.2% of parents and 94.9% of students agree or strongly agree that the school provides information or resources in the home to support each student's education.

In addition, stakeholder feedback from 2020 indicated that parents would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. Data from our 2021 survey shows 42.8% of parents feel that they are well informed about their high schoolers progress toward graduation and 72.2% feel that the school is preparing their student for future college or career paths. Therefore, High School Success Coordinators have implemented high school orientation meetings and office hours for families as well as counselors holding grade level focus weeks during the year. Also counselors and success coordinators have a college week during the school year to try to promote preparedness for the future and to get all students looking at options.

According to survey results 89.7% of parents and 85% of students surveyed feel that they or their students feel safe and connected to the school. Many commented that they are looking forward to future opportunities to meet up with other students or to participate in in-person field trips or classes to foster more connection. Community Connections teams held virtual enrichment opportunities in the 2020-2021 school year, but are hopeful to offer some in person events for the 2021-2022 school year. Family Liaisons will offer a beginning of the year orientation to help all new families feel supported in a school community. In addition, training will be held once a semester for all families to review responsibilities and give tips and advice for all learning coaches.

In the 2020 school year, stakeholder feedback from staff suggested they would like more training on what it means to be college and career ready, how to use assessment data to drive instruction, and the role of all stakeholders. For the 2021 climate survey, staff input indicated 92% felt they have access to the tools they need to do their job. However, staff would like to see more high school support and resources being offered to both staff and parents to help increase parent involvement and confidence as well as staff support from high school success coordinators and guidance counselors. Due to the increased support provided by the high school team, teachers have felt better equipped to manage their high school students but also continue to request more specific high school support.

In addition, stakeholder feedback from the 2021 climate survey, indicated that 97% of staff felt that they built successful relationships with their families. 84% of staff felt that administrators recognized teachers and staff for a job well done. 96% of staff felt that Blue Ridge is a good place to work and learn. There is a common pattern and trend between all stakeholders in wanting to participate more with in person school events to increase parent and student involvement and connections to continue building relationships with one another. 97% of staff indicated

they take great pride in working for Blue Ridge and appreciate being rewarded for their hard work. Staff also suggested increased opportunities to recognize staff throughout the school year.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| FY2021 - FY2024 30% Foster Youth, EL, Low-income student services | Although the percentage of Foster Youth students remained the same, a decline was indicated for EL students from 109 students in 2019-2020 to 94 students in 2020-2021. We also identified a decline in the enrollment of low income students, from 106 in 2019-2020 to 51 students in 2020-2021. Blue Ridge Academy hired and dedicated specific personnel to support all Foster Youth and Low Income students. In addition, with the development of our newly restructured EL program implemented this school year, including parent feedback to the educational benefits observed and measured, we continue to dedicate additional funds in the following areas: Additional access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access, hotspots, and tech support, the additional hiring of specific school staff (Homelessness Liaison, ELL Coordinator, Licensed Marriage & Family Therapist, and additional Content Specialists to monitor, support, and provide instructional and social emotional programs to meet the continued needs of the students. |

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Through a comprehensive review, effective action was taken to provide additional resources and direct services which were identified by the referral increase this school year to the mental health program for unduplicated students. Additional funds have been included in the projected estimated 2021-2022 school year budget to cover expenses for increased counseling services as well as the provision of crisis intervention. To continue support and program improvement for Blue Ridge Academy's Foster Youth, English Learner, and Low Income students, the following strategies have been implemented:

*Proactive communication on the availability of community services and resources, including meals and childcare for students

*Added social-emotional learning (SEL) to our curriculum

*Prioritized fewer learning goals, identified course sequence changes, implemented an appropriate grading policy

*Administered surveys to help identify new needs

Our non-classroom-based independent study platform includes access to the technology needed to participate in a distance learning environment effectively, including high-speed internet access and hotspots.

