



Blue Ridge Academy

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

Regular Scheduled Board Meeting February 24, 2026 – 6:00 pm 625 West Covina Blvd. San Dimas, CA 91773

*Teleconference Available to the Public: <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
5. Consent Agenda – Items for Consideration
 - a) 1-27-26 Board Minutes
 - b) Invoices over \$100,000
6. 2026-2027 LCAP Mid-Year Report
7. Discussion and Potential Action on the 2026-2027 Comprehensive School Safety Plan
8. Discussion and Potential Action on the Next Regular Scheduled Board Meeting
9. Board of Directors' Requests
10. Adjournment



Blue Ridge Academy

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

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. 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)).

✦ Blue Ridge Academy ✦

Executive Director's Report

February 18, 2026



Enrollment Trends

Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12
2024-25	7,657	384	702	737	723	762	719	709	721	620	597	0	284	258	228	213
2023-24	6,931	264	584	646	683	715	679	670	603	613	456	0	316	262	248	192
2022-23	6,751	N/A	785	646	665	691	669	622	601	495	504	0	315	279	244	235
2021-22	6,547	N/A	665	630	674	662	605	600	537	538	485	0	341	307	290	213
2020-21	6,967	N/A	746	707	692	635	640	625	613	582	544	0	374	331	277	201
2019-20	7,098	N/A	920	682	628	635	628	625	598	615	537	0	359	321	248	302
2018-19	3,599	N/A	485	393	360	360	302	324	311	294	254	0	174	149	115	78
2017-18	4,127	N/A	654	429	432	361	361	380	379	339	316	0	159	140	100	77
2016-17	1,598	N/A	236	178	147	153	148	160	145	155	103	0	52	45	35	41



Enrollment Trends

Academic Year	Total	Grade TK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12
2024-25	7,657	5.0%	9.2%	9.6%	9.4%	10.0%	9.4%	9.3%	9.4%	8.1%	7.8%	0.0%	3.7%	3.4%	3.0%	2.8%
2023-24	6,931	3.8%	8.4%	9.3%	9.9%	10.3%	9.8%	9.7%	8.7%	8.8%	6.6%	0.0%	4.6%	3.8%	3.6%	2.8%
2022-23	6,751	N/A	11.6%	9.6%	9.9%	10.2%	9.9%	9.2%	8.9%	7.3%	7.5%	0.0%	4.7%	4.1%	3.6%	3.5%
2021-22	6,547	N/A	10.2%	9.6%	10.3%	10.1%	9.2%	9.2%	8.2%	8.2%	7.4%	0.0%	5.2%	4.7%	4.4%	3.3%
2020-21	6,967	N/A	10.7%	10.1%	9.9%	9.1%	9.2%	9.0%	8.8%	8.4%	7.8%	0.0%	5.4%	4.8%	4.0%	2.9%
2019-20	7,098	N/A	13.0%	9.6%	8.8%	8.9%	8.8%	8.8%	8.4%	8.7%	7.6%	0.0%	5.1%	4.5%	3.5%	4.3%
2018-19	3,599	N/A	13.5%	10.9%	10.0%	10.0%	8.4%	9.0%	8.6%	8.2%	7.1%	0.0%	4.8%	4.1%	3.2%	2.2%
2017-18	4,127	N/A	15.8%	10.4%	10.5%	8.7%	8.7%	9.2%	9.2%	8.2%	7.7%	0.0%	3.9%	3.4%	2.4%	1.9%
2016-17	1,598	N/A	14.8%	11.1%	9.2%	9.6%	9.3%	10.0%	9.1%	9.7%	6.4%	0.0%	3.3%	2.8%	2.2%	2.6%





Enrollment Trends

As students progress through grades, a number of changes occur that may lead families to end their homeschooling journey and seek other pathways:

- Subject matter is more challenging to manage as a learning coach
- Increased rigor in middle school and high school
- Parents may choose homeschool specifically for the younger grades to help them adapt to education & learning at a different pace or different goals
- A desire for more opportunities that independent study cannot provide (sports, clubs, student cohorts, etc.)
- Some believe a particular school environment will look good on college applications
- Students may decide they want a more traditional school experience





2025-26 Enrollment Patterns: Middle to High School Transition (YTD)

Key Data Points

- Grade 8: 242 withdrawals
 - Majority transferring to CA public high schools
 - 51 transferring to private schools
- Grades 9-11: 139 total withdrawals
 - Predominantly private school/PSA transfers
- Grade 12: 22 withdrawals
 - 14 Private school/PSA transfers
 - 8 Out-of State relocations

The largest enrollment shift occurs at the 8th-to-9th grade transition, with most students moving into traditional public high school settings. High school withdrawals are significantly lower overall and primarily reflect private school/PSA transfers.





What the Data Suggests 2025-26 (YTD)

- Many families appear to utilize independent study through middle school before transitioning to traditional high school models
- Students who begin high school with us are more likely to remain enrolled
- When high school students withdraw (grades 9-11), the move is predominantly to private schools rather than public districts
- Grade 12 withdrawals include some geographic mobility, suggesting relocation rather than program-related factors





Cohort Graduation Rates

<u>Academic Year</u>	<u>Cohort Students</u>	<u>Regular HS Diploma Graduates</u>	<u>Cohort Graduation Rate</u>	<u>Graduates Meeting UC/CSU Requirements</u>	<u>Graduates Earning a Seal of Biliteracy</u>	<u>Graduates Earning a Golden State Seal Merit Diploma</u>	<u>Graduates Receiving a Local Requirements Exemption</u>
2024-25	234	218	93.2%	90	5	99	0
2023-24	218	201	92.2%	67	0	85	0
2022-23	294	247	84.0%	85	3	95	N/A
2021-22	309	218	70.6%	59	1	98	N/A
2020-21	242	206	85.1%	5	1	66	N/A
2019-20	298	257	86.2%	41	0	79	N/A
2018-19	86	75	87.2%	4	0	9	N/A
2017-18	64	49	76.6%	0	0	8	N/A
2016-17	37	16	43.2%	0	0	0	N/A



College-Going Rates

Academic Year	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
2022-23	258	110	42.6%	36.8%	5.8%	57.4%
2021-22	236	107	45.3%	40.7%	4.7%	54.7%
2020-21	219	95	43.4%	37.0%	6.4%	56.6%
2019-20	304	129	42.4%	40.5%	2.0%	57.6%
2018-19	85	32	37.6%	36.5%	1.2%	62.4%
2017-18	77	32	41.6%	39.0%	2.6%	58.4%
2016-17	23	6	26.1%	21.7%	4.3%	73.9%





Blue Ridge Academy

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

Regular Scheduled Board Meeting
January 27, 20206 – 6:00 pm
625 West Covina Blvd., San Dimas, CA 91773

Attendance: Arlene Nelson, Nicole Zolfo, Sari Medina, Matt Phillips, May Hampton
Absent: None

Also Present: Samantha Haynes, Amanda Panting, Dr. Loretta Burns (teleconference), Jim Surmeian of Charter Impact

1. Call to Order

Arlene Nelson called the meeting to order at 6:01 pm.

2. Approval of the Agenda

The Board motioned to approve the Agenda.

Motion: Nicole Zolfo

Second: May Hampton

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

3. Public Comments

None.

4. Executive Director's Report

The Board was presented with a report by the Executive Director and the Director of Special Education. No action was taken.

5. Consent Agenda – Items for Consideration

a) 1-13-26 Board Minutes

b) Invoices over \$100,000

The Board motioned to approve the Consent Agenda – Items for Consideration.

Motion: Sari Medina

Second: Matt Phillips

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye



Blue Ridge Academy

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

6. Discussion and Potential Action on the December Financials

The Board motioned to approve the December Financials.

Motion: May Hampton

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

7. Discussion and Potential Action on the 2024 – 2025 Audit Report

The Board motioned to approve the 2024 – 2025 Audit Report.

Motion: Sari Medina

Second: Nicole Zolfo

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

8. Discussion and Potential Action on the Conflict of Interest Policy

The Board motioned to approve the Conflict of Interest Policy.

Motion: May Hampton

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

9. Discussion and Potential Action on the School Accountability Report Card (SARC)

The Board motioned to approve the School Accountability Report Card (SARC)

Motion: Nicole Zolfo

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye



Blue Ridge Academy

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

10. Discussion and Potential Action on the Executive Director Contract, Salary, Fringe Benefits, Health / Retirement Benefits, Vacation and Sick Pay

The Board motioned to approve the Executive Director Contract, Salary, Fringe Benefits, Health / Retirement Benefits, Vacation and Sick Pay as outlined in the Executive Director Contract in the Board packet.

Motion: Sari Medina

Second: Nicole Zolfo

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Abstain

11. Discussion and Potential Action on the Next Regular Scheduled Board Meeting

The Board motioned to approve the Next Regular Scheduled Board Meeting on February 24, 2026 at 6:00 pm.

Motion: Sari Medina

Second: Nicole Zolfo

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

12. Board of Directors' Requests

- The Board requested information on High School retention and enrollment

13. Adjournment

The Board motioned to adjourn the meeting at 6:43 pm.

Motion: May Hampton

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye



Blue Ridge Academy

955 Stanislaus Street, Maricopa, CA 93252

Ph (661) 525-1178 | Fax (661) 465-4544

Prepared by:
Amanda Panting

Noted by:

Board Secretary



P.O. Box 629028
 EL Dorado Hills, CA 95762-9028

BLUE RIDGE ACADEMY
 Consolidated Billing ID: 6537559739
 Statement ID: 653755986270
 February 2026

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

BLUE RIDGE ACADEMY
 Nikki Kohlenbeder
 955 STANISLAUS ST
 MARICOPA, CA 93252-9779

Any activity processed after 01/15/2026 will appear on your next bill.

Summary of Amount Due

Previous Balance	\$147,633.69
Payments	\$-147,633.69
Balance	\$0.00
Current Activity	\$146,221.58
Retro Activity	\$-4,236.33
Total Current Charges	\$141,985.25

Total Amount Due **\$141,985.25**

(Includes past due and current charges)

Due Before **02/01/2026**

You're signed up for autopay. Your account ending in 3220 will be charged \$141,985.25, on 01/28/2026.

Accounts included in this bill

Group ID	Region	Bill Group ID	Bill Group Name	Total Active Member Count	Total Charges
234945	SCR	0000	BLUE RIDGE ACADEMY	447	\$141,985.25
234945	SCR	7000	BLUE RIDGE ACADEMY COBRA	0	\$0.00

Any activity processed after 01/15/2026 will appear on your next bill.

Payment Summary for Consolidated Billing ID 6537559739

Group ID	Date posted	Payment type	Reference number	Payment amount	Bill Group ID applied	Amount applied
234945	12/28/2025	ACH	5699801	\$147,633.69	0000	\$-147,633.69
Total amount paid						\$-147,633.69

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.

Coverage Type		Status		Activity	
E	Employee Only	A	Active	TRM	Retroactive Termination
ES	Employee and Spouse	R	Retiree	ADD	Retroactive Addition
ESD	Employee, Spouse and Dependent(s)	C	Cobra	CHG	Retroactive Change
ED	Employee and Dependent(s)	T	Terminated	LEP	Medicare Late Enrollment Penalty
				LIS	Medicare Low Income Subsidy

Medical Plan Legend					
Code	Description	Code	Description	Code	Description
ACCU	Acupuncture	FIT	Fitness	POS	Point of Service
BZ	Bronze	GD	Gold	PPO	Preferred Provider Organization
BZS	Bronze HSA	GDR	Gold HRA	PT	Platinum
CAT	Catastrophic	HMO	Health Maintenance Organization	SL	Silver
CHAC	Chiropractic and Acupuncture	HMO PLUS	Health Maintenance Organization Plus	SL&FIT	Silver & Fit
CHIRO	Chiropractic	HRA	Health Reimbursement Arrangement	SLS	Silver HSA
DEPO	Deductible EPO	HSA	Health Savings Account	SRADV	Senior Advantage
DHMO	Deductible HMO	MEDICAL	Medical	SRADDHMO	Senior Advantage DHMO
DENTAL	Dental	MSPSRADV	Medicare Secondary Payer Senior Advantage	VISION	Vision
EPO	Exclusive Provider Organization	OOA	Out of Area		

Current Activity Summary

Includes membership activity and rate changes processed from 02/01/2026 – 02/28/2026

**Membership Summary by Contract Option for Group ID 234945 Bill Group ID 0000 Bill Group Name – BLUE RIDGE
 ACADEMY-HIGH COPAY HMO SCR**

Coverage Tier	Total Subscribers	Total Members	Total Current Activity
EMPLOYEE	62	62	\$28,242.24
EMPLOYEE+SPOUSE	7	14	\$7,014.98
EMPLOYEE+DEPENDENTS	32	100	\$26,237.76
EMPLOYEE+SPOUSE+DEPENDENTS	60	271	\$84,726.60
Totals	161	447	\$146,221.58

Total Current Dues for All Contract Options	\$146,221.58
--	---------------------

Any activity processed after 01/15/2026 will appear on your next bill.

About Your Bill

Your health plan is billing you for the cost of your health coverage. You must pay all amounts listed in this bill by the due date. If you do not pay this amount by the due date, your health coverage can be cancelled. You will receive a grace period before your plan can cancel your coverage for not paying the amount due. You can file a complaint with your plan and with the California Department of Managed Health Care if you think there is a mistake. Learn more about your health care rights and responsibilities in your plan Evidence of Coverage.

Send Payments to:

Kaiser Foundation Health Plan Inc
P.O. Box 741562
Los Angeles, CA 90074-1562

Eligibility Changes

To make eligibility changes for employees and dependents, visit business.kp.org right away so they show up on your next bill.

Please note that we can't process any changes you send with payment

Questions about your bill?

Call 1-800-731-4661, Monday through Friday, 8:00 a.m. to 5:00 p.m. Pacific Standard time. Please have your customer number and billing account number ready when you call.

You can also visit business.kp.org to:

- Make eligibility changes
- View a detailed, downloadable Excel version of your bill
- Pay your bill
- Sign up for paperless billing
- Request health plan ID cards



Any activity processed after 01/15/2026 will appear on your next bill.

You have a few simple and easy ways to pay your bill

Pay online

Go to business.kp.org to make a one-time payment or schedule monthly payments directly from your bank account.

Pay by automated clearing house (ACH)

Go to business.kp.org to learn more about making convenient bank-to-bank payments.

Pay by mail

Use the form below to pay by check in the envelope provided. Checks that lack funds or can't be cashed aren't considered payment and will result in a nonsufficient funds fee.

We appreciate your business.

Provide billing account number(s) on check and make it payable to: KAISER FOUNDATION HEALTH PLAN

(RETURN THIS PORTION WITH YOUR PAYMENT)

BLUE RIDGE ACADEMY
Nikki Kohlenbeder
955 STANISLAUS ST
MARICOPA, CA 93252-9779

Kaiser Foundation Health Plan Inc
P.O. Box 741562
Los Angeles, CA 90074-1562

Consolidated Billing ID 6537559739

REMITTANCE ADVICE FOR February 2026

Please pay this Amount: \$141,985.25
AMOUNT PAID: \$ _____
Due Date: 02/01/2026

BLUE RIDGE ACADEMY
 ACCOUNTS PAYABLE
 625 W. COVINA BLVD
 SAN DIMAS CA 91773

Summary

Account Number: W00712861000
 Invoice Number: 260220034945

Bill Date:	01/22/26
Billing Period:	02/01/26-02/28/26
Due Date-Please pay within 15 days.:	02/01/26
Previous Amount Due:	\$ 358,136.40
Payments - thank you:	-358,136.40
Balance:	0.00
Current Charges:	355,719.89
Retroactive Adjustments:	-5,558.65
Net Credits/Debits	0.00
Total Amount Due:	\$ 350,161.24

This is not a bill or a request for payment.
Your bill will be sent via US mail, please refer to that document for all charges and information regarding making payments.

