



Blue Ridge Academy

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

Regular Scheduled Board Meeting June 2, 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. Consent Agenda – Items for Consideration
 - a) 3-10-26 Board Minutes
 - b) Invoices over \$100,000
 - c) 2026-2027 EL Master Plan
 - d) 2026-2027 Fiscal Policies
 - e) 2025-2026 Audit Engagement Letter
5. Board Member Recruiting Committee Update Report
6. Discussion and Potential Action on the 2026 – 2027 Budget
7. Discussion and Potential Action on the Education Protection Act (EPA)
8. Discussion and Potential Action on the Education Protection Act (EPA) - Board Resolution
9. Discussion and Potential Action on the Budget Alternative Form
10. Discussion and Potential Action on the Proposition 28 Annual Certification
11. Public Hearing of the Local Control and Accountability Plan (LCAP) Draft Review
12. Discussion and Potential Action on the Vendor Agreement
13. Discussion and Potential Action on the Student Smartphone Usage Policy



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14. Discussion on the Board of Directors Self-Evaluation
15. Discussion and Potential Action on the Board Resolution: Stipend Expense for Travel, Internet, and Phone – 2026 – 1
16. Discussion and Potential Action on the Next Regular Scheduled Board Meeting
17. Board of Directors' Requests
18. Adjournment

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

Public comment rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate with the administrative team your desire to address the board or simply communicate orally your desire to address the board when the board asks for public comments. Speakers may be called in the order that requests are received. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. If a member of the public utilizes a translator to address the board, those individuals are allotted 4 minutes each. 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

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Regular Scheduled Board Meeting

March 10, 2026 – 6:00 pm

625 West Covina Blvd., San Dimas, CA 91773

Attendance: Arlene Nelson, Sari Medina, Nicole Zolfo, May Hampton, Matt Phillips

Absent: None

Also Present: Samantha Haynes, Amanda Panting (Teleconference), Jim Surmeian (Teleconference)

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: May Hampton

Second: Sari Medina

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 Executive Director provided a report to the Board. No action was taken.

5. Consent Agenda – Items for Consideration

a) 2-24-26 Board Minutes

b) Invoices over \$100,000

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

Motion: Nicole Zolfo

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye



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6. Discussion and Potential Action on the January Financials

The Board motioned to approve the January Financials.

Motion: Sari Medina

Second: Matt Phillips

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

7. Discussion and Potential Action on the Second Interim Report

The Board motioned to approve the Second Interim Report.

Motion: Sari Medina

Second: Matt Phillips

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

8. Discussion and Potential Action on the Auditor Selection.

The Board motioned to table the Auditor Selection, as the Auditor Engagement Letter was not available. The Auditor was selected at the February Board meeting.

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 Recruitment and Nominations Committee

The Board formed a Recruitment and Nominations Committee, consisting of Arlene Nelson and Matt Phillips.

10. Discussion and Potential Action on the Board Self-Evaluation Template

The Board motioned to approve the Board Self-Evaluation Template.

Motion: Nicole Zolfo

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye



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Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

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

The Board motioned to approve the Next Regular Scheduled Board Meeting on April 21, 2026 at 6:00 pm.

Motion: May Hampton

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

12. Board of Directors' Requests

- The Board requested an update on Student Planning Amounts for the 2026-2027 school year.
- The Board requested a SPED update

13. Adjournment

The Board motioned to adjourn the meeting at 6:27 pm.

Motion: May Hampton

Second: Sari Medina

Arlene Nelson: Aye

Sari Medina: Aye

Nicole Zolfo: Aye

May Hampton: Aye

Matthew Phillips: Aye

Prepared by:

Amanda Panting

Noted by:

Board Secretary



Re: New payment request from CHARTER TECH SERVICES - invoice 21381

2 messages



Your invoice is ready!

BALANCE DUE

\$499,944.49

[View and pay](#)



SP2026.1 Techstore Prebuy

Dear Blue Ridge Academy,

Attached is Invoice 21381 from Charter Tech. We appreciate your prompt payment and we sincerely thank you for your business!