We communicate our learning plan to families of our English learners (approximately 1.5%) in a language they understand to ensure meaningful and equal participation. Our virtual curriculum options facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. Consequently, students also accessed daily synchronous EL instruction delivered successfully by our EL Coordinator with an 85% participation rate. Students with Disabilities also maintained their English language development (ELD) goals within their IEPs, also receiving synchronous instruction from the Specialized Academic Instruction Teacher. We incorporate integrated ELD in subject matter courses and provide online designated ELD classes administered by an appropriately credentialed and trained teacher.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

- Blue Ridge Academy will be providing additional staff and parent training, facilitated by the English Language Coordinator to support the English Language Learners students, families, and teachers. Staff training and parent training provided will be related to our English Language Development program.
- Blue Ridge Academy's Foster Youth and Homelessness liaison will continue effective and direct support for Foster Youth, Low-Income families, and homeless families, this includes access to community - based resources. Continued close liaison contact and collaboration with family and students experiencing homelessness are created between the Homeless liaison. Devices to access the distance-learning curriculum, which includes and not limited to ensuring hotspots and high speed internet are provided.
- We have developed an effective and implemented an efficient mental health program specifically offering a social emotional learning curriculum, this allows us to provide immediate and long-term additional student support and family support for all students. To date, 113 students are currently receiving counseling through the mental health service program. In addition, families and students have accessed our crisis support services to further support our students and families.
- Staff training related to Mental Health and Crisis intervention was provided and will continue through the expansion of additional staff to support in the improvement of services as student requests have increased.
- Access to the Multi-Tiered Systems of Support (MTSS) providing direct intensive instruction. Staff training for MTSS and its educational benefits has also been provided and will continue on an on-going basis, with the expansion of hiring additional academic content staff to address the increase of needs identified.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statutes and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, present the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|--|--|--|--|--|--|
| Enter information in this box when completing the LCAP for 2021–22. | Enter information in this box when completing the LCAP for 2021–22. | Enter information in this box when completing the LCAP for 2022–23. Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24. Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25. Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22. |

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 charter-wide), 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

CharterSAFE

BE SAFE • FEEL SAFE

2021-2022 Membership Proposal

Prepared for:

Blue Ridge Academy

Coverage Effective:

July 01, 2021 at 12:01 AM - July 01, 2022 at 12:01 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004 Fax: 888.901.0004
www.chartersafe.org

Issued: June 15, 2021 at 9:53 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Samantha,

CharterSAFE is pleased to present your membership renewal for the 2021-2022 year. Your membership includes the following:



For a more detailed listing of our member services, please contact **Bettina Hooper**, Managing Director, Member Services and Operations, at bhooper@chartersafe.org or (916) 880-3470.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with an approved California scholastic joint powers authority.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal at www.chartersafe.org and complete and sign the following:

1. Cyber security questions
2. Member renewal acceptance

We look forward to working with you in the 2021-2022 year!

Thank you,

The CharterSAFE Team

CharterSAFE

2021-2022 CLAIMS AND INCIDENT REPORTS GUIDELINES

Member schools must notify CharterSAFE by submitting an online report, as soon as practicable, of an occurrence, accident, injury, claim, or suit or of circumstances that may reasonably result in a claim or suit. A delay in reporting could mean lapse in coverage.

For your protection, claims will not be accepted by phone, email, or fax.

CLAIMS FILING PROCESS ON THE WEB PORTAL

- Go to www.chartersafe.org and log in.
- If you need to reset your login credentials, please reach out to your CharterSAFE Representative: [Dan Berry](mailto:dberry@chartersafe.org) at dberry@chartersafe.org.
- Hover over the "Claims" tab, choose "Submit a Claim" and our website will prompt you with a series of questions to help you determine the appropriate claim form to submit.
- Complete the online questions and select the "Submit" icon at the bottom. After submission, you will receive a confirmation email with information regarding next steps.