Product Summary

Contract Type	Subscriber Count	Current Charges	Adjustments	Total
Full PPO Savings Embedded Deductible 5500 with Value Formulary- Blue Shield of California				
Subscriber	32	28,246.40	0.00	\$28,246.40
Subscriber & Spouse	7	14,298.62	0.00	\$14,298.62
Subscriber & Dependent(s)	27	37,746.50	-4,085.50	\$33,661.00
Family	38	97,874.32	0.00	\$97,874.32
Total		\$178,165.84	-\$4085.50	\$174,080.34
Local Access+ HMO (R) Facility Deductible 40-40%/2000- Blue Shield of California				
Subscriber	37	32,062.72	0.00	\$32,062.72
Subscriber & Spouse	6	11,958.00	0.00	\$11,958.00
Subscriber & Dependent(s)	20	27,989.85	-1,473.15	\$26,516.70
Family	42	105,543.48	0.00	\$105,543.48
Total		\$177,554.05	-\$1473.15	\$176,080.90
Total		\$355,719.89	-\$5,558.65	\$350,161.24

Membership Summary

Total Current Adjustments		Contract Counts	
Net Change Subscribers	-1	Total Subscriber only	69
Net Change Members	-4	Total Subscriber and 1 dep	27
Total Subscribers	206	Total Subscriber and 2+ dep	110
Total Members	360		

Blue Ridge Academy Billing

For Period Beginning 03/01/2026

SUMMARY OF BILLING FOR PERIOD

Prior Balance \$280,027.67

Client Payments -\$28,272.86

\$0.00

Remit to: Nonstop Administration & Insurance Services, Inc.
 1800 Sutter Street, Suite 730
 Concord, CA 94520

Due Date: Upon Receipt

New Premium Billed

Row Labels	Values							
	Sum of Admin	Sum of NSW	ConsultingFee	AltcareRider	OtherRider	Broker Fees	Reserve	Total
medical								
active	\$3,670.00	\$14,680.00	\$0.00	\$1,835.00	\$0.00	\$2,650.00	\$118,632.95	\$141,467.95
Sub Total (Current)	\$3,670.00	\$14,680.00	\$0.00	\$1,835.00	\$0.00	\$2,650.00	\$118,632.95	\$141,467.95

Adjustments

Row Labels	Values							
	Sum of Admin	Sum of NSW	Sum of ConsultingFee	Sum of AltcareRider	Otherrider	Broker Fees	Reserve	Total
active								
medical	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,734.18	\$1,734.18
Sub Total (Adjustments)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,734.18	\$1,734.18

TOTAL COMPONENTS & ADJUSTMENT \$143,202.13

TOTAL - CURRENT BILLING PERIOD \$143,202.13

TOTAL DUE NOW \$394,956.94

BILLING - Current Period

TerminationDate	(All)
Carrier	(All)
Type	(All)

PlanName	PlanFI	Enrollments EE & Deps Total		
2025/2026-Blue Ridge Academy-Blue Shield Local Access HMO-NSH	Employee + Spouse	6	12	1553.28
	Employee Only	37	37	5866.72
	Employee + Family	42	178	15885.24
	Employee + Child(ren)	18	58	4310.1
2025/2026-Blue Ridge Academy-Blue Shield Local Access HMO-NSH Total		103	285	27615.34
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH	Employee + Spouse	7	14	3382.26
	Employee Only	33	39	8632.8
	Employee + Family	38	155	27116.8
	Employee + Child(ren)	23	70	9949.57
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH Total		101	278	49081.43
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000	Employee + Spouse	7	14	2787.61
	Employee Only	64	64	14514.56
	Employee + Family	59	265	35139.22
	Employee + Child(ren)	33	105	12329.79
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000 Total		163	448	64771.18
Grand Total		367	1011	141467.95

BILLING - Adjustments

Adj Type	Adjust Period	Total
credit	02/01/2026	-874.68
	01/01/2026	-874.68
debit	02/01/2026	1741.77
	01/01/2026	1741.77
Grand Total		1734.18

Blue Ridge Academy Billing

For Period Beginning 03/01/2026

New Premium Billed

Row Labels	Values		
	Sum of Adjusted Premium	Hyde Amendment services	reserve Total
medical			
active	\$141,467.95	\$0.00	\$141,467.95
Sub Total (Current)	\$141,467.95	\$0.00	\$141,467.95

Adjustments

Row Labels	Values		
	Sum of Adjusted Premium	Hyde Amendment services	reserve Total
active			
medical	\$1,734.18	\$0.00	\$1,734.18
Sub Total (Adjustments)	\$1,734.18	\$0.00	\$1,734.18

Blue Ridge Academy Billing

For Period Beginning 03/01/2026

SUMMARY OF BILLING FOR PERIOD

Prior Balance \$280,027.67

Client Payments -\$28,272.86

\$0.00

Remit to: **Nonstop Administration & Insurance Services, Inc.**
 1800 Sutter Street, Suite 730
 Concord, CA 94520

Due Date: Upon Receipt

New Premium Billed

Row Labels	Values Sum of Admin	Sum of NSW	ConsultingFee	AltcareRider	OtherRider	Broker Fees	Reserve	Total
medical								
active	\$3,670.00	\$14,680.00	\$0.00	\$1,835.00	\$0.00	\$2,650.00	\$118,632.95	\$141,467.95
Sub Total (Current)	\$3,670.00	\$14,680.00	\$0.00	\$1,835.00	\$0.00	\$2,650.00	\$118,632.95	\$141,467.95

Adjustments

Row Labels	Values Sum of Admin	Sum of NSW	Sum of ConsultingFee	Sum of AltcareRider	Otherrider	Broker Fees	Reserve	Total
active								
medical	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,734.18	\$1,734.18
Sub Total (Adjustments)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,734.18	\$1,734.18

TOTAL COMPONENTS & ADJUSTMENT \$143,202.13

TOTAL - CURRENT BILLING PERIOD \$143,202.13

TOTAL DUE NOW **\$394,956.94**

BILLING - Current Period

TerminationDate	(All)
Carrier	(All)
Type	(All)

PlanName	PlanFI	Enrollments	EE & Deps	Total
2025/2026-Blue Ridge Academy-Blue Shield Local Access HMO-NSH	Employee + Spouse	6	12	1553.28
	Employee Only	37	37	5866.72
	Employee + Family	42	178	15885.24
	Employee + Child(ren)	18	58	4310.1
2025/2026-Blue Ridge Academy-Blue Shield Local Access HMO-NSH Total		103	285	27615.34
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH	Employee + Spouse	7	14	3382.26
	Employee Only	33	39	8632.8
	Employee + Family	38	155	27116.8
	Employee + Child(ren)	23	70	9949.57
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH Total		101	278	49081.43
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000	Employee + Spouse	7	14	2787.61
	Employee Only	64	64	14514.56
	Employee + Family	59	265	35139.22
	Employee + Child(ren)	33	105	12329.79
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000 Total		163	448	64771.18
Grand Total		367	1011	141467.95

BILLING - Adjustments

Adj Type	Adjust Period	Total
credit	02/01/2026	-874.68
	01/01/2026	-874.68
debit	02/01/2026	1741.77
	01/01/2026	1741.77
Grand Total		1734.18

Blue Ridge Academy Billing

For Period Beginning 03/01/2026

New Premium Billed

Row Labels	Values		
	Sum of Adjusted Premium Hyde Amendment services reserve Total		
medical			
active	\$141,467.95	\$0.00	\$141,467.95
Sub Total (Current)	\$141,467.95	\$0.00	\$141,467.95

Adjustments

Row Labels	Values		
	Sum of Adjusted Premium Hyde Amendment services reserve Total		
active			
medical	\$1,734.18	\$0.00	\$1,734.18
Sub Total (Adjustments)	\$1,734.18	\$0.00	\$1,734.18



BRA
7810 =
\$26,605

INVOICE

BILLED TO: **Blue Ridge Academy**
 625 W. Corvina Blvd.
 San Dimas, CA, 91773, United States
 (661) 412-9363
 accounts payable@theblueridgeacademy.com
 Lisa Sophos
 lisa.sophos@theblueridgeacademy.com
 Raegan Gray
 raegan.gray@theblueridgeacademy.com

INVOICE NUMBER 25/26-SI-09
 SAGE REF NUMBER INV-2319
 INVOICE DATE December 15, 2025
 TERMS Upon Receipt
 FOR Fall 2025

#	First Name	Last Name	Course Name	Term	Certificate/Invoice Order	UNIT PRICE	DISCOUNT	AMOUNT
1			Online Adventures: Grade 4 - Learning Experience 1	December	PF482669	\$550.00	\$	\$ 550.00
2			Online Adventures: Grade 6 - Learning Experience 1	December	PF482674	\$550.00	\$	\$ 550.00
3			Biology - Semester A	December	PF478638	\$395.00	\$	\$ 395.00
4			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF478638	\$395.00	\$	\$ 395.00
5			Advanced Placement Drawing Semester A	December	PF499842	\$430.00	\$	\$ 430.00
6			Biology - Semester A	December	PF482238	\$395.00	\$	\$ 395.00
7			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF482238	\$395.00	\$	\$ 395.00
8			Spanish 1 - Semester A	December	PF482238	\$395.00	\$	\$ 395.00
9			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF496179	\$395.00	\$	\$ 395.00
10			World History - Semester A	December	PF496179	\$395.00	\$	\$ 395.00
11			How Gods and Monsters Made the World	December	PF496535	\$185.00	\$	\$ 185.00
12			Pre-Algebra Part A: Let's Get to the Root of It!	December	PF496535	\$185.00	\$	\$ 185.00
13			Pre-Algebra Part B: Are You Functioning?	December	PF496535	\$185.00	\$	\$ 185.00
14			The Great Frontier: Tracing the Journey of Lewis and Clark	December	PF496535	\$185.00	\$	\$ 185.00
15			The Oregon Trail	December	PF496535	\$185.00	\$	\$ 185.00
16			Writing Rules! For 8th Grade	December	PF496535	\$185.00	\$	\$ 185.00
17			Algebra 1 - Semester A	December	PF493543	\$395.00	\$	\$ 395.00
18			Intro to Animation - Semester B	December	PF504748	\$395.00	\$	\$ 395.00
19			Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF493543	\$395.00	\$	\$ 395.00
20			Physical Science - Semester A	December	PF493543	\$395.00	\$	\$ 395.00
21			United States Government & Politics	December	PF493543	\$395.00	\$	\$ 395.00
22			Do You Like Green Eggs and Ham? Learning Figurative Language with Dr. Seuss	December	PF483779	\$185.00	\$	\$ 185.00
23			How Gods and Monsters Made the World	December	PF483776	\$185.00	\$	\$ 185.00
24			Magical Words	December	PF482995	\$185.00	\$	\$ 185.00
25			Vampires!	December	PF483774	\$185.00	\$	\$ 185.00
26			Women Warriors	December	PF483780	\$185.00	\$	\$ 185.00
27			Foundations in Visual Art - Semester A	December	PF483791	\$395.00	\$	\$ 395.00
28			Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF483793	\$395.00	\$	\$ 395.00
29			Online Adventures: Grade 6 - Learning Experience 1	December	PF488268	\$550.00	\$	\$ 550.00
30			Online Adventures: Grade 6 - Learning Experience 2	December	PF517378	\$550.00	\$	\$ 550.00
31			Online Adventures: Grade 7 - Learning Experience 1	December	PF482203	\$550.00	\$	\$ 550.00
32			Online Adventures: Grade 7 - Learning Experience 2	December	PF517373	\$550.00	\$	\$ 550.00
33			Online Adventures: Grade 2 - Learning Experience 2	December	PF522848	\$550.00	\$	\$ 550.00
34			Japanese 1 - Semester A	December	PF506645	\$395.00	\$	\$ 395.00
35			Online Adventures: Grade 6 - Learning Experience 2	December	PF522856	\$550.00	\$	\$ 550.00
36			Online Adventures: Grade 7 - Learning Experience 2	December	PF522862	\$550.00	\$	\$ 550.00
37			French 1 - Semester A	December	PF491478	\$395.00	\$	\$ 395.00
38			Online Adventures: Grade TK - Learning Experience 1	December	PF478876	\$550.00	\$	\$ 550.00
39			Math 6B: Express Yourself	December	PF516298	\$185.00	\$	\$ 185.00
40			The Making of a Hero: Myth and Adventure in The Odyssey	December	PF516297	\$185.00	\$	\$ 185.00
41			Consumer Math - Semester A	December	PF491466	\$395.00	\$	\$ 395.00
42			Foundations in Visual Art - Semester A	December	PF479953	\$395.00	\$	\$ 395.00
43			Anatomy and Physiology - Semester A	December	PF482691	\$395.00	\$	\$ 395.00
44			Introduction to Criminal Justice for Middle School	December	PF519512	\$185.00	\$	\$ 185.00
45			Math 6A: I'm Absolutely Positive	December	PF519512	\$185.00	\$	\$ 185.00
46			Storyteller's Roadmap	December	PF519512	\$185.00	\$	\$ 185.00
47			Earth Science - Semester A	December	PF492507	\$395.00	\$	\$ 395.00
48			Multicultural Literature (English 10) - Semester A	December	PF492507	\$395.00	\$	\$ 395.00
49			United States History - Semester A	December	PF492507	\$395.00	\$	\$ 395.00
50			Online Adventures: Grade 8 - Learning Experience 1	December	PF492502	\$550.00	\$	\$ 550.00
51			Spanish 2 - Semester A	December	PF497498	\$395.00	\$	\$ 395.00
52			Movie Magic: A History of Film - Semester B	December	PF481167	\$395.00	\$	\$ 395.00
53			Biology Honors - Semester A	December	PF493798	\$395.00	\$	\$ 395.00
54			Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF493798	\$395.00	\$	\$ 395.00
55			Algebra 1 - Semester A	December	PF478455	\$395.00	\$	\$ 395.00
56			Biology - Semester A	December	PF478455	\$395.00	\$	\$ 395.00
57			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF478455	\$395.00	\$	\$ 395.00
58			Spanish 1 - Semester A	December	PF478455	\$395.00	\$	\$ 395.00
59			Japanese 1 - Semester A	December	PF497696	\$395.00	\$	\$ 395.00
60			Earth Science - Semester A	December	PF478574	\$395.00	\$	\$ 395.00
61			Game Design 2 - Semester A	December	PF478581	\$395.00	\$	\$ 395.00
62			Japanese 3 - Semester A	December	PF478574	\$395.00	\$	\$ 395.00
63			Multicultural Literature (English 10) - Semester A	December	PF478574	\$395.00	\$	\$ 395.00
64			World History - Semester A	December	PF478574	\$395.00	\$	\$ 395.00
65			French 2 - Semester A	December	PF478323	\$395.00	\$	\$ 395.00
66			Online Adventures: Grade 4 - Learning Experience 1	December	PF493888	\$550.00	\$	\$ 550.00
67			Online Adventures: Grade 4 - Learning Experience 2	December	PF493888	\$550.00	\$	\$ 550.00
68			Consumer Math - Semester A	December	PF478451	\$395.00	\$	\$ 395.00
69			Spanish 3 - Semester A	December	PF482984	\$395.00	\$	\$ 395.00
70			Animation Capstone - Semester A	December	PF478859	\$395.00	\$	\$ 395.00
71			Bonjour! Je m'appelle: Middle School French A	December	PF522842	\$185.00	\$	\$ 185.00
72			Hola, me llamo: Middle School Spanish A	December	PF522842	\$185.00	\$	\$ 185.00
73			Youkoso - Intro to Japanese	December	PF522842	\$185.00	\$	\$ 185.00
74			American Literature (English 11) - Semester A	December	PF492076	\$395.00	\$	\$ 395.00
75			Economics	December	PF492076	\$395.00	\$	\$ 395.00
76			United States Government & Politics	December	PF492076	\$395.00	\$	\$ 395.00
77			Biology Honors - Semester A	December	PF506144	\$395.00	\$	\$ 395.00
78			Lights, Camera, Action!	December	PF493538	\$185.00	\$	\$ 185.00
79			Earth Science - Semester B	December	PF493881	\$395.00	\$	\$ 395.00
80			Game Design 2 - Semester A	December	PF493534	\$395.00	\$	\$ 395.00
81			Earth Science - Semester A	December	PF492689	\$395.00	\$	\$ 395.00
82			Culinary Arts 1 - Semester A	December	PF493544	\$395.00	\$	\$ 395.00
83			Japanese 3 - Semester B	December	PF482215	\$395.00	\$	\$ 395.00
84			Photography 1 - Semester A	December	PF482225	\$395.00	\$	\$ 395.00
85			Spanish 2 - Semester B	December	PF482211	\$395.00	\$	\$ 395.00
86			Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF478567	\$395.00	\$	\$ 395.00
87			Filmaking 3: Capstone - Semester A	December	PF480077	\$395.00	\$	\$ 395.00
88			Medical Terminology - Semester A	December	PF508128	\$395.00	\$	\$ 395.00
89			Spanish 2 - Semester A	December	PF488382	\$395.00	\$	\$ 395.00
90			World History - Semester A	December	PF488382	\$395.00	\$	\$ 395.00
91			Foundations in Visual Art - Semester A	December	PF495169	\$395.00	\$	\$ 395.00


92		Game Design 1 - Semester A	December	PF495179	\$ 395.00	\$ 395.00
93		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF493838	\$ 395.00	\$ 395.00
94		Algebra 2 Honors - Semester A	December	PF497266	\$ 395.00	\$ 395.00
95		Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF491393	\$ 395.00	\$ 395.00
96		Advanced Placement Human Geography - Semester A	December	PF491393	\$ 430.00	\$ 430.00
97		Biology - Semester A	December	PF491381	\$ 395.00	\$ 395.00
98		Biology - Semester A	December	PF491383	\$ 395.00	\$ 395.00
99		Geometry - Semester A	December	PF491381	\$ 395.00	\$ 395.00
100		Geometry - Semester A	December	PF491383	\$ 395.00	\$ 395.00
101		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF491381	\$ 395.00	\$ 395.00
102		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF491383	\$ 395.00	\$ 395.00
103		Medical Terminology - Semester A	December	PF493548	\$ 395.00	\$ 395.00
104		Medical Terminology - Semester A	December	PF493542	\$ 395.00	\$ 395.00
105		Spanish 2 - Semester A	December	PF491381	\$ 395.00	\$ 395.00
106		Spanish 2 - Semester A	December	PF491383	\$ 395.00	\$ 395.00
107		World History - Semester A	December	PF491381	\$ 395.00	\$ 395.00
108		World History - Semester A	December	PF491383	\$ 395.00	\$ 395.00
109		Who Discovered What?	December	PF516645	\$ 185.00	\$ 185.00
110		Earth Science - Semester A	December	PF493847	\$ 395.00	\$ 395.00
111		How Gods and Monsters Made the World	December	PF493954	\$ 185.00	\$ 185.00
112		Game Design 1 - Semester B	December	PF514774	\$ 395.00	\$ 395.00
113		Game Design 1 - Semester A	December	PF497963	\$ 395.00	\$ 395.00
114		American Literature (English 11) - Semester A	December	PF492494	\$ 395.00	\$ 395.00
115		Chemistry - Semester B	December	PF492494	\$ 395.00	\$ 395.00
116		Geometry - Semester B	December	PF492494	\$ 395.00	\$ 395.00
117		Spanish 1 - Semester B	December	PF492494	\$ 395.00	\$ 395.00
118		United States History - Semester A	December	PF492494	\$ 395.00	\$ 395.00
119		Animation Capstone - Semester A	December	PF478406	\$ 395.00	\$ 395.00
120		Writing for Stage and Screen: Film Academy - Semester A	December	PF482051	\$ 395.00	\$ 395.00
121		Writing for Stage and Screen: Film Academy - Semester B	December	PF482051	\$ 395.00	\$ 395.00
122		Online Adventures: Grade 3 - Learning Experience 1	December	PF493829	\$ 550.00	\$ 550.00
123		Online Adventures: Grade 3 - Learning Experience 2	December	PF517291	\$ 550.00	\$ 550.00
124		Online Adventures: Grade 3 - Learning Experience 1	December	PF491385	\$ 550.00	\$ 550.00
125		Online Adventures: Grade 3 - Learning Experience 2	December	PF491385	\$ 550.00	\$ 550.00
126		American Literature (English 11) - Semester A	December	PF481152	\$ 395.00	\$ 395.00
127		Chemistry - Semester A	December	PF481148	\$ 395.00	\$ 395.00
128		Japanese 3 - Semester A	December	PF481148	\$ 395.00	\$ 395.00
129		Japanese 3 - Semester B	December	PF481152	\$ 395.00	\$ 395.00
130		Multicultural Literature (English 10) - Semester A	December	PF481148	\$ 395.00	\$ 395.00
131		Physics - Semester A	December	PF481152	\$ 395.00	\$ 395.00
132		United States History - Semester A	December	PF481152	\$ 395.00	\$ 395.00
133		World History - Semester A	December	PF481148	\$ 395.00	\$ 395.00
134		Biology Honors - Semester A	December	PF496211	\$ 395.00	\$ 395.00
135		Advanced Placement Human Geography - Semester A	December	PF496214	\$ 430.00	\$ 430.00
136		Biology Honors - Semester A	December	PF483823	\$ 395.00	\$ 395.00
137		Foundations in Visual Art - Semester A	December	PF487456	\$ 395.00	\$ 395.00
138		Advanced Placement Human Geography - Semester A	December	PF498191	\$ 430.00	\$ 430.00
139		Advanced Placement Drawing Semester A	December	PF483828	\$ 430.00	\$ 430.00
140		Biology - Semester A	December	PF481556	\$ 395.00	\$ 395.00
141		Geometry - Semester A	December	PF481556	\$ 395.00	\$ 395.00
142		Intro to Animation - Semester A	December	PF490648	\$ 395.00	\$ 395.00
143		Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF481556	\$ 395.00	\$ 395.00
144		Intro to Animation - Semester B	December	PF496141	\$ 395.00	\$ 395.00
145		Multicultural Literature (English 10) - Semester A	December	PF478432	\$ 395.00	\$ 395.00
146		Theater 1: All the World's a Stage! - Semester A	December	PF478445	\$ 395.00	\$ 395.00
147		Yokoso - Intro to Japanese	December	PF492496	\$ 185.00	\$ 185.00
148		Consumer Math - Semester B	December	PF482659	\$ 395.00	\$ 395.00
149		Elementary French	December	PF521676	\$ 185.00	\$ 185.00
150		Hola, me llamo: Middle School Spanish A	December	PF491386	\$ 185.00	\$ 185.00
151		Hola, me llamo: Middle School Spanish B	December	PF521433	\$ 185.00	\$ 185.00
152		Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF493828	\$ 395.00	\$ 395.00
153		Foundations in Visual Art - Semester A	December	PF480864	\$ 395.00	\$ 395.00
154		The Master of Horror: Edgar Allan Poe	December	PF492495	\$ 185.00	\$ 185.00
155		Japanese 1 - Semester A	December	PF494084	\$ 395.00	\$ 395.00
156		Algebra 2 - Semester A	December	PF478778	\$ 395.00	\$ 395.00
157		Biology - Semester A	December	PF478778	\$ 395.00	\$ 395.00
158		Digital Illustration - Semester A	December	PF479937	\$ 395.00	\$ 395.00
159		Intro to Animation - Semester B	December	PF478792	\$ 395.00	\$ 395.00
160		Photography 1 - Semester A	December	PF478792	\$ 395.00	\$ 395.00
161		Spanish 1 - Semester A	December	PF478785	\$ 395.00	\$ 395.00
162		United States History - Semester A	December	PF478778	\$ 395.00	\$ 395.00
163		World History - Semester A	December	PF478785	\$ 395.00	\$ 395.00
164		Lights, Camera, Action!	December	PF480798	\$ 185.00	\$ 185.00
165		Algebra 2 Honors - Semester A	December	PF488309	\$ 395.00	\$ 395.00
166		Advanced Placement English Language and Composition - Semester A	December	PF488378	\$ 430.00	\$ 430.00
167		Biology - Semester A	December	PF491388	\$ 395.00	\$ 395.00
168		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF497517	\$ 395.00	\$ 395.00
169		Pre-Algebra - Semester A	December	PF491389	\$ 395.00	\$ 395.00
170		Online Adventures: Grade 2 - Learning Experience 1	December	PF493752	\$ 550.00	\$ 550.00
171		Ancient Civilization A: Mesopotamia, Egypt & Israel	December	PF493733	\$ 185.00	\$ 185.00
172		Ancient Civilization B: India & China	December	PF493733	\$ 185.00	\$ 185.00
173		Control Your Cell	December	PF493733	\$ 185.00	\$ 185.00
174		I'm Only Human	December	PF493733	\$ 185.00	\$ 185.00
175		Math 6A: I'm Absolutely Positive	December	PF493733	\$ 185.00	\$ 185.00
176		Math 6B: Express Yourself	December	PF493733	\$ 185.00	\$ 185.00
177		Treasure Island	December	PF493733	\$ 185.00	\$ 185.00
178		Writing Rules! For 7th Grade	December	PF493733	\$ 185.00	\$ 185.00
179		Biology - Semester B	December	PF493308	\$ 395.00	\$ 395.00
180		Geometry - Semester B	December	PF493316	\$ 395.00	\$ 395.00
181		Multicultural Literature (English 10) - Semester B	December	PF493308	\$ 395.00	\$ 395.00
182		World History - Semester B	December	PF493308	\$ 395.00	\$ 395.00
183		British Literature (English 12) - Semester A	December	PF492211	\$ 395.00	\$ 395.00
184		British Literature (English 12) - Semester A	December	PF495064	\$ 395.00	\$ 395.00
185		Sociology	December	PF495064	\$ 395.00	\$ 395.00
186		Advanced Placement Psychology - Semester A	December	PF495064	\$ 430.00	\$ 430.00
187		Movie Magic: A History of Film - Semester A	December	PF482247	\$ 395.00	\$ 395.00
188		How Gods and Monsters Made the World	December	PF520518	\$ 185.00	\$ 185.00
189		Online Adventures: Grade 3 - Learning Experience 1	December	PF480876	\$ 550.00	\$ 550.00
190		Online Adventures: Grade 3 - Learning Experience 2	December	PF480876	\$ 550.00	\$ 550.00
191		Coding Basics A: Building Blocks	December	PF487308	\$ 185.00	\$ 185.00
192		Game Design 1 - Semester A	December	PF510574	\$ 395.00	\$ 395.00
193		Algebra 2 Honors - Semester A	December	PF497277	\$ 395.00	\$ 395.00
194		Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF491394	\$ 395.00	\$ 395.00
195		Advanced Placement Human Geography - Semester A	December	PF491394	\$ 430.00	\$ 430.00
196		Control Your Cell	December	PF499681	\$ 185.00	\$ 185.00
197		Creature Creation	December	PF521811	\$ 185.00	\$ 185.00
198		From Colonies to Country	December	PF499681	\$ 185.00	\$ 185.00
199		Writing Rules! For 8th Grade	December	PF499681	\$ 185.00	\$ 185.00
200		British Literature (English 12) - Semester A	December	PF497462	\$ 395.00	\$ 395.00
201		Introduction to Art History - Semester A	December	PF497462	\$ 395.00	\$ 395.00
202		Mock Trial - Semester A	December	PF497462	\$ 395.00	\$ 395.00

B111.2

283		Spanish 4 - Semester A	December	PF497462	\$395.00	\$ 395.00
284		Chemistry Honors - Semester A	December	PF589936	\$395.00	\$ 395.00
285		Medical Terminology - Semester A	December	PF478878	\$395.00	\$ 395.00
286		World History - Semester A	December	PF478467	\$395.00	\$ 395.00
287		Lights, Camera, Action!	December	PF503501	\$185.00	\$ 185.00
288		Animation 2 - Semester A	December	PF479457	\$395.00	\$ 395.00
289		Online Adventures: Grade 8 - Learning Experience 1	December	PF491399	\$550.00	\$ 550.00
210		How Gods and Monsters Made the World	December	PF492263	\$185.00	\$ 185.00
211		The New Republic	December	PF503328	\$185.00	\$ 185.00
212		Algebra 1 Honors - Semester A	December	PF490785	\$395.00	\$ 395.00
213		Biology Honors - Semester A	December	PF490785	\$395.00	\$ 395.00
214		Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF490785	\$395.00	\$ 395.00
215		Spanish 1 - Semester A	December	PF490785	\$395.00	\$ 395.00
216		Movie Magic: A History of Film - Semester A	December	PF478814	\$395.00	\$ 395.00
217		Intro to Animation - Semester A	December	PF493532	\$395.00	\$ 395.00
218		Spanish 2 - Semester A	December	PF494048	\$395.00	\$ 395.00
219		United States Government & Politics	December	PF496861	\$395.00	\$ 395.00
220		How to Draw For Beginners	December	PF498806	\$185.00	\$ 185.00
221		Life Drawing for Beginners!	December	PF518045	\$185.00	\$ 185.00
222		Newton and Nature	December	PF514756	\$185.00	\$ 185.00
223		The Great Frontier: Tracing the Journey of Lewis and Clark	December	PF487867	\$185.00	\$ 185.00
224		The Nation Divides and Reunites	December	PF518040	\$185.00	\$ 185.00
225		What's the Matter	December	PF487867	\$185.00	\$ 185.00
226		Biology - Semester A	December	PF499669	\$395.00	\$ 395.00
227		Magical Words	December	PF498714	\$185.00	\$ 185.00
228		Online Adventures: Grade 2 - Learning Experience 1	December	PF491398	\$550.00	\$ 550.00
229		Online Adventures: Grade 2 - Learning Experience 2	December	PF491397	\$550.00	\$ 550.00
230		Online Adventures: Grade 4 - Learning Experience 1	December	PF491396	\$550.00	\$ 550.00
231		Online Adventures: Grade 4 - Learning Experience 2	December	PF491395	\$550.00	\$ 550.00
232		Chemistry - Semester A	December	PF492762	\$395.00	\$ 395.00
233		United States History - Semester A	December	PF478800	\$395.00	\$ 395.00
234		Video Production 1 - Semester A	December	PF478301	\$395.00	\$ 395.00
235		Naturalism	December	PF481558	\$395.00	\$ 395.00
236		American Literature (English 11) - Semester A	December	PF479978	\$395.00	\$ 395.00
237		Chemistry - Semester A	December	PF479978	\$395.00	\$ 395.00
238		Integrated Math III - Semester A	December	PF479978	\$395.00	\$ 395.00
239		Introduction to Art History - Semester A	December	PF479978	\$395.00	\$ 395.00
240		United States History - Semester A	December	PF479978	\$395.00	\$ 395.00
241		Algebra 1 - Semester A	December	PF493969	\$395.00	\$ 395.00
242		Biology - Semester A	December	PF493969	\$395.00	\$ 395.00
243		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF493969	\$395.00	\$ 395.00
244		Spanish 1 - Semester A	December	PF493969	\$395.00	\$ 395.00
245		Online Adventures: Grade 4 - Learning Experience 1	December	PF481578	\$550.00	\$ 550.00
246		Online Adventures: Grade 4 - Learning Experience 2	December	PF481578	\$550.00	\$ 550.00
247		Online Adventures: Grade 6 - Learning Experience 1	December	PF481580	\$550.00	\$ 550.00
248		Online Adventures: Grade 6 - Learning Experience 2	December	PF481579	\$550.00	\$ 550.00
249		Consumer Math - Semester A	December	PF488458	\$395.00	\$ 395.00
250		Child Development D: Equity and Diversity	December	PF513586	\$395.00	\$ 395.00
251		A Long Walk to Water	December	PF490011	\$185.00	\$ 185.00
252		Expert Engineers	December	PF490011	\$185.00	\$ 185.00
253		The Oregon Trail	December	PF490011	\$185.00	\$ 185.00
254		The Wild West	December	PF490011	\$185.00	\$ 185.00
255		What's the Matter	December	PF490011	\$185.00	\$ 185.00
256		Writing Rules! For 8th Grade	December	PF490011	\$185.00	\$ 185.00
257		British Literature (English 12) - Semester A	December	PF479554	\$395.00	\$ 395.00
258		United States Government & Politics	December	PF479554	\$395.00	\$ 395.00
259		French 1 - Semester A	December	PF479955	\$395.00	\$ 395.00
260		Japanese 3 - Semester A	December	PF483800	\$395.00	\$ 395.00
261		Introduction to Criminal Justice for Middle School	December	PF479982	\$185.00	\$ 185.00
262		Strange Happenings in Short Stories	December	PF479982	\$185.00	\$ 185.00
263		Culinary Arts 1 - Semester A	December	PF478821	\$395.00	\$ 395.00
264		Spanish 1 - Semester A	December	PF492414	\$395.00	\$ 395.00
265		Foundations in Visual Art - Semester B	December	PF491462	\$395.00	\$ 395.00
266		Movie Magic: A History of Film - Semester A	December	PF478934	\$395.00	\$ 395.00
267		Photography 1 - Semester A	December	PF493522	\$395.00	\$ 395.00
268		Online Adventures: Grade 6 - Learning Experience 1	December	PF492839	\$550.00	\$ 550.00
269		Online Adventures: Grade 6 - Learning Experience 2	December	PF528259	\$550.00	\$ 550.00
270		Creature Creation	December	PF496248	\$185.00	\$ 185.00
271		Hop on the Time Machine: Native Tribes of California	December	PF496248	\$185.00	\$ 185.00
272		Story Time	December	PF496248	\$185.00	\$ 185.00
273		Biology - Semester A	December	PF480848	\$395.00	\$ 395.00
274		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF480848	\$395.00	\$ 395.00
275		Mental and Behavioral Health - Semester A	December	PF480851	\$395.00	\$ 395.00
276		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF501539	\$395.00	\$ 395.00
277		Photography 1 - Semester A	December	PF486979	\$395.00	\$ 395.00
278		Japanese 1 - Semester A	December	PF478940	\$395.00	\$ 395.00
279		Online Adventures: Grade 8 - Learning Experience 1	December	PF494789	\$550.00	\$ 550.00
280		Online Adventures: Grade 8 - Learning Experience 2	December	PF510561	\$550.00	\$ 550.00
281		Biology - Semester A	December	PF483771	\$395.00	\$ 395.00
282		From Colonies to Country	December	PF483800	\$185.00	\$ 185.00
283		How Gods and Monsters Made the World	December	PF483800	\$185.00	\$ 185.00
284		The Master of Horror: Edgar Allan Poe	December	PF512219	\$185.00	\$ 185.00
285		The New Republic	December	PF512219	\$185.00	\$ 185.00
286		Biology Honors - Semester A	December	PF480064	\$395.00	\$ 395.00
287		Culinary Arts 1 - Semester A	December	PF492190	\$395.00	\$ 395.00
288		Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF480063	\$395.00	\$ 395.00
289		Advanced Placement Government and Politics - Semester A	December	PF491497	\$430.00	\$ 430.00
290		Advanced Placement Macroeconomics	December	PF495791	\$430.00	\$ 430.00
291		Extra, Extra, Read All About It!	December	PF500335	\$185.00	\$ 185.00
292		Multicultural Literature (English 10) - Semester A	December	PF479981	\$395.00	\$ 395.00
293		Physical Science - Semester A	December	PF479981	\$395.00	\$ 395.00
294		World History - Semester A	December	PF490304	\$395.00	\$ 395.00
295		Earth Science - Semester A	December	PF502711	\$395.00	\$ 395.00
296		Foundational English - Semester A	December	PF507943	\$395.00	\$ 395.00
297		Foundational Math - Semester A	December	PF502711	\$395.00	\$ 395.00
298		Spanish 1 - Semester A	December	PF502711	\$395.00	\$ 395.00
299		Biology - Semester A	December	PF493536	\$395.00	\$ 395.00
300		French 3 - Semester A	December	PF493536	\$395.00	\$ 395.00
301		Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF493536	\$395.00	\$ 395.00
302		World History - Semester A	December	PF493536	\$395.00	\$ 395.00
303		Middle School Photography	December	PF499861	\$185.00	\$ 185.00
304		Coding Basics A: Building Blocks	December	PF501909	\$185.00	\$ 185.00
305		Japanese 2 - Semester A	December	PF478537	\$395.00	\$ 395.00
306		Microbiology - Semester A	December	PF504795	\$395.00	\$ 395.00
307		Spanish 2 - Semester A	December	PF478936	\$395.00	\$ 395.00
308		Movie Magic: A History of Film - Semester A	December	PF512119	\$395.00	\$ 395.00
309		Japanese 1 - Semester A	December	PF482833	\$395.00	\$ 395.00
310		Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF493913	\$395.00	\$ 395.00
311		The Oregon Trail	December	PF520255	\$185.00	\$ 185.00
312		Hola, me llamo: Middle School Spanish B	December	PF493202	\$185.00	\$ 185.00
313		Math 6A: I'm Absolutely Positive	December	PF493134	\$185.00	\$ 185.00