CLAIMS RESOURCES AND FORMS

- Hover over the "Claims" tab, choose "Resources and Forms" and you will find all supporting documents you might need when filing a claim or incident report, such as:
 - Student Accident Claim Packet (English and Spanish)
 - Volunteer Accident Claim Packet (English and Spanish)
 - Statement of No Insurance
 - Workers' Compensation Claim Form (DWC-1)
 - Employee Fact Sheet
 - Kaiser on the Job Clinics
 - Employee Injury Card

For any claim reporting questions, please contact [Dennis Monahan](#), Managing Director, Claims, at (619) 878-6221 or email dmonahan@chartersafe.org.

MEMBER CONTRIBUTION SUMMARY

Blue Ridge Academy

Coverage Effective: July 01, 2021 at 12:01 AM - July 01, 2022 at 12:01 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$483,273.00

Core Liability Program

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability

Workers' Compensation & Employer's Liability Member Contribution

\$225,744.00

Combined Member Contribution

\$709,017.00

ONE TIME COVID-19 REBATE:

\$9,207.00

Rebate will be applied either by:

1. Payment in Full - applied to your full payment due
2. Installment Plan - applied to the deposit

Total Member Contribution
(One Time COVID Rebate Applied)

\$699,810.00

Member can choose one of two payment options when accepting the proposal online

Payment in Full - \$699,810.00
Installment Plan

- Deposit (25%) - Due Now - \$174,935.00
- 9 Monthly Installments - \$61,381.00

*Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete 1. Cyber security questions and 2. Renewal acceptance.

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Mailing Address

625 W Covina Blvd
San Dimas, CA 91773

Continuity and Retroactive Dates

Directors & Officers Liability Continuity Date: 07/21/2014

Employment Practices Liability Continuity Date: 07/21/2014

Fiduciary Liability Continuity Date: 07/21/2014

Vehicles

None scheduled.

EXPOSURES & LOCATIONS

Member contributions are calculated based on the following exposures:

Students/Employees/Payroll

| Location Address(es) | Students | Employees | Payroll |
|---|--------------|------------|------------------------|
| Blue Ridge Academy 33304-33308 Santiago Rd. Acton, CA 93510 | 0 | 2 | \$75,000.00 |
| Blue Ridge Academy 605 Santa Rosa Suite B San Luis Obispo, CA 93401 | 6,999 | 407 | \$23,025,000.00 |
| Blue Ridge Academy 625 & 627 W Covina Blvd. San Dimas, CA 91773 | 0 | 18 | \$900,000.00 |
| Total: | 6,999 | 427 | \$24,000,000.00 |

Property Values

| Location Address(es) | Building Value | Content Value | Electronic Data Processing (EDP) | Total Insured Value (TIV) |
|---|----------------|---------------------|----------------------------------|---------------------------|
| Blue Ridge Academy 33304-33308 Santiago Rd. Acton, CA 93510 | \$0.00 | \$45,000.00 | \$10,000.00 | \$55,000.00 |
| Blue Ridge Academy 605 Santa Rosa Suite B San Luis Obispo, CA 93401 | \$0.00 | \$39,000.00 | \$39,000.00 | \$78,000.00 |
| Blue Ridge Academy 625 & 627 W Covina Blvd. San Dimas, CA 91773 | \$0.00 | \$100,000.00 | \$50,000.00 | \$150,000.00 |
| Total: | \$0.00 | \$184,000.00 | \$99,000.00 | \$283,000.00 |

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$5,000,000** Per Member Aggregate

The Core Liability Program Breaks Down As Follows:

Directors & Officers, Employment Practices, and Fiduciary Liability

| Coverages | Limits | Deductibles |
|---|---|-------------|
| Directors & Officers and Company Liability | \$5,000,000 per claim and member aggregate | Varies* |
| Employment Practices Liability | \$5,000,000 per claim and member aggregate | Varies** |
| Fiduciary Liability | \$1,000,000 per claim and member aggregate | Varies* |

Reporting: Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis.