314			Math 6B: Express Yourself	December	PF493134	\$185.00	\$ 185.00
315			Algebra 2 - Semester A	December	PF493112	\$395.00	\$ 395.00
316			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF491463	\$395.00	\$ 395.00
317			British Literature (English 12) - Semester A	December	PF492225	\$395.00	\$ 395.00
318			Chemistry - Semester A	December	PF492225	\$395.00	\$ 395.00
319			Physics - Semester A	December	PF492225	\$395.00	\$ 395.00
320			United States Government & Politics	December	PF492225	\$395.00	\$ 395.00
321			World History - Semester A	December	PF492225	\$395.00	\$ 395.00
322			Biology Honors - Semester A	December	PF496603	\$395.00	\$ 395.00
323			Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF496603	\$395.00	\$ 395.00
324			French 2 - Semester B	December	PF491392	\$395.00	\$ 395.00
325			French 3 - Semester A	December	PF492677	\$395.00	\$ 395.00
326			Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF491387	\$395.00	\$ 395.00
327			Algebra 2 Honors - Semester A	December	PF481144	\$395.00	\$ 395.00
328			Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF481144	\$395.00	\$ 395.00
329			Advanced Placement Environmental Science - Semester A	December	PF481144	\$430.00	\$ 430.00
330			Advanced Placement World History - Semester A	December	PF481144	\$430.00	\$ 430.00
331			Algebra 2 Honors - Semester A	December	PF497176	\$395.00	\$ 395.00
332			Algebra 2 Honors - Semester A	December	PF497287	\$395.00	\$ 395.00
333			Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF491390	\$395.00	\$ 395.00
334			Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF491391	\$395.00	\$ 395.00
335			Spanish 2 - Semester A	December	PF491390	\$395.00	\$ 395.00
336			Spanish 2 - Semester A	December	PF491391	\$395.00	\$ 395.00
337			Advanced Placement Human Geography - Semester A	December	PF491390	\$430.00	\$ 430.00
338			Advanced Placement Human Geography - Semester A	December	PF491391	\$430.00	\$ 430.00
339			Life Drawing for Beginners!	December	PF494787	\$185.00	\$ 185.00
340			French 1 - Semester A	December	PF478315	\$395.00	\$ 395.00
341			Foundations in Visual Art - Semester A	December	PF479997	\$395.00	\$ 395.00
342			Expert Engineers	December	PF480055	\$185.00	\$ 185.00
343			Medieval Times I	December	PF480055	\$185.00	\$ 185.00
344			Medieval Times II	December	PF504849	\$185.00	\$ 185.00
345			Newton and Nature	December	PF504849	\$185.00	\$ 185.00
346			Advanced Placement English Language and Composition - Semester A	December	PF488636	\$430.00	\$ 430.00
347			How to Draw For Beginners!	December	PF491376	\$185.00	\$ 185.00
348			Life Drawing for Beginners!	December	PF506133	\$185.00	\$ 185.00
349			World History - Semester B	December	PF498281	\$395.00	\$ 395.00
350			World History - Semester B	December	PF498294	\$395.00	\$ 395.00
351			Movie Magic: A History of Film - Semester A	December	PF502700	\$395.00	\$ 395.00
352			Movie Magic: A History of Film - Semester A	December	PF511588	\$395.00	\$ 395.00
353			British Literature (English 12) - Semester A	December	PF478417	\$395.00	\$ 395.00
354			United States Government & Politics	December	PF478417	\$395.00	\$ 395.00
355			Economics	December	PF483890	\$395.00	\$ 395.00
356			United States Government & Politics	December	PF483890	\$395.00	\$ 395.00
357			Spanish 2 - Semester A	December	PF491464	\$395.00	\$ 395.00
358			Advanced Placement English Literature and Composition - Semester A	December	PF493535	\$430.00	\$ 430.00
359			Biology - Semester A	December	PF492163	\$395.00	\$ 395.00
360			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF492163	\$395.00	\$ 395.00
361			World History - Semester A	December	PF492163	\$395.00	\$ 395.00
362			Online Adventures: Grade 7 - Learning Experience 1	December	PF493983	\$550.00	\$ 550.00
363			Online Adventures: Grade 7 - Learning Experience 2	December	PF493983	\$550.00	\$ 550.00
364			A Picture is Worth a Thousand Words	December	PF501876	\$185.00	\$ 185.00
365			Discover The Story of You	December	PF519386	\$185.00	\$ 185.00
366			Gold! Gold! We Found Gold!	December	PF519386	\$185.00	\$ 185.00
367			How to Draw For Beginners!	December	PF482682	\$185.00	\$ 185.00
368			Life Drawing for Beginners!	December	PF517384	\$185.00	\$ 185.00
369			Digital Illustration - Semester A	December	PF479577	\$395.00	\$ 395.00
370			Chemistry - Semester A	December	PF501624	\$395.00	\$ 395.00
371			Spanish 2 - Semester A	December	PF497583	\$395.00	\$ 395.00
372			Chemistry Honors - Semester A	December	PF492742	\$395.00	\$ 395.00
373			Multicultural Literature (English 10) - Semester A	December	PF492497	\$395.00	\$ 395.00
374			Physics - Semester A	December	PF492497	\$395.00	\$ 395.00
375			World History - Semester A	December	PF492497	\$395.00	\$ 395.00
376			Advanced Placement English Language and Composition - Semester A	December	PF494873	\$430.00	\$ 430.00
377			Advanced Placement Government and Politics	December	PF492742	\$430.00	\$ 430.00
378			Advanced Placement Macroeconomics	December	PF499953	\$430.00	\$ 430.00
379			Math 7A: Be Rational	December	PF491467	\$185.00	\$ 185.00
380			Math 7B : Blown Out of Proportion	December	PF491467	\$185.00	\$ 185.00
381			Biology - Semester A	December	PF492452	\$395.00	\$ 395.00
382			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF492452	\$395.00	\$ 395.00
383			Pre-Algebra - Semester A	December	PF492452	\$395.00	\$ 395.00
384			Spanish 1 - Semester A	December	PF492452	\$395.00	\$ 395.00
385			Video Production 1 - Semester A	December	PF494781	\$395.00	\$ 395.00
386			Biology - Semester A	December	PF479540	\$395.00	\$ 395.00
387			Geometry - Semester A	December	PF479540	\$395.00	\$ 395.00
388			Multicultural Literature (English 10) - Semester A	December	PF479540	\$395.00	\$ 395.00
389			Spanish 2 - Semester A	December	PF479540	\$395.00	\$ 395.00
390			World History - Semester A	December	PF479540	\$395.00	\$ 395.00
391			Biology Honors - Semester A	December	PF478641	\$395.00	\$ 395.00
392			Geometry Honors - Semester A	December	PF478641	\$395.00	\$ 395.00
393			Introduction to Analysis and Critical Thinking (English 9 Honors) - Semester A	December	PF478641	\$395.00	\$ 395.00
394			Advanced Placement Macroeconomics A	December	PF478641	\$430.00	\$ 430.00
395			Animation 2 - Semester A	December	PF493520	\$395.00	\$ 395.00
396			Spanish 2 - Semester A	December	PF479544	\$395.00	\$ 395.00
397			French 2 - Semester A	December	PF487328	\$395.00	\$ 395.00
398			Geometry Honors - Semester A	December	PF514133	\$395.00	\$ 395.00
399			Honors British Literature (English 12) - Semester A	December	PF493188	\$395.00	\$ 395.00
400			Online Adventures: Grade 5 - Learning Experience 1	December	PF479966	\$550.00	\$ 550.00
401			Online Adventures: Grade 5 - Learning Experience 1	December	PF479969	\$550.00	\$ 550.00
402			Online Adventures: Grade 5 - Learning Experience 2	December	PF523023	\$550.00	\$ 550.00
403			Online Adventures: Grade 5 - Learning Experience 2	December	PF523029	\$550.00	\$ 550.00
404			How to Draw For Beginners!	December	PF478938	\$185.00	\$ 185.00
405			Life Drawing for Beginners!	December	PF517242	\$185.00	\$ 185.00
406			Earth Science - Semester A	December	PF478540	\$395.00	\$ 395.00
407			Intro to Animation - Semester A	December	PF478551	\$395.00	\$ 395.00
408			Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF478540	\$395.00	\$ 395.00
409			Spanish 2 - Semester A	December	PF478540	\$395.00	\$ 395.00
410			World History - Semester A	December	PF478540	\$395.00	\$ 395.00
411			Coding Basics A: Building Blocks	December	PF495321	\$185.00	\$ 185.00
412			Coding Basics B: Scratch	December	PF495321	\$185.00	\$ 185.00
413			Spanish 1 - Semester A	December	PF498785	\$395.00	\$ 395.00
414			British Literature (English 12) - Semester A	December	PF478666	\$395.00	\$ 395.00
415			United States Government & Politics	December	PF478666	\$395.00	\$ 395.00
416			CHiD Development Capstone - Semester A	December	PF481139	\$395.00	\$ 395.00
417			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF482655	\$395.00	\$ 395.00
418			Multicultural Literature Honors (English 10 Honors) - Semester A	December	PF480869	\$395.00	\$ 395.00
419			Biology - Semester A	December	PF480835	\$395.00	\$ 395.00
420			Introduction to Analysis and Critical Thinking (English 9) - Semester A	December	PF480835	\$395.00	\$ 395.00
421			Spanish 1 - Semester A	December	PF480835	\$395.00	\$ 395.00
422			Japanese 1 - Semester A	December	PF483887	\$395.00	\$ 395.00
423			Physics - Semester A	December	PF480844	\$395.00	\$ 395.00
424			Spanish 3 - Semester A	December	PF480843	\$395.00	\$ 395.00

B111 3



LCAP Mid-Year Review 2025–2026

**Blue Ridge Academy
Dr. Loretta Burns**





Goal One

Using a data-driven approach to increase Math & ELA performance scores for summative and formative assessments.

Goal One: Action Items

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Professional Development</p> <p>This action is directed towards the following identified student groups and address the identified state indicators: Students with Disabilities scored in the Low (Orange) level for the 2024 SBAC English Language Arts and Mathematics assessments; Socioeconomically Disadvantaged students improved and scored in the Medium (Yellow) level for the 2024 SBAC English Language Arts and Mathematics assessments; English Learners improved and performed at the Medium (Yellow) level for both subjects in the SBAC English Language Arts and Mathematics assessments.</p> <p>Provide monthly teacher training held by various departments that focus on providing quality support to families that emphasize a focus on enhancing student achievement, monitoring progress, and implementing best practices and strategies to increase outcomes for all students including students with disabilities and unduplicated students. The goal is to educate, build awareness, and train teachers and learning coaches on the effective best practices.</p> <p>Share student achievement levels and test participation with staff and parents to promote accountability among educational partners and enhance teacher effectiveness and instructional strategies for improving student outcomes.</p> <p>Continue to hold Professional Learning Communities where teachers share resources and ideas and collaborate to come up with strategies to address student engagement, student performance, and student well-being in their daily learning as well as synchronous instruction and live interaction with their teachers.</p> <p>See goal 1 priority 4a metric</p>	<p>No</p> <p>Yes</p>	Ongoing Implementation	See ongoing examples	<ul style="list-style-type: none"> - August All Staff Training - Communication & Collaboration - Creating Inclusive Environments - Related Services Training - IEP Development - IEP Facilitation - Admin Designee Responsibilities - IEP Special Situations - Interim Placement Form and 30 Day IEP Meetings - IEP Prep Process: Data collection and organization - Student services training - SEIS dashboard training - SEIS Service logs training - Lead teacher training - Assessment team training - SPED Training: SBAC Test prep and designated supports - Math 180 training - Required training - SPED The role of the HST within special education and supporting your student - SPED Training: CAA & SBAC Test Administration - GE PLC Presentation - New teacher trainings - Concurrent enrollment (HSSC) - Graduation/Promotion ceremonies info session - Report cards (HSSC) - Support with final grades 	\$500,000.00	\$1,923,591
<p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p>							
<p>Internal Notes - LCAP Monitoring</p> <p>LCAP notes and data analysis</p>							
<p>Internal Notes - LCFF Reviewer</p>							

Goal One: Action Items

1.2

<p>Parent Education and Resources</p> <p>Increase parent engagement and support families by understanding their roles and expectations for their students. This is done by holding regular parent information sessions to educate families on upcoming events, and school requirements, and sharing educational resources with regard to college and career readiness, standardized testing, and strategies supporting students at home.</p> <p>Maintain parent portal access containing resources from all departments including curriculum, academic expectations, and information on how to support student socio-emotional development. Ensure communication is consistent by sending monthly parent bulletin newsletters along with parent reminders for SELPA facilitated Community Advisory Committee (CAC) meetings which provides parent resources and support for students with disabilities.</p> <p>Continue to invite parents and students to be a part of various LCAP Advisory Groups to foster collaboration with all educational partners, provide opportunities to collect and gather feedback, and utilize the feedback to inform better decision-making.</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> -</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/></p>	<p>Ongoing Implementati</p>	<p>See ongoing event examples</p>	<p>Ongoing E3 Summit, parent information events, Special Education parent workshops</p>	<p>\$400,000.00</p>	<p>\$ 770,320</p>
<p>Internal Notes - From 2025 LCAP</p>						
<p>LCAP notes and data analysis</p>						
<p>Internal Notes - LCAP Monitoring</p>						
<p>LCAP notes and data analysis</p>						
<p>Internal Notes - LCFF Reviewer</p>						

Goal One: Action Items

1.3

Student Instruction & Tutoring

This action is directed towards the following identified student groups and address the identified state indicators: Students with Disabilities scored in the Low (Orange) level for the 2024 SBAC English Language Arts and Mathematics assessments; Socioeconomically Disadvantaged students improved and scored in the Medium (Yellow) level for the 2024 SBAC English Language Arts and Mathematics assessments; English Learners improved and performed at the Medium (Yellow) level for both subjects in the SBAC English Language Arts and Mathematics assessments. The Hispanic student group scored in the Very Low (Red) level for Mathematics assessments and this will continue to be an area addressed with teachers and the LCs through training for identification and targeted instruction.

Enhance student instruction and tutoring by increasing student participation with Content Specialist office hours, utilizing vendor services for enrichment, tutoring, yearly subscription accounts, subscriptions and 'Bookshelf'.

Continued communication is key. Teachers will continue to share student instruction and tutoring opportunities with their families and support them with accessing their student email address to stay in touch with school information via email, phone calls, and at in person meetings. SWD high school students will also continue to receive additional support through the 'Online Resource Room' for academic support beyond their IEP Specialized Academic instructional time.

Provide access to tier 2 interventions for struggling EL, LTELs, Foster Youth, Homeless, and Low Income students. Using the data during progress monitoring periods, identify if additional expenditures will be required to further support the unduplicated student population.

See goal 1 priority 4a metric

LREBG

This action is funded in part by LREBG funds. It supports learning recovery through individual and small-group instructional support, including vendor-based tutoring and online resource room access. Aligned with EC Section 32526(c)(2), this action targets learning gaps in reading and executive functioning identified in the needs assessment, particularly among Students with Disabilities, English Learners, and socioeconomically disadvantaged students.

Internal Notes - From 2025 LCAP

LCAP notes and data analysis

Internal Notes - LCAP Monitoring

LCAP notes and data analysis

-

No

Yes

Ongoing Implementati

See ongoing examples

Tier 1, 2 and 3 teacher data for instruction, content curriculum, scope & sequence instructional planning and work samples.

\$5,200,000.00

\$ 5,348,955

Goal One: Action Items

1.4

<p>Student Recognition</p> <p>Increase student motivation by recognizing students who have made progress in their benchmark and statewide assessments as well as students who have shown growth. Certificates will be provided to students who have earned perfect scores and certificates donated by restaurants to students who have shown growth. Teachers will also recognize students on their rosters who have made progress and shown growth in their subjects. (For example certificates, donations from restaurants, spirit wear raffles, spirit budget for snacks and student motivation at testing sites).</p> <p>At the graduation and promotion ceremonies students will be recognized for their individual achievements such as National Junior Honor Society or National Honor Society (NJHS/NHS), GPA recognition, such as Honor Roll, Salutatorian, Valedictorian. (Through partnership with Jostens, the school plans to provide awards for salutatorian cords, honor roll cords, valedictorian medals, caps and gowns for students in need of financial assistance), NHS and NJHS cords, and purchasing graduation items.</p> <p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p> <p>Internal Notes - LCAP Monitoring</p> <p>LCAP notes and data analysis</p> <p>Internal Notes - LCFF Reviewer</p> <p></p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p>-</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Ongoing Implementati</p>	<p>Recognition for student progress made and graduation events.</p>	<p>Sent to students by the teachers, testing team and high school counselors. Additional artifacts include: High School diplomas High school certificate of completion certificates Diploma/certificate covers 8th grade promotion certificates Tassels for families in need of financial assistance Caps and gowns for families in need of financial assistance GPA awards for valedictorian, salutatorian and honor roll CTE Pathways cords for students who complete the pathways Academic achievement awards for students on a CoC who have a 3.5 GPA or higher Securing sites for our ceremonies at Azusa Pacific University and Cal Lutheran University Sound equipment company for each location Ordering refreshments for graduates and promotees at the ceremonies, such as small water bottles and decorated packaged cookies Providing balloon arches for the stage and the photo backdrop at the ceremonies Photographer and videographer services at the ceremonies (photos are available for sale to families but we provide a free video of each ceremony to families).</p>	<p>\$300,000.00</p>	<p>\$ 464,417</p>
---	---	-----------------------------	---	--	---------------------	-------------------

The background is a light gray grid. Scattered across the grid are several decorative elements: a small blue dot in the upper left, a red starburst in the upper middle, a blue oval in the upper right, a small black dot in the top right, a red dot in the lower left, a dark blue oval in the lower left, an orange starburst in the lower middle, a dark blue oval in the lower right, and a small red dot in the bottom right. The text is centered within a light blue rectangular area.

Goal Two

Create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate to close the achievement gap.

Goal Two: Action Items

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Professional development specific to Progress Coordinators and high school students</p> <p>Progress Support Coordinators to constantly maintain student achievement, and identify any students that are falling behind and/or missing deadlines. Action required to tailor specific high school needs to address progress for high school students by training Progress Coordinators on high school material.</p> <p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p> <p>Internal Notes – LCAP Monitoring</p> <p>LCAP notes and data analysis</p> <p>Internal Notes – LCFF Reviewer</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	Ongoing Implementati	Training list as evidence of data.	Progress support coordinators continue to maintain student achievement, and identify any students that are falling behind and/or missing deadlines. Specific high school needs are tailored to address progress for high school students by training Progress coordinators on high school material.	\$300,000.00	\$260,829

Goal Two: Action Items

2.2

<p>Professional development: Bridging Middle School & High School transition support</p> <p>Specific informational professional development geared towards middle school /students/parents and preparing 8th graders for high school expectations once a semester (Fall & Spring).</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p>No</p> <p>Yes</p>	<p>Ongoing Implementati</p>	<p>Training list as evidence of data.</p>	<p>Specific informational professional development geared towards middle school students/parents and preparing 8th graders for high school expectations once a semester (fall and spring).</p>	<p>\$500,000.00</p>	<p>\$ 459,839</p>
--	--	----------------------	-----------------------------	---	--	---------------------	-------------------

Goal Two: Action Items

2.3

<p>Counselor Support professional development</p> <p>Counselor support and ongoing communication between families and teachers (Home School Teachers & Case Managers) to ensure the student is meeting graduation requirements including SWD.</p>	<input type="checkbox"/> No <input type="checkbox"/>	<p>Ongoing Implementati</p>	<p>Training list as evidence of data.</p>	<p>Counselor support and ongoing communication between families and teachers (home school teachers and case managers) to ensure the student is meeting graduation requirements including SWD.</p>	<p>\$200,000.00</p>	<p>\$ 209,768</p>
<p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p>	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/>					
<p>Internal Notes - LCAP Monitoring</p> <p>LCAP notes and data analysis</p>	<input type="checkbox"/>					
<p>Internal Notes - LCFF Reviewer</p>						



Goal Three

Foster improved connection with all educational partners to include and incorporate increased partner feedback.

Goal Three: Action Items

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Enhance Communication Channels</p> <p>Enhance communication between school departments and increase interactive communication sessions/channels between educational partners.</p> <p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p> <p>Internal Notes - LCAP Monitoring</p> <p>LCAP notes and data analysis</p> <p>Internal Notes - LCFF Reviewer</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p>-</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	Ongoing Implementati	School wide internal and external site communication	Communication has continued to be enhanced between school departments. This includes increased interactive communication sessions/channels	\$200,000.00	\$121,053

Goal Three: Action Items

3.2

<p>Strengthen Partnerships and Engagement</p> <p>Enhance partnerships by organizing and providing a calendar of events for community functions, field trips, workshops, webinars, parent information sessions, and enrichment activities. Create and invite partners to be involved in advisory committees and groups to include all voices as a part of the educational process throughout the school year and provide input and feedback across school topics including education and resources for low income students, EL students, foster youth, homeless students, and students with disabilities..</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p>-</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Ongoing Implementati</p>	<p>School wide internal and external communication</p>	<p>Enhance partnerships by organizing and providing a calendar of events for community functions, field trips, workshops, webinars, parent information sessions, and enrichment activities. Create and invite partners to be involved in advisory committees and groups to include all voices as a part of the educational process.</p>	<p>\$240,000.00</p>	<p>\$426,409</p>
<p>Internal Notes - From 2025 LCAP</p>						
<p>LCAP notes and data analysis</p>						
<p>Internal Notes - LCAP Monitoring</p>						
<p>LCAP notes and data analysis</p>						
<p>Internal Notes - LCFF Reviewer</p>						
<p></p>						



Goal Four

Identify eligible students, build awareness, and increase utilization of current support services for Low-Income, Foster Youth and Homelessness (FYHM), and English Learners (EL).

Goal Four: Action Items

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school</p> <p>Develop systems and training to increase awareness of the available supports for FYHM, EL, and Low Income students within the school for the utilization of the resources.</p> <p>See goal 4 metric</p> <p>Internal Notes - From 2025 LCAP LCAP notes and data analysis</p> <p>Internal Notes - LCAP Monitoring LCAP notes and data analysis</p> <p>Internal Notes - LCFF Reviewer</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p>-</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	Ongoing Implementation	Listed PD events data	Systems and training continue to be developed to increase awareness of the available supports for FYHM, EL and Low Income students within the school for the utilization of the resources.	\$400,000.00	\$305,385
4.2	<p>ELD curriculum</p> <p>Adopt and implement a research-based and standards-aligned curriculum TK-12th ELD Curriculum to increase language acquisition and LTELs.</p> <p>See goal 4 metric</p> <p>Internal Notes - From 2025 LCAP LCAP notes and data analysis</p> <p>Internal Notes - LCAP Monitoring LCAP notes and data analysis</p> <p>Internal Notes - LCFF Reviewer</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p>-</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p>	Planned	New curriculum introduced	Newly planned curriculum established and Student Services staff engaged in current training for English 3D	\$120,000.00	\$47,571

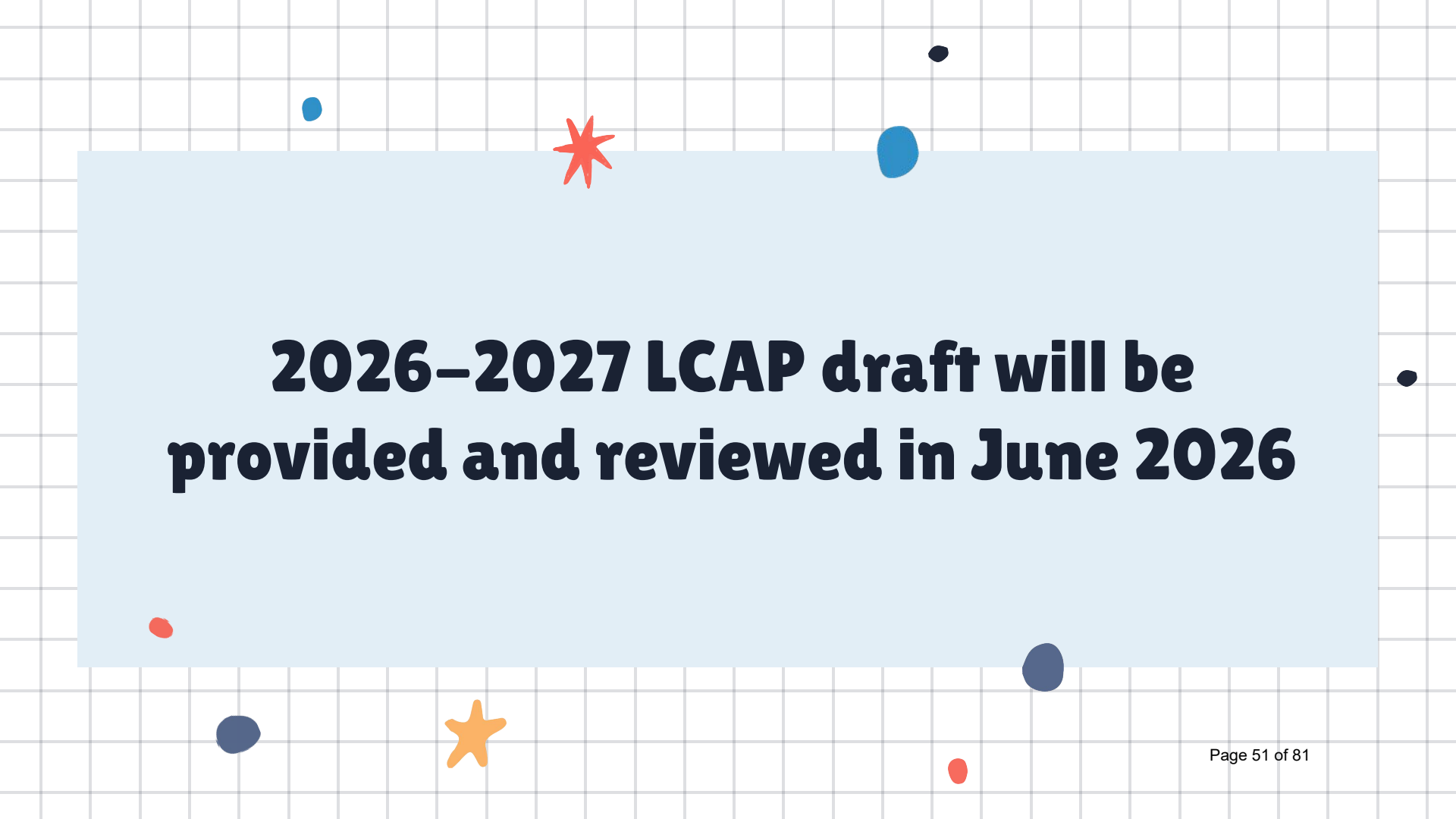
Goal Four: Action Items

<p>4.3</p> <p>Increase SEL Positive Action referrals</p> <p>Increase awareness of the SEL Positive Action group offering to all students with an increased percentage of referrals from low income.</p> <p>See goal 4 metric</p> <p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p> <p>Internal Notes – LCAP Monitoring</p> <p>LCAP notes and data analysis</p> <p>Internal Notes – LCFF Reviewer</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> -</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/></p>	<p>Ongoing Implementati</p>	<p>Internal Student Services Data</p>	<p>Continued efforts, tasks and goals have been made to increase awareness of the SEL Positive Action group offering to all students with an increased percentage of referrals from low income. This includes newsletters, staff presentations, and parent notices.</p>	<p>\$20,000.00</p>	<p>\$ 215,276</p>
<p>4.4</p> <p>Increase EL Support Classes</p> <p>Adding additional writing support classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs.</p> <p>See goal 4 metric</p> <p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p> <p>Internal Notes – LCAP Monitoring</p> <p>LCAP notes and data analysis</p> <p>Internal Notes – LCFF Reviewer</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> -</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/></p>	<p>Ongoing Implementati</p>	<p>Internal Student Services Data</p>	<p>Additional writing support classes have been added and implemented to increase English language proficiency progress, attendance, and language acquisition to further support LTELs. This includes implementation of the new EL curriculum to begin the new school year.</p>	<p>\$30,000.00</p>	<p>\$ 4,991</p>

Goal Four: Action Items

4.5

<p>Low Income Tier 2 Support: LREBG</p> <p>Develop a data driven system to monitor the progress and needs of tier 2 intervention enrolled socioeconomically disadvantaged students in the area of math to better address and monitor the needs in the area of math performance.</p> <p>See goal 4 metric</p> <p>LREBG This action is funded in part by LREBG funds. It provides targeted math intervention (Math 180) for Low-Income students, in alignment with EC Section 32526(c)(2). The action addresses foundational math skill deficits identified through local benchmark data and is designed to accelerate student progress through structured, high-impact instructional supports. \$500,000</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> -</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/></p>	<p>Ongoing Implementati</p>	<p>Internal Student Services Data</p>	<p>Monitor the progress and needs of tier 2 intervention enrolled socioeconomically disadvantaged students in the area of math to better address and monitor the needs in the area of math performance are being created and organized. This has included multiple team meetings and training to ensure the fidelity and consistency of the new procedure in the student services department.</p>	<p>\$606,989.00</p>	<p>\$ 301,831</p>
<p>Internal Notes - From 2025 LCAP</p> <p>LCAP notes and data analysis</p>						
<p>Internal Notes - LCAP Monitoring</p> <p>LCAP notes and data analysis</p>						
<p>Internal Notes - LCFF Reviewer</p>						



**2026–2027 LCAP draft will be
provided and reviewed in June 2026**



Comprehensive School Safety Plan 2026-2027

Blue Ridge Academy is committed to ensuring that all enrolled students and all employees are safe and secure. Blue Ridge Academy believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. Blue Ridge Academy intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans as a collaborative process. The plan will be reviewed and updated on an annual basis and proposed changes will be submitted to the Board for approval.