*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

Directors and Officers Liability & Fiduciary Liability Deductibles:

| | |
|-------------------------|-----------------------------|
| 0 Prior Claims: | \$15,000.00 per occurrence |
| 1 Prior Claim: | \$25,000.00 per occurrence |
| 2 Prior Claims: | \$50,000.00 per occurrence |
| 3 or more Prior Claims: | \$100,000.00 per occurrence |

**Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

Employment Practices Liability Deductibles:

| | |
|-------------------------|-----------------------------|
| 0-1 Prior Claims: | \$15,000.00 per occurrence |
| 2-3 Prior Claims: | \$25,000.00 per occurrence |
| 4 Prior Claims: | \$50,000.00 per occurrence |
| 5 or more Prior Claims: | \$100,000.00 per occurrence |

General Liability

| Coverages | Limits | Deductibles |
|--|--|---|
| Bodily Injury Property Damage | \$5,000,000 per occurrence and member aggregate | \$500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> * |
| Premises Medical Payment | \$10,000 per person \$50,000 per occurrence | \$0 |
| Products and Completed Operations | \$5,000,000 per occurrence and member aggregate | \$0 |
| Armed Assailant Sublimit | \$100,000 per occurrence and aggregate | \$0 |
| COVID-19 Defense Cost and Premises Medical Payment for bodily injury arising out of the administration and/or supervision of on-site rapid testing of COVID-19 | \$100,000 per occurrence and aggregate \$2,000,000 CharterSAFE's member combined annual aggregate | Varies** |
| *A list of <i>High-Risk Activities</i> is available at www.chartersafe.org or you may contact Dan Berry (dberry@chartersafe.org / (916) 880-3469). | | |
| ** \$0 deductible with signed acknowledgement of consent; \$2,500 deductible without signed acknowledgement | | |

Employee Benefits Liability

| Coverages | Limits | Deductibles |
|------------------------------------|---|-------------|
| Employee Benefits Liability | \$5,000,000 per occurrence and member aggregate | \$0 |

Educator's Legal Liability

| Coverages | Limits | Deductibles |
|--|---|------------------------|
| Educator's Legal Liability | \$5,000,000 per occurrence and member aggregate | \$2,500 per occurrence |
| Special Education Program Legal Expense Coverage - Reimbursement Sublimit | \$50,000 per occurrence/ aggregate reimbursement sublimit \$5,000,000 CharterSAFE Members' Combined Annual Aggregate | \$7,500 per occurrence |

Childhood Sexual Assault Liability

| Coverages | Limits | Deductibles |
|---|---|---|
| Childhood Sexual Assault Liability | \$5,000,000 per claim and member aggregate | \$0 if school completes training requirement \$100,000 if school did not complete training requirement |
| Reporting: | Claims must be reported to CharterSAFE within 60 days after policy expiration. Coverage is provided on a claims-made basis. | |
| Training Mandate | Childhood Sexual Assault Prevention Training by CharterSAFE is available under the CharterSAFE Learning Center and is REQUIRED to be completed by 90% or more of staff within 90 days of coverage renewal. New employees are required to complete the training within 6 weeks of employment. | |

Law Enforcement Activities Liability

| Coverages | Limits | Deductibles |
|---|---|-------------|
| Law Enforcement Activities Liability | \$5,000,000 per occurrence and member aggregate | \$0 |

Automobile

| Coverages | Limits | Deductibles |
|---|---|---|
| Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos | \$5,000,000 per occurrence and member aggregate | \$0 |
| Auto Physical Damage* | \$1,000,000 per occurrence and member aggregate | \$500 per occurrence for Hired Auto Physical Damage |
| *Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles. | | |

Excess Liability - SELF

| | |
|------------------------------|--|
| Coverage Provided by: | Schools Excess Liability Fund (SELF) |
| Coverage: | Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions. |
| Limits: | \$50,000,000 per occurrence/claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M. |

CharterSAFE is a single member of SELF, a nonprofit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different limits, terms, conditions and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

| Coverages | Limits | Deductibles |
|---|---|-------------|
| Money and Securities Forgery or Alteration Employee Dishonesty Computer and Funds Transfer Fraud | \$1,000,000 per occurrence and member aggregate | Varies* |

*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible.

| | |
|-------------------------|----------------------------|
| 0 Prior Claims: | \$500.00 per occurrence |
| 1 Prior Claim: | \$5,000.00 per occurrence |
| 2 Prior Claims: | \$10,000.00 per occurrence |
| 3 or more Prior Claims: | \$20,000.00 per occurrence |

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

| Coverages | Limits | Deductibles |
|--|--|------------------------|
| Property | As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits. | \$1,000 per occurrence |
| Boiler & Machinery / Equipment Breakdown | As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits. | \$1,000 per occurrence |
| Business Interruption | \$10,000,000 per occurrence | \$1,000 per occurrence |
| Extra Expense | \$10,000,000 per occurrence | \$1,000 per occurrence |
| Causes of Loss: 1. Water Damage 2. Wildfire | As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence. See "Exposures & Locations" section for scheduled limits. | Varies* |

*Subject to Named Member's claim experience beginning five years prior to the inception of the period of coverage up to the date of loss. One or more claims on your loss history will increase the deductible. Refer to the Memorandum of Coverage (MOC) for the detailed tiered deductibles.

0 Prior Claims: \$1,000.00 per occurrence
 1 Prior Claim: \$5,000.00 per occurrence
 2 Prior Claims: \$10,000.00 per occurrence
 3 or more Prior Claims: \$20,000.00 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: **Dan Berry** at dberry@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional premium would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact **Alex Ulrich** (Alex_Ulrich@ajg.com/ 949-349-9825).

STUDENT AND VOLUNTEER ACCIDENT

| Coverages | Limits | Deductibles |
|---------------------------|---|---|
| Student Accident | \$50,000 per injury/accident 104 Week benefit period | \$500 per injury/accident for <i>High-Risk Activities</i> * |
| Volunteer Accident | \$25,000 per injury/accident 104 Week benefit period | \$500 per injury/accident for <i>High-Risk Activities</i> * |

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact **Dan Berry** (dberry@chartersafe.org / (916) 880-3469).

Terms & Conditions:

- Coverage is provided on an excess basis, but would become primary should the student not have health insurance.
- Claim submission deadline: 90 days after the Covered Accident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
18201 Von Karman Avenue, Suite #200
Irvine, CA 92612

Alex Ulrich
Client Service Manager
Alex_Ulrich@ajq.com
949-349-9825

ADDITIONAL PROGRAM COVERAGES

Pollution Liability And First Party Remediation

| | | |
|--|---|-------------------------|
| Pollution Liability and First Party Remediation | \$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate | \$10,000 per occurrence |
|--|---|-------------------------|

Reporting: Claim must be reported to CharterSAFE within 60 days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Liability

| Coverages | Limits | Deductibles |
|----------------------------|---|-------------|
| Terrorism Liability | \$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate | \$0 |

Reporting: Claim must be reported to CharterSAFE within 60 days after policy expiration.
Coverage is provided on a claims-made basis.

Terrorism Property

| Coverages | Limits | Deductibles |
|---------------------------|---|------------------------|
| Terrorism Property | As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence. See "Exposures & Locations" section for schedule limits. | \$1,000 per occurrence |

Cyber Liability

Every member will have some level of coverage; if you have the below security measures in place, you will get a higher coverage limit.

1. Multi-Factor Authentication (MFA) for all remote access to your networks/systems by employees and contractors
2. Data backed up daily and is segmented/segrated from the network and only accessible via separate credentials
3. Endpoint Detection and Response (EDR) system deployed on all network endpoints

| Coverages | Limits | Deductibles |
|------------------------|--|---------------------------|
| Cyber Liability | \$1,000,000 per claim and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate | \$10,000 per claim |

Reporting: Claim must be reported to CharterSAFE within 60 days after policy expiration.
Coverage is provided on a claims-made basis.