The California Education Code section 47605(c)(5)(F)(ii) requires California charter schools to develop a school safety plan, which shall include the topics listed in Education Code section 32282(a)(2)(A) to (L).

Plans for Charter Schools must “identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

- A. Child Abuse Reporting Procedures - Penal Code 11164, *et seq.*
- B. Disaster Procedures – Routine and Emergency
- C. Suspension/Expulsion policies for Pupils who commit certain acts and other school-designated serious acts that would lead to suspension or expulsion – Ed Code 48915
- D. Procedures to Notify Teachers of Dangerous Pupils
- E. Discrimination and Harassment Policy
- F. Schoolwide Dress Code
- G. Procedures for Safe Ingress and Egress
- H. Maintenance of a Safe and Orderly Environment Conducive to Learning
- I. Rules and Procedures on School Discipline
- J. Procedures for Conducting Tactile Responses to Criminal Incidents
- K. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity
- L. Protocol for student opioid overdose

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A: Child Abuse Reporting Procedures - Penal Code 11164, *et seq.*:

Child abuse reporting law (Penal Code Section 11164, *et seq.*) requires that a Blue Ridge Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At Blue Ridge Academy, protecting children from child abuse is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to

follow when abuse is suspected and provide annual training regarding the required procedures for mandated reporters.

Employees of Blue Ridge Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to Children’s Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff are aware of the location of a Child Abuse Information Folder that is kept on file and updated regularly. It includes informational literature, guidelines for recognizing abuse and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. School personnel should always take into consideration the severity of the abuse and the extent to which the student’s safety is at risk.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency are mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties which might be imposed on these individuals. Blue Ridge Academy board policies are continually updated to reflect appropriate legislation.

Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

Definitions

1. “Child Abuse,” as defined by law, includes the following:
 - a. Physical abuse resulting in a non-accidental physical injury or death.
 - b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
 - c. Sexual abuse including both sexual assault and sexual exploitation.
 - d. Willful harming or injuring of a child or the endangering of the person or health of the child.
 - e. Unlawful corporal punishment or injury.

2. “Mandated Reporters” are defined in Penal Code Section 11165.7 and include virtually all school employees. For example, the current definition includes without limitation the following:

Teachers, teacher’s aides, teacher’s assistants, instructional aides, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a childcare institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and other classified employees trained in child abuse reporting.

3. “Child Protective Agencies” are those law enforcements and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. “Reasonable Suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (California Penal Code 11166)

Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

At the time the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail, fax or electronically transmit a written report to the local child protective agency.

The written report shall include completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and regulations. If requested by the mandated reporter, the Superintendent may assist in the completion and filing of these forms.

Legal Responsibility and Liability

1. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement

in a county jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instance of child abuse, and when there is agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

When School Employees Are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parent/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with school policies and/or regulations. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

B: Disaster Procedures – Routine and Emergency:

Blue Ridge Academy will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

The Blue Ridge Academy has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

This Emergency Action Plan is being developed to provide information to the staff at Blue Ridge Academy to ensure pertinent information is available in the case of an incident that warrants a response. It is written in accordance with California Code of Regulations, Title 8, Section 3220 which outlines the components required for a plan. There are also components of the Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS), including the Incident Command System incorporated in this plan. The purpose for the inclusion is that while Blue Ridge Academy may not have students on site, it will serve as an Emergency Operations Center if a multi-site incident occurs, and support is needed for school or local community. At that time, the role of Blue Ridge Academy would be to serve as a resource and clearinghouse for information.

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human-caused. However, Administrators retain the flexibility to modify

procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

The individual(s) responsible for the implementation of this plan or to contact for any clarification is:

Samantha Haynes
Name of Responsible Party

Superintendent
Title

Signature

Date

RECORD OF DISTRIBUTION

Plan #	Office/Department	Representative	Signature

Emergency Telephone Numbers

FACILITY EMERGENCY NUMBERS

- 1) Superintendent, Samantha Haynes 805-638-7321
- 2) Main Office 661-412-9363

LOCAL AGENCIES/OTHERS

- 1) Local Police 911 (Non-Emergency 909-450-2700)
- 2) Local Fire 911 (Non-Emergency 909-599-6727)
- 3) American Red Cross 626-447-2193
- 4) Electric Utility Company Southern California Edison 800-655-4555
- 5) Local Gas Company SoCal Gas 800-427-2200
- 6) Local Water Company Golden State Water Company 909-599-7077

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid.

Staff Contacts

Samantha Haynes
Superintendent
(805) 638-7321
samantha@theblueridgeacademy.com

Dr. Loretta Burns
SPED Director, Assistant Superintendent
(626) 250-9611
loretta.burns@theblueridgeacademy.com

Sara Newcomb
Director
(657) 600-6941
sara.newcomb@theblueridgeacademy.com

Emily Cruz
Director
(562) 833-7216
emily.cruz@theblueridgeacademy.com

Nikki Kohlenberger
Director
(714) 926-2507
nikki@theblueridgeacademy.com

Giovanna Arzaga
Director
(626) 857-6704
giovanna@theblueridgeacademy.com

Laura Rankin
Assistant Director
(805) 233-4142
laura.rankin@theblueridgeacademy.com

Elaine Rodriguez
Assistant Director
(818) 968-2825
elaine.rodriguez@theblueridgeacademy.com

Erin Kyle
Assistant Director
(909) 582-8057
erin.kyle@theblueridgeacademy.com

Marie Verner
Assistant Director
(626) 789-5760
marie.verner@theblueridgeacademy.com

Lisa Sophos
Assistant Director
(805) 298-3288
lisa.sophos@theblueridgeacademy.com

Jamie Schmelebeck
Assistant Director
(657) 232-4309
jamie.schmelebeck@theblueridgeacademy.com

Intrusion and/or Fire Alarms

If an intrusion or fire alarm goes off the company responsible for monitoring the system is ADT, 1-800-587-4198.

Plan Implementation

A key component to this plan is the Incident Command System (ICS). The five basic functions of: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration must remain consistent, but the formation of the teams within those sections can be flexible to meet each school's needs.

To properly complete the plan, the school needs to: (1) Assign roles for Management staff and Section Chiefs, (2) form the site emergency teams, (3) provide the appropriate training for all staff, (4) conduct exercises to test the plan, and (5) update the plans as needed.

Employees shall be offered training on the specifics of this plan when it is initially developed and when new employees are hired. Employees should be retrained when the plan changes due to a change in the layout or design of the facility, when new equipment, hazardous materials, or processes are introduced that affect evacuation routes, or when new types of hazards are introduced that require special actions. It would also be helpful to provide annual awareness training as a reminder. General training for employees should address the following:

- Individual roles and responsibilities.
- Threats, hazards, and protective actions.
- Notification, warning, and communications procedures.
- Emergency response procedures.
- Evacuation, shelter, and accountability procedures.
- Location and use of common emergency equipment.
- Emergency shutdown procedures.

Additional training may also need to be provided (i.e., first-aid procedures, portable fire extinguisher use, etc.) depending on the responsibilities allocated to employees in the plan.

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

About Emergency Management Systems

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS) Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency Management System (SEMS) Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the STATE reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS) After the national tragedy on September 11, 2001, it became clear that the country needed an emergency response system to address incidents that affected the entire nation. The national government looked at the system used in California and used it as a model to develop a national response system called NIMS. FEDERAL funding for emergency response/recovery grants is tied to the use of NIMS.

- i. **Earthquake Emergency Procedure System:** Education Code section 32282(a)(2)(B)(i) requires schools to establish an earthquake emergency procedure system in every public-school building having an occupant capacity of 50 or more pupils or more than one classroom. The charter school may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system.

Blue Ridge Academy does not have any buildings with an occupant capacity of 50 or more pupils or more than one classroom.

I. School Building Disaster Plans:

The following Standard Operating Procedures have been developed to address a multitude of incidents that could occur at a school office. This is a living document that will be updated and modified as additional information is acquired.

Evacuation Procedures

Earthquakes, fire, bomb threats, hazardous chemical spill, or an incident on or near campus are just a few examples of an emergency incident situation that may require that portions of a building or an entire school building be evacuated.

The school staff Emergency Preparedness Committee should identify evacuation areas on site and alternative off-sites areas should it be necessary to evacuate.

A safe evacuation route must be able to accommodate moving a large number of people, while not exposing employees to danger. The location and type of emergency necessitates evaluation and possible adjustments to the usual evacuation routes. This evaluation will determine if the building should be evacuated in segments or if stationing a person at certain exits is necessary so that staff can be re-routed away from danger.

The movement of staff out of buildings requires accounting for every employee. In order to account for staff, work area supervisors must have available employee lists so that missing or extra staff can be reported immediately to the Command Posts (school; law enforcement; fire). When evacuating their work area, work site supervisors must bring with them the location roster and emergency supplies.

During an evacuation, the following procedures must be followed:

- ✓ Move staff to the designated Evacuation Area.
- ✓ Take roll
- ✓ Runners collect roll sheet from classroom or work areas.
- ✓ Employee to report to the supervisor and sign in.
- ✓ Report to supervisor for briefing and assignment.

Lockdown/Reverse Evacuation Procedures

Some emergencies may prevent safe evacuation and require steps to isolate staff from danger by instituting a lockdown. Other emergencies may occur prior to the workday, during break or lunch periods, or after the workday. When staff may be outside the school building or work site, a reverse evacuation should be initiated.

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable. In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

- ✓ If outside, move to the nearest building or room providing it is a safe route and that you are not moving in the direction of danger.
- ✓ If inside, stay inside.
- ✓ Lock door(s) to buildings and or work areas.
- ✓ If possible, quickly close all windows and then move away from the windows.
- ✓ Use caution when allowing late reporting staff to enter a classroom.
- ✓ Have staff hide, if appropriate.
- ✓ Take roll using Staff Accountability Form.

Report any “extra” staff that sought cover in your work area. Take this form with you if you are directed by the Incident Commander to evacuate your work area at a later time.

- ✓ Await further instructions from the Incident Commander via public address system, phone or an e-mail notification to all staff.
- ✓ **DO NOT** use the telephone to call out as all lines must be kept open, unless there is a dire emergency in your work area.
- ✓ Remain in the room/office until a member of the Emergency Management Team or a law enforcement officer arrives with directions.

Procedures for Conducting a “Size-Up”

A “**SIZE-UP**” is a nine-step continual data gathering process that determines if it is safe to perform a certain emergency task, whether fire suppression, search and rescue, facilities assessment, etc. A size-up enables first responders to make decisions and respond appropriately in the areas of greatest need. The nine steps in a “**size-up**” are:

C. Gather Facts:

- What has happened?
- How many people are involved?
- What is the current situation?
- Does the time of day or week affect this situation?
- Do weather conditions affect the situation (e.g., forecast, temperature, wind, rain)?
- What type(s) of structures are involved?
- Are buildings occupied? If yes, how many?
- Are there special considerations involved (e.g., children, elderly, disabled)?
- Are hazardous materials involved at or near the situation?
- Are other types of hazards likely to be involved?

C. Assess and Communicate the Damage:

- Take a lap around each building and try to determine what has happened, what is happening now, and what may happen next.
- Are normal communications channels functioning (e.g., ICS, radios, e-mail, phones)?

C. Consider Probabilities:

- What is likely to happen?
- What is the worst-case scenario?

C. Assess Your Own Situation:

- Are you in immediate danger?
- Have you been trained to handle this situation?
- What resources are available which can assist with your current situation?

C. Establish Priorities:

- Are lives at risk? Remember, life safety is the first priority!
- Can you and available resources handle this situation SAFELY without putting others at risk?
- Are there more pressing needs at the moment? If yes, what are they?

C. Make Decisions:

- Base decisions on the answers to Steps 1 through 3 and the priorities that your team has established.
- Where will deployment of resources do the most good while maintaining an adequate margin of safety?

7. Develop an Incident Action Plan:

- Develop a plan that will help you accomplish your priorities.
- Simple plans may be verbal, but more complex plans should always be written.
- Determine how personnel and other resources should be deployed.

8. Take Action:

- Execute your plan, documenting deviations and status changes so that you can accurately report the situation to first responders, the Incident Command Post or other agencies that respond to the scene (e.g., fire, law enforcement, medical, media, coroner, parents).

9. Evaluate Progress:

- At reasonable intervals, evaluate progress in accomplishing the objectives in the plan of action (Incident Action Plan) to determine what is working and what changes you may have to make to stabilize the situation.

Bomb Threat

Detailed procedures for responding to a Bomb Threat are provided to employees (Appendix B)

Fire/Explosion

Apart from arson, major causes of fires include improper handling and storage of flammable liquids, overloaded electrical outlets, and excessive accumulation of rubbish.

Fire/Explosion Checklist

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.
- Before leaving a work area, the work area supervisor or their designee should make sure all windows are closed.
- Procedures for anyone with special needs should be planned in advance and practiced.
- Administration should initiate the Incident Command System (ICS) and the designee assumes the role of the Incident Commander (IC) and establishes a Command Post staging area.
- Supervisors are to complete the Staff Accountability Report.
- Data collected from the Staff Accountability Form will determine if the Incident Commander needs to activate additional portions of the ICS, such as First Aid, Medical, Search and Locate/Rescue, etc.
- Establish contact with fire and law enforcement agencies.
- The fire department will give clearance to site administration when it is OK for staff to re-enter the building or an alternative plan if the building will not be able to be occupied.

Earthquake

An earthquake's effect on facilities will vary from building to building. Fire alarm or sprinkler systems may be activated by the shaking. Elevators and stairways will need to be inspected for damage before they can be used. Another major threat during an earthquake is from falling objects and debris. Injuries may be sustained during the earthquake while evacuating the building(s) or upon re-entry. Use the following guidelines/procedures to manage the incident:

If Indoors:

- **DROP, COVER AND HOLD ON** by getting under a desk or table. Protect eyes, head and neck.
- Move away from windows and objects that could fall.
- Stay under desk or table until shaking stops.
- Listen for emergency instructions.
- Evacuate building if necessary and stay away from buildings, utility poles and large objects while transferring to the assembly area.

- Account for all staff using Staff Accountability Report.

If Outdoors:

- Move away from buildings, utility poles and large objects.
- Avoid all downed electrical lines.
- Do not touch any wire or any metal objects.
- Sit down in a safe area.
- Move to assembly area and begin accounting for all staff.