Requirement for Coverage to be in effect: Completed cyber application.

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

| Coverages | Limits | Deductibles |
|------------------------------|--|-------------|
| Workers' Compensation | Statutory | \$0 |
| Employer's Liability | \$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit | \$0 |

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.



Gallagher

Insurance | Risk Management | Consulting

Commercial Insurance Proposal For

THE BLUE RIDGE ACADEMY

33304-33308 Santiago Road
Acton, CA 93510

Presented By:

**Arthur J Gallagher & Co
Insurance Brokers of CA, Inc.**

505 N. Brand Blvd., Suite 600

Glendale, CA 91203

p. 818.539.2300

f. 818.539.2301

License No. 0726293

June 15, 2021



Significant Exposure Changes

| Exposure | Expiring Policy | Proposed Policy | % Increase / Decrease |
|---------------------|-----------------|-----------------|-----------------------|
| Contents Value | \$78,000 | \$283,000 | 362% |
| Number of Students | 6,999 | 6,999 | 0% |
| Number of Employees | 427 | 427 | 0% |
| Number of Vehicles | 0 | 0 | 0% |
| Payroll | \$20,000,000 | \$24,000,000 | 20% |

Rate and Exposure Comparison

| Rate and Exposure Comparison | | | |
|------------------------------|------------------|------------------|-----------------------|
| | 20-21 | 21-22 | Percentage Difference |
| Student Count | 6,999 | 6,999 | 0.00% |
| Payroll | \$ 20,000,000.00 | \$ 24,000,000.00 | 20.00% |
| Property Values | \$ 78,000.00 | \$ 283,000.00 | 262.82% |
| Package Premium | \$ 503,696.00 | \$ 483,273.00 | -4.05% |
| Package Rate/Student | \$ 71.97 | \$ 69.05 | -4.05% |
| Work Comp Premium | \$ 190,120.00 | \$ 225,744.00 | 18.74% |
| WC Rate | 0.95% | 0.94% | -1.05% |
| Total Cost: | \$ 693,816.00 | \$ 709,017.00 | 2.19% |



Premium Summary / Comparison

| Line of Business | CharterSAFE 20-21 | CharterSAFE 21-22 | Alternatives |
|--|----------------------|----------------------|----------------------|
| Commercial Property | Included | Included | \$ 2,537.00 |
| Commercial Auto | Included | Included | \$ 1,390.00 |
| Commercial Crime | Included | Included | \$ 2,190.81 |
| General Liability | Included | Included | \$ 83,930.00 |
| Educators Legal Liability (E&O, D&O, EPLI) | Included | Included | \$ 75,992.00 |
| Fiduciary Liability | Included | Included | \$ 746.12 |
| Excess Liability(\$10m) | Included | Included | \$ 115,000.00 |
| Excess Liability (\$15m x \$10m) | Included | Included | \$ 45,000.00 |
| Cyber Liability | Included | Included | \$ 13,291.37 |
| Student Accident | Included | Included | \$ 18,635.40 |
| Workplace Violence | Included | Included | \$ - |
| Pollution Liability | Included | Included | \$ - |
| Total: | \$ 503,696.00 | \$ 483,273.00 | \$ 358,712.70 |
| Workers Compensation | \$ 190,120.00 | \$ 225,744.00 | \$ 237,084.74 |
| COVID Rebate: | N/A | \$ (9,207.00) | N/A |
| Total Annual Premium: | \$ 693,816.00 | \$ 699,810.00 | \$ 595,797.44 |

BLUE RIDGE ACADEMY
BOARD RESOLUTION 2021-4

I. Adoption of Blue Ridge Academy Approving Stipend Expense for Travel, Internet and Phone

WHEREAS, Directors may be reimbursed by the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director, and

WHEREAS, Directors are incurring ongoing expenses for equipment, internet services and software, as well as travel expenses, to prepare for and participate in meetings of the Board; and

WHEREAS, the Directors have determined that the reasonable cost of such expenses is approximately \$200 for each Board meeting attended;

NOW, THEREFORE BE IT RESOLVED:

1. Each Director shall be entitled to a stipend of \$200 for each Board meeting attended.
2. Each Directors shall maintain such records as he or she deems proper to substantiate such costs.

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Blue Ridge Academy a California nonprofit public benefit corporation, County of _____, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Blue Ridge Academy which was duly and regularly held on _____, 2021, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand on _____, 2021.

Secretary of the Board of Directors of
Blue Ridge Academy

School Board Member Stipends

California Legislative Code 35120 States:

“(5) In a school district in which the average daily attendance for the prior school year was 10,000 or less, but more than 1,000, each member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the member’s services a sum not to exceed two hundred forty dollars (\$240) in any month.”



Subject: Board Stipends

Effective Date: September 13, 2018

Approved By: Board of Directors

Policy: 7001.1

REGULAR MEETINGS:

A stipend of \$500 per meeting will be paid to each Board Director who attends a Board meeting in person. The stipend is provided to cover travel and related expenses for each Board meeting.

If a Board Director does not attend the Board meeting in person, s/he is not eligible to receive the stipend.

COMMITTEES:

A stipend of \$500 per Board committee meeting will be paid to each Board Director who attends a Board committee meeting in person. The stipend is provided to cover travel and related expenses for each Board committee meeting.

The Board subcommittee will be required to notify the office of the Superintendent upon completion of the board committee meeting and to submit meeting notes for the stipend payment to be processed.

If a Board Director does not attend the Board committee in person, s/he is not eligible to receive the stipend.

Per Article VII, Section 13 of the Corporation's bylaws, this compensation is considered just and reasonable.



IRS issues standard mileage rates for 2021

IR-2020-279, December 22, 2020

WASHINGTON — The Internal Revenue Service today issued the 2021 optional standard mileage rates used to calculate the deductible costs of operating an automobile for business, charitable, medical or moving purposes.

Beginning on January 1, 2021, the standard mileage rates for the use of a car (also vans, pickups or panel trucks) will be:

- 56 cents per mile driven for business use, down 1.5 cents from the rate for 2020,
- 16 cents per mile driven for medical, or moving purposes for qualified active duty members of the Armed Forces, down 1 cent from the rate for 2020, and
- 14 cents per mile driven in service of charitable organizations, the rate is set by statute and remains unchanged from 2020.

The standard mileage rate for business use is based on an annual study of the fixed and variable costs of operating an automobile. The rate for medical and moving purposes is based on the variable costs.

It is important to note that under the [Tax Cuts and Jobs Act](#), taxpayers cannot claim a miscellaneous itemized deduction for unreimbursed employee travel expenses. Taxpayers also cannot claim a deduction for moving expenses, unless they are members of the Armed Forces on active duty moving under orders to a permanent change of station. For more details see [Moving Expenses for Members of the Armed Forces](#).

Taxpayers always have the option of calculating the [actual costs](#) of using their vehicle rather than using the standard mileage rates.

Taxpayers can use the standard mileage rate but must opt to use it in the first year the car is available for [business use](#). Then, in later years, they can choose either the standard mileage rate or actual expenses. Leased vehicles must use the standard mileage rate method for the entire lease period (including renewals) if the standard mileage rate is chosen.

[Notice 2021-02](#) [PDF](#), contains the optional 2021 standard mileage rates, as well as the maximum automobile cost used to calculate the allowance under a fixed and variable rate (FAVR) plan. In addition, the notice provides the maximum fair market value of employer-provided automobiles first made available to employees for personal use in calendar year 2021 for which employers may use the fleet-average valuation rule in or the vehicle cents-per-mile valuation rule.

Page Last Reviewed or Updated: 22-Dec-2020