General Guidelines (After the Quake):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.
- Activate necessary portions of the ICS in collaboration with the site emergency team.
- Determine injuries and provide basic first aid via Medical/First Aid Group.
- Call **911** if there is a major emergency that is life threatening. You may not get a response from **911** if a major disaster has occurred affecting a large local area. As we have been warned, we may be on our own for several hours or days.
- Establish communication with your Supervisor and Incident Commander
- Assist any law enforcement or fire units that may respond to your site.
- Control internal and external communications, including contact with school sites and city agencies by use of telephones, cell phones, radios, runners, e-mail, text messages, or other means.
- Assess the overall situation, how long staff might be at school, how supplies might be distributed and sheltering of staff.

Shooting/Stabbings

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

Imminent Warning Signs Require an Immediate Response and May Include the Following:

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

Detailed procedures for responding to a Shooting/Stabbing are provided to employees (Appendix B)

Death and/or Suicide

Death at a workplace is rare; however, you should be prepared in the event of a death whether it be caused by earthquake, explosion, building collapse, fire, choking, heart attack, seizure, or an incident such as a shooting/stabbing, fight, suicide, etc.

Organizations should also be prepared for the sudden, unexpected death of a staff member or a family member that does not occur on the school campus (automobile accident, sudden death, drive by shooting, gang violence, etc.).

Writing, talking or even hinting about suicide must be taken seriously. Immediate intervention is essential. Student confidentiality is superseded by the need for student safety. In the event a staff member believes a student is a suicide risk or has attempted suicide:

Staff

- Stay with the student until assistance arrives
- Notify school administration, counselor, social worker or school psychologist
- Ensure short-term physical safety of the student, provide first aid if needed
- Listen to what the student is saying and take the threat seriously
 - Assure the student of your concern
 - Assure the student you will find help to keep him or her safe
 - Stay calm and don't visibly react to the student's threats or comments
 - Do not let the student convince you the crisis is over
 - Do not take too much upon yourself. Your responsibility is limited to listening and providing support until the student can receive appropriate medical care or counseling

Guidelines to utilize in the event of a death are outlined below.

Death Occurs at Office:

- Call **911**. Identify your address and briefly outline the emergency and location on campus.
- Notify the school administration.
- Activate the Incident Command System if necessary and contact the school Emergency Management Team. Assign staff as needed.
- Notify the Managing Director's office.
- Isolate other staff from scene.
- If there is a death, do not move body. Law enforcement will contact the coroner's office so that the body can be removed, and any personal items of the victim can be returned to family or secured as evidence.
- DO NOT disturb or touch anything if the event is declared a crime scene.
- Secure area ~~with yellow caution tape~~ and assign staff to guard area.
- Gather all witnesses and place them in a secure location. Tell witnesses not to discuss any part of their observations until law enforcement arrives to interview or release them. Assign staff to monitor witnesses.
- Consider impact on staff. Activate the Crisis Response Team as appropriate.
- If the deceased is an employee, the Superintendent must notify Cal-OSHA within the 8-hour time requirement. Law enforcement or fire department may inform you they will contact Cal-OSHA; however, the School still must make certain it calls Cal-OSHA.
- Monitor staff emotional responses.
- Following a death there may be:
 - Self-referrals
 - Parent referrals
 - Reports and concerns expressed by relatives or good friends

- Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms and make immediate referral for mental health support

Hostage Situations

In any hostage situation, the primary concern must be the safety of staff.

Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

Detailed procedures for responding to a hostage situation are provided to employees (Appendix B)

Hostile Visitor

A hostile visitor could be an irate parent, a staff member, a neighbor, or an acquaintance of a staff member. The situation may begin in the front office; however, the individual may bypass the office and go directly to the target of his/her hostility. It is the responsibility of staff to protect staff, attempt to defuse the situation, and, if necessary, notify law enforcement.

Understanding Nonverbal Messages:

- Body language plays a role in communication. Nonverbal cues are especially crucial when dealing with a person who is upset and potentially violent. Pay attention to signs that a person is angry or frightened. These include:
 - Trembling
 - Sweating
 - A red face
 - Crossed arms
 - Clenched jaw or fists
 - Shallow breathing
 - Glaring or avoiding eye contact
 - Pacing the floor
 - Sneering
 - Crying
 - Ranting

Send the Right Nonverbal Messages:

- Don't get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.
- Avoid doing any of the following:
 - Glaring or staring at the visitor
 - Threatening mannerisms such as clenched fists and a raised voice.
 - Getting angry
- Consider doing the following:
 - Be courteous and confident
 - Do not touch the individual
 - Protect yourself at all times
 - Find another staff member to join you or keep the meeting in an open area

- Listen to the visitor, giving him/her the opportunity to vent
- Do not disregard the person's opinion or blame the person.

Attempt to Use Phrases Such as:

- What can we do to make this better?
- I understand the problem and I am concerned.
- We need to work together on this problem.

What to Do:

- As soon as possible, call **911** and stay on the line. State your address, and exact location of hostile visitor. Identify building by letter (A, B, C, D, etc.) or number and use directions (North, South, East or West) for law enforcement as they enter the grounds. Give a description of the hostile visitor.
- If possible, assign a staff member to meet law enforcement and direct them to the location.
- The staff member should unlock any gate that makes access to campus easier and faster.
- If possible, notify the Site Administrator.
- If necessary, activate the Incident Command System, using only those parts of ICS as determined by the information at hand. Expand ICS as needed.
- Use staff members to keep staff away from the location of the hostile visitor.

Chemical Release/Hazardous Material Spill

A chemical release or hazardous material spill could affect one office, an entire worksite or larger area.

How Should the School Office Prepare:

- The Emergency Management Teams should discuss and review plans to "Shelter in Place" or to "Evacuate the Area" using an alternative evacuation staging area.
- Staff should be trained to know what type of Personal Protective Equipment (PPE) and clothing to wear when handling hazardous material. The type of PPE to be worn, if any, is contained in the Safety Data Sheet (SDS).
- Staff utilizing or handling any hazardous material, should know the symptoms of exposure, emergency first aid, and treatment for exposure.
- All hazardous materials should be stored in a manner prescribed on the SDS.

How Should the Office Respond:

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill, and a report of any injuries, illnesses, fire, explosion, etc.
- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint an Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, the fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to "Shelter-In-Place" or to "Evacuate" the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at the movement of trees or flags.
- If "Sheltering-In-Place" and, if possible, shut off all air-conditioning and heating units. Close all

- windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take head count and report missing or ill staff to the Incident Commander and/or law enforcement.

Medical Emergency

Occasionally a medical emergency will occur, and personnel must be prepared to respond quickly, effectively, and efficiently. Insist that all accidents be reported, even if no visible harm or injury occurred. Follow established procedures for issuing medication.

What to Do If a Medical Emergency Occurs:

- Assess seriousness of injury and/or illness by doing START (Simple Triage and Rapid Treatment, commonly called Thirty-Two-Can Do). If a staff member fails any of the three simple tests (Respirations, Perfusion, and Mental), their medical status is IMMEDIATE (RED). Administer first aid or CPR as needed.
- Call **911** and be prepared to provide:
 - Your address, building letter (A, B, C, D, etc.), room or floor number
 - Describe illness or type of injury
 - How the illness or type of injury occurred
 - Age of ill or injured staff member
 - Quickest way for ambulance to enter location on site
 - Notify the Superintendent.
- Assign a staff member to meet and direct rescue services to location of injured party.
- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's family.

Sudden Cardiac Event

Like other medical emergencies, a sudden cardiac event may occur and personnel must be prepared to respond quickly, effectively, and efficiently. When responding to a sudden cardiac event, follow the procedures for a medical emergency in addition to the steps listed below.

What to Do If a Cardiac Event Occurs:

- Follow the listed procedures for a medical emergency
- Trained staff are responsible for obtaining and responding with AED
- Move occupants in the area away from the emergency to a pre-designated or other area
- Assess the victim; circulation, airway, and breathing. The victim should not be moved unless the scene is unsafe
- Initiate CPR, if needed, while AED is brought to the scene
- Prepare to use AED. Follow all instructions and prompts
- No AED—continue CPR as training indicates

- *The Building's AED equipment will follow manufacturer prescribed maintenance procedures with documentation of maintenance actions. Records of maintenance are maintained in an appropriate location as designated by the administrator.*
- *The Building Response Team consists of building staff trained in both CPR and AED use. The School will conduct annual staff training sessions and drills; records of training sessions are maintained in the School Office as designated by the administrator.*

Gas Odor/Leak

Natural gas has an additive that gives off a distinct odor allowing you to detect (smell) a leak. In most cases, handling a gas leak involves:

- Isolating the area and moving staff to safety.
- Eliminating potential ignition sources.
- Securing the leak.
- The primary responsibility of the worksite staff is to determine how to safely house or evacuate staff and to protect property. The following agencies should be contacted:
- Fire Department (Call **911**)
- Site Administrator. Have a phone number for a point of contact if a leak is detected after business hours. (See emergency contact list)
- Local Gas Company
- GAS ODOR OR LEAK INSIDE A BUILDING
- Evacuate the building(s) and move to a safe assembly area as far away as possible from the targeted building.
- Assign Emergency Management Team members to direct staff evacuating other buildings to stay away from the building with odor/leak.
- If necessary, activate the Incident Command System and establish Command Post.
- Begin completing Staff Accountability Report.
- Report any missing students and staff to Command Post.
- Assign a liaison to interact with Fire Department, Gas Company or law enforcement.

If Gas Odor or Leak is Detected Outside the Building:

- It may not be necessary to evacuate the building. Evacuation is called for only if odor seeps into a building.

Shelter-in-Place Procedures

Why You Might Need to Shelter-in-Place:

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities, TV or radio on how to protect staff. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday or instructional time. The important thing is for you to follow instructions of local authorities.

The Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to "shelter-in-place", they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected

to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering-in-place.

- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling/. Label each piece with the location of where it fits.

Extended Power Loss

In the event of extended power loss to a facility, certain precautionary measures should be taken depending on the geographical location and environment of the facility:

Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment.

Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.

- Fire sprinkler system
- Standpipes
- Potable water lines
- Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contains fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of Heat and Power:

Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.

Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Adaptations for Pupils with Disabilities

Students with disabilities may face a variety of challenges in responding to and/or evacuating to safety. This

section addresses Education Code Section 32282's requirement that school safety plans include adaptations for pupils with disabilities in accordance with the ADA, IDEA and Section 504.

As a non-classroom-based school, Blue Ridge Academy primarily does not conduct educational activities in-person. However, when the school does conduct in-person events, staff should be aware of which students in attendance have disability-related needs. In addition, the school will consider the needs of students with disabilities when scheduling emergency drills (e.g., providing support items ahead of emergency drills).

To the extent possible, the school will adhere during emergencies to accommodations related to the immediate sensory, mobility, behavioral, and/or medical needs in each student's IEP/504 Plan. For example, accommodations may include things such as:

- Noise-muffling headphones
- Mobility assistance/devices
- Adult accompaniment
- Access to emergency medications
- Self-calming strategies taught in advance
- Fidget items

During an emergency, staff should only inform a student's peers of their disability/disabilities to the extent necessary to ensure student and staff safety, and so as to respect and ensure confidentiality about the student.

After an emergency event, staff should anticipate that students with disabilities may require unique supports, such as with transitioning back to a typical school day and should ensure that any relevant accommodations as described in the student's IEP or 504 Plan are adhered to. Special education staff should anticipate the need for additional meetings and/or support plans for students with disabilities following an emergency.

Post-Disaster Shelters: During a local or regional emergency, it may become necessary for school facilities to be used by public agencies, including the American Red Cross, for mass care and welfare shelters. Blue Ridge Academy shall cooperate with the public agency to meet these needs as required by law.

C. Suspension/Expulsion policies for Pupils who commit certain acts and other school-designated serious acts that would lead to suspension or expulsion – Ed Code 48915(d)

If a student has committed certain acts as specified in Blue Ridge Academy's Suspension and Expulsion Policy and charter petition, the student will be recommended for expulsion if the act was committed at school or at a school activity off school grounds.

If a student has been recommended for expulsion as such, the student will be afforded the due process provided for all students facing expulsion from Blue Ridge Academy, as identified in Blue Ridge Academy's Suspension and Expulsion policy. If a student is expelled for committing any of the acts listed above, Blue Ridge Academy shall refer the student back to the student's district of residence for continuation of that student's education.

Education Code section 48900: Serious Acts that Would Lead to Suspension, Expulsion, or Mandatory Expulsion Recommendations in Accordance with Blue Ridge Academy's Suspension and Expulsion Policies

Grounds for Suspension and Expulsion of Students: The acts that would lead to suspension, expulsion, or mandatory expulsion recommendations are detailed in Blue Ridge Academy’s Suspension and Expulsion Policy. Any suspension or expulsion of a student shall follow required due process as described in the Suspension and Expulsion Policy and in accordance with Blue Ridge Academy’s charter petition. A full copy of the Suspension and Expulsion Policy is given to all families in the parent-student handbook.

A Full Copy of the Board Policy for Suspensions and Expulsions May Be Found Here:
[Blue Ridge Academy Suspension and Expulsion Policy](#)

D. Procedures to Notify Teachers of Dangerous Pupils:

Blue Ridge Academy – Employee Security

Criminal Background Check

Blue Ridge Academy recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Blue Ridge Academy will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnish the school with a criminal record summary”.

A full description of Criminal Background Check procedures are listed in the Employee Handbook.

Notice Regarding Student Crimes and Offenses

The Superintendent or designee shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079).

When informed that a student has committed crime(s) unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Superintendent or designee may so inform any teacher, counselor or administrator whom he/she believes needs this information in order to work with the student appropriately. The Superintendent or designee shall consult with the Superintendent of the school which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1).

Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1).

The Superintendent or designee shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the Superintendent or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the Superintendent or designee, and review the student’s file in the school office. This notification shall not name or otherwise identify the student.

The Superintendent or designee shall notify all certificated personnel who are likely to come into contact with the student, including the student’s teachers, special education teachers, coaches and counselors.

The teacher shall initial the student’s file when reviewing it in the school office. Once Blue Ridge Academy

has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of Blue Ridge Academy's liability.

E. Discrimination and Harassment Policy:

The administration, teachers and staff at Blue Ridge Academy actively strive to eliminate acts of discrimination and sexual harassment at the school. All personnel are aware of the mandates from the State of California, the California Department of Education, and the Board of Education of the Blue Ridge Academy and support them fully. All personnel have received instruction regarding the recognition, prevention, and reporting of acts of discrimination and sexual harassment. It is important that parents understand the provisions regarding sexual harassment and, in particular, student-to-student harassment.

Blue Ridge Academy is committed to ensuring a professional work and learning environment without discrimination, harassment, intimidation, or bullying on the basis of race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category.

For further details, please see Blue Ridge's policy relating to Title IX, as well as policies relating to harassment, intimidation, discrimination, and bullying.

F. Schoolwide Dress Code

Blue Ridge Academy does not maintain a schoolwide dress code.

G. Procedures for Safe Ingress and Egress

Blue Ridge Academy takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from school activities and functions for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from our buildings, corridors within buildings and emergency exits remain clear of all obstruction to allow flow of pedestrian and vehicular traffic. The school will also ensure that potential obstructions and hazards are removed from such areas. To achieve this goal, the school works closely with local law enforcement agencies and the local city government to ensure that the school's immediate community is safe.

Through the joint efforts of Blue Ridge Academy office, site administrators, faculty, and other organizations, including consultants, Blue Ridge Academy has developed a plan to ensure the safe arrival and departure of students, staff, and visitors. Blue Ridge Academy encourages input from our community and reviews this plan on an annual basis.

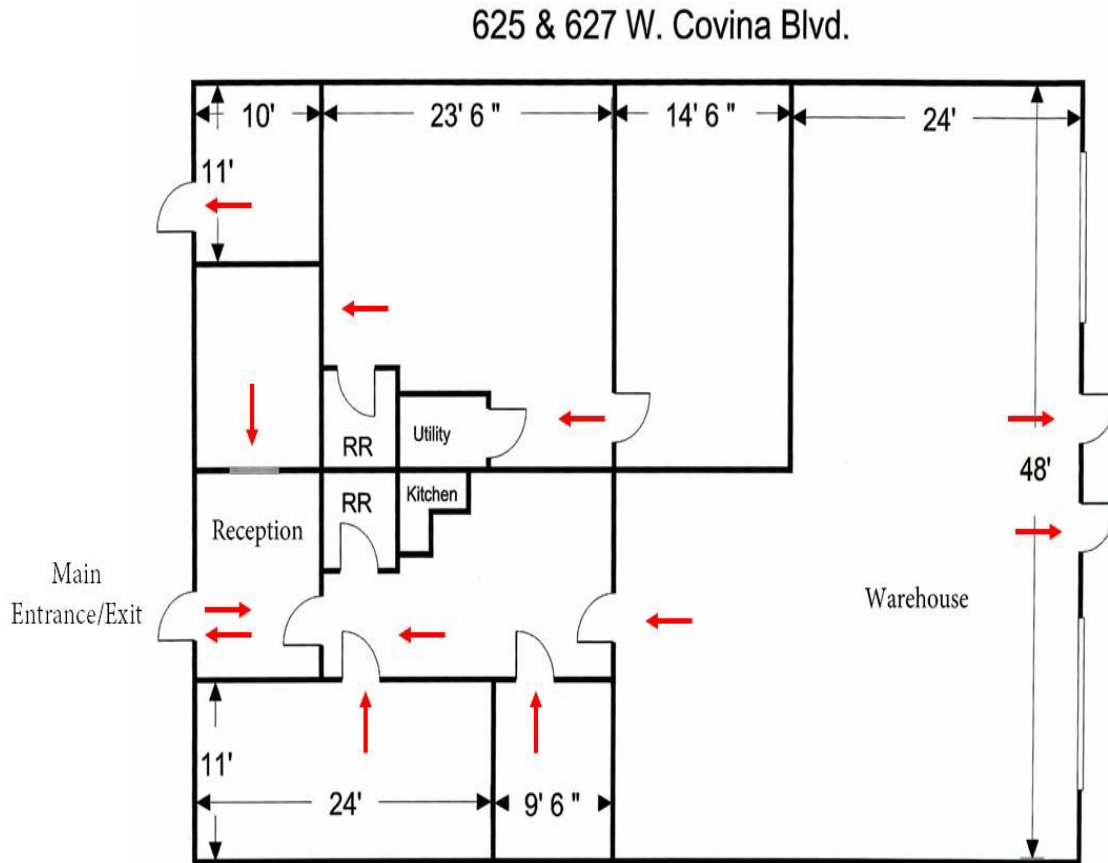
Any problems associated with safe ingress and egress will be addressed immediately.

Blue Ridge Academy – Safe Ingress and Egress
625 West Covina Blvd. Suite 625-627, San Dimas, CA 91773

There is 1 entrance and 4 exits
Open – Close: Monday – Friday 8:00 am - 5:00 pm

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.



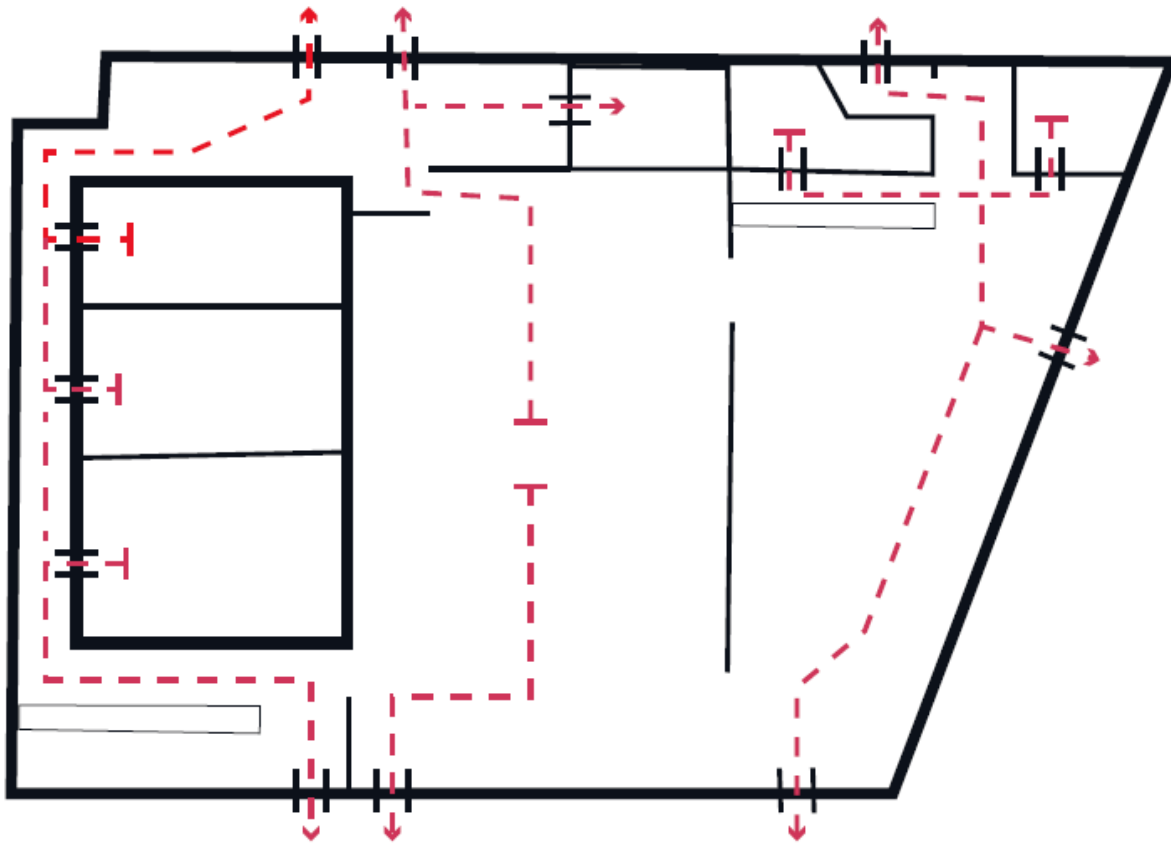
Blue Ridge Academy – Safe Ingress and Egress
33304 Santiago Road, Acton, CA 93510

There is 1 entrance and 6 exits

Open – Close: Tuesday and Thursday 8:00 am - 1:00 pm, and as needed

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.



33304 Santiago Rd. Acton, CA

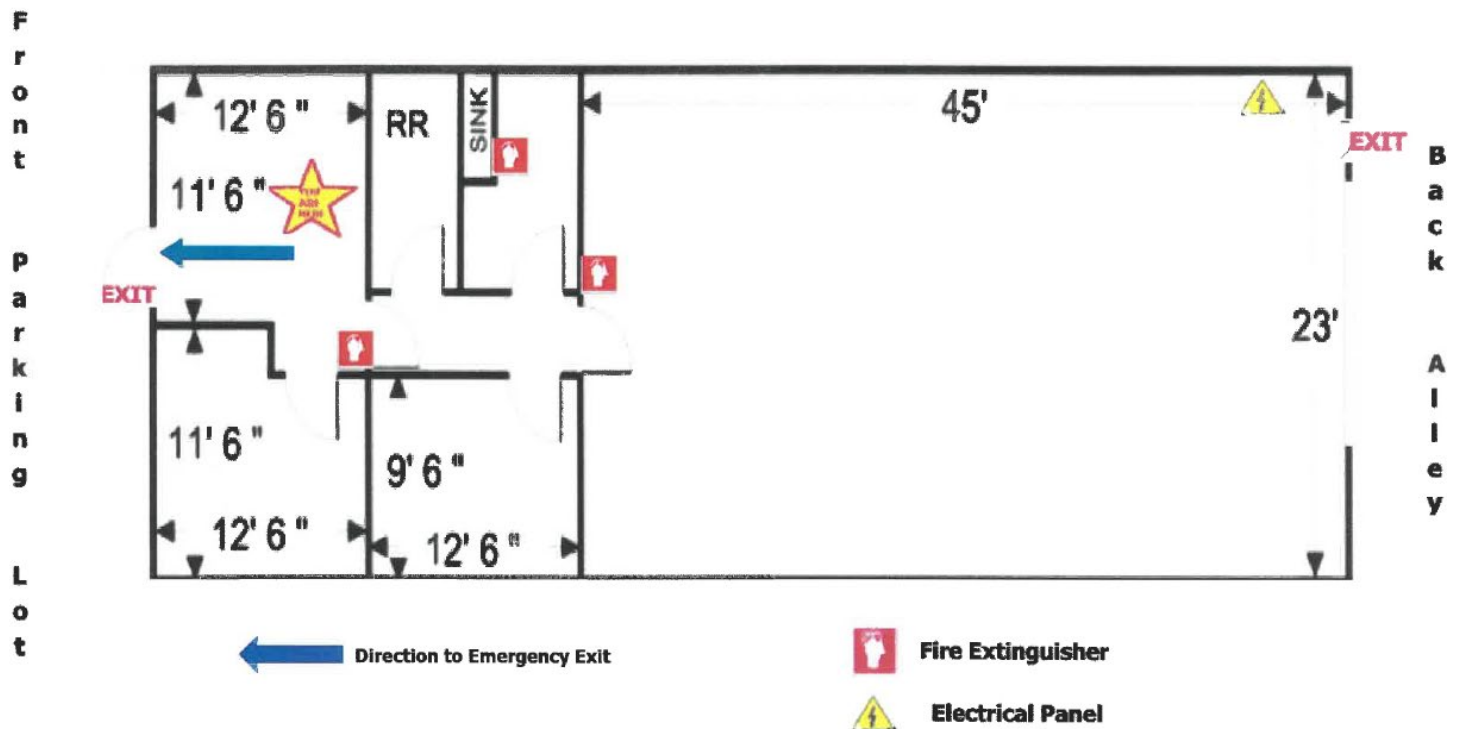
Blue Ridge Academy – Safe Ingress and Egress
625 West Covina Blvd. Suite 613, San Dimas, CA 91773

There is 1 entrance and 2 exits
Open – Close: Monday – Friday 8:00 am - 5:00 pm

All adults are to enter from the front of the location. All visitors to the location must wear a badge to identify themselves as visitors.

Whenever a safety issue is pending, all doors are locked immediately. For emergency situations, staff have door keys to lock or unlock doors closest to them.

Emergency Evacuation Plan



H. Maintenance of a Safe and Orderly Environment Conducive to Learning

It is the priority of Blue Ridge Academy to provide students, families, and staff with a safe and orderly environment conducive to learning. As stated previously in this policy, the school does not tolerate discrimination or harassment in accordance with applicable state or federal law. As a non-classroom-based school, Blue Ridge Academy prioritizes responsible, safe, and ethical online behavior and access of internet resources. For further details, please refer to the school's Information Technology Department Policies and Procedures, Parent-Student Information Technology Acceptable Use Policy, and Staff Information Technology Acceptable Use Policy.

I. Rules and Procedures on School Discipline

Philosophy of Student Discipline

Our focus for all students is to be respectful and supportive of each other.

Process and Procedures

Level I - Immediate Redirection and Verbal Reprimand

Minor issues that are resolved by the supervising adult; behavior is seen as a learning opportunity and is expected to be corrected with no additional interventions; office referral is only needed if the student fails to correct behavior (mostly classroom managed behavior)

Level II - Learning Opportunity - Office Referral, Parent Contact, Counselor

Common misbehaviors needing redirection; again, seen as a learning opportunity to be handled between the student and supervising adult; in some cases, office referral and parent notification is required (mostly managed with teacher)

Level III – Immediate Administrative referral; Parent Contact/Written Documentation, suspensions, Law Enforcement

Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and ensure the safety of staff and students (managed by director)

Administrative Referral

In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to an administrator, the teacher is seeking additional resources to assist in the correction of the behavior. At this point, parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

The following process will be used for all office referrals:

- Student is referred to Administration by supervising adult
- Student completes reflection questions related to incident
- Referral form is returned to the teacher for comments
- Parental contact is made by the student or staff member to explain incident and schedule detention
- Referral form is returned to the Superintendent or designee
- Student conference with the Superintendent is scheduled
- Follow-up phone call from Administration is made when necessary

- Harassment Complaints- Students are occasionally the victim of bullying or harassing behaviors. While common in the school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community.

The following process is designed to assist students who believe they are the victim of such behaviors:

- Student informs teacher or staff person of situation
- Student reports to the office to complete a confidential “Harassment Complaint Form”
- Administrator investigates allegations

Typical consequences for a bully/harasser are as follows:

Warning- conference with Superintendent or designee discussing allegations, perceived intentions and future consequences; student is informed that such behavior, as well as any retaliation, will not be tolerated.

Parental Conference- Sharing the dangers of bully/harassing behaviors for both parties.

Suspension- To ensure the safety of staff and students, various forms of suspension may be used in efforts to correct student behavior.

Expulsion- If bullying/harassment continues or if any given incident is so severe that a safe learning environment cannot exist, the Superintendent will recommend the expulsion of the offending student.

For further details on Blue Ridge Academy’s procedures surrounding suspension and expulsion, please refer to the Suspension and Expulsion Policy.

J. Procedures for Conducting Tactile Responses to Criminal Incidents

Detailed procedures for conducting Tactile Responses to Criminal Incidents are provided to employees (Appendix B)

K. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity

Blue Ridge Academy is committed to assessing and responding appropriately to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This comprehensive school safety plan details the procedures for assessing and responding to reports of dangerous, violent, or unlawful activity (see, e.g., Sections B, J). When Blue Ridge Academy receives a report regarding such activity that is conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school, Blue Ridge Academy will promptly call 911 and take necessary and appropriate measures to ensure student and staff safety. All staff will receive appropriate training as discussed within this safety plan.

L. Protocol for student opioid overdose

Skyrocketing overdoses and fentanyl-related deaths among California youth have rapidly increased in recent years and are a severe concern. Blue Ridge Academy recognizes the importance of statewide prevention and education efforts to combat this growing crisis. The steps below should be followed when a student is suffering or is reasonably believed to be suffering from an opioid overdose while on campus or participating in school-

related activities.

Signs that a student may be suffering from an opioid overdose include:

- Falling asleep or losing consciousness
- Doesn't respond to stimuli like shouting, a pinch or sternum rub
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)
- Small, constricted "pinpoint pupils"

If the sign(s) above are met, staff should:

- Call 911 immediately.
- Administer naloxone if available.
- Regardless of whether naloxone is administered, monitor the student for continued breathing.
 - If the student stops breathing on their own, clear student's airway, tilt their head back, lift their chin, pinch their nose, and give one breath every 5 seconds.
 - If the student resumes breathing, lay them on their side to prevent choking.
- Stay with the student until emergency assistance arrives.

M. SAFE Act: Procedures for Notification when Immigration Enforcement is Confirmed on the Schoolsite

Definition of Immigration Enforcement: For the purposes of this plan, "immigration enforcement" includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law.

Criminal Immigration Enforcement: The definition also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

- Blue Ridge staff will follow all procedures listed in the Board-approved policy AB699 Immigration Policies.
- In the event that an Immigration Enforcement officer appears at a school function, families and all school personnel will be notified via email within 24 hours of the event. The notification will include the following information:
 - The date and time the immigration enforcement was confirmed
 - The location of the confirmed immigration enforcement
 - A hyperlink to additional resources, including the AB699 Immigration Policies
- For the safety of the affected party, the notification will not include any personally identifiable information.

Exhibit A
Accident/Incident Investigation Form
 (To be used to report office safety accidents and incidents in the workplace)



Accident/ Incident Investigation Form

This form must be completed within 24 hours of any incident, accident, or near-miss. All accidents and incidents should be investigated, no matter how minor. The same conditions that cause a minor incident could lead to a major accident.

PART I- General Information

Who Was Involved: _____ Date & Time of Incident: _____

Relationship to School: Employee Student Visitor Other: _____

Exact Location of Incident: _____

Type of Incident: Accident Injury Near Miss Other _____

PART II- Description of Incident

Describe What Happened:

Were there Any Witnesses No Yes *If yes, get written statements from witnesses*

Was a Safety Rule Violated? No Yes

If yes, describe _____

PART III- Cause

Description of conditions at time of incident:

Fundamental Cause of Incident:

PART IV- Corrective Action

What has been done or can be done to prevent a similar incident:

COMPLETED BY	APPROVED BY	DATE PREPARED

Have Recommendations Been Implemented Yes No *If no, give reason* _____

2025 - 2026 Board Meeting Calendar

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				