Warm Regards,
Charter Tech Team

Bill to

Blue Ridge Academy
955 Stanislaus Street
Maricopa, CA 93252

Ship to

Blue Ridge Academy
625 W COVINA BLVD
SAN DIMAS, CA 91773

Terms

Due on receipt

Techstore prebuy - Student Chromebook w/ Management License		
219 X \$377.00		\$82,563.00T
Techstore prebuy - Student Chromebook warranty		
219 X \$99.00		\$21,681.00
CA recycle fee - Student Chromebook		
219 X \$4.00		\$876.00
Techstore prebuy - Student Windows Laptop: Standard		
150 X \$809.00		\$121,350.00T

Techstore prebuy - Student Windows Laptop: Standard warranty

150 X \$99.99	\$14,998.50
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CA recycle fee - Student Windows Laptop: Standard

150 X \$5.00	\$750.00
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Techstore prebuy - Student Windows Laptop: Mid

0 X \$1,049.00	\$0.00T
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Techstore prebuy - Student Windows Laptop: Mid warranty

0 X \$129.99	\$0.00
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CA recycle fee - Student Windows Laptop: Mid

0 X \$5.00	\$0.00
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Techstore prebuy - Apple Macbook 13" w/ case

53 X \$1,038.99	\$55,066.47T
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Techstore prebuy - Apple Macbook 13" warranty

53 X \$189.00	\$10,017.00
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CA recycle fee - Apple Macbook 13"

53 X \$4.00	\$212.00
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Techstore prebuy - Apple iPad 11" w/ case

79 X \$383.99	\$30,335.21T
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Techstore prebuy - Apple iPad 11" warranty

79 X \$135.00

\$10,665.00

CA recycle fee - Apple iPad 11"

79 X \$4.00

\$316.00

Techstore prebuy - Apple iPad Air 13" w/ case

49 X \$838.99

\$41,110.51T

Techstore prebuy - Apple iPad Air 13"warranty

49 X \$189.00

\$9,261.00

CA recycle fee - Apple iPad Air 13"

49 X \$4.00

\$196.00

Techstore prebuy - Printer: Flatbed Inkjet

148 X \$129.99

\$19,238.52T

Techstore prebuy - Pen: Logitech Crayon

5 X \$69.99

\$349.95T

Techstore prebuy - Pen: Apple Pencil Pro

28 X \$129.00

\$3,612.00T

Techstore prebuy - Ink Cartridge Combo: Flatbed Black (High-Yield)

395 X \$71.98

\$28,432.10T

Techstore prebuy - Ink Cartridge Combo: Flatbed Color (High-Yield)

0 X \$72.98

\$0.00T

Techstore prebuy - Mouse: Wired

9 X \$9.99

\$89.91T

Techstore prebuy - Mouse: Wireless (Bluetooth)

116 X \$44.99

\$5,218.84T

Techstore prebuy - Headset

133 X \$39.99

\$5,318.67T

Subtotal	\$461,657.68
Tax	\$38,286.81
Total	\$499,944.49
Balance due	\$499,944.49

View and pay

302 Washington St. #811 San Diego, CA 92103

+18582815001 backoffice@chartertechservices.com www.CharterTechServices.com

If you receive an email that seems fraudulent, please check with the business owner before paying.



Blue Ridge Academy Billing

For Period Beginning 04/01/2026

SUMMARY OF BILLING FOR PERIOD

Prior Balance \$394,956.94

Client Payments -\$251,754.81
\$0.00

Remit to: Nonstop Administration & Insurance Services, Inc.
PO Box 92468
Las Vegas, NV 89193-2468

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	\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,424.37	\$141,199.37
Sub Total (Current)	\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,424.37	\$141,199.37

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	(\$391.03)	(\$391.03)
terminated								
medical	(\$20.00)	(\$80.00)	\$0.00	(\$10.00)	\$0.00	(\$10.00)	(\$197.12)	(\$317.12)
Sub Total (Adjustments)	(\$20.00)	(\$80.00)	\$0.00	(\$10.00)	\$0.00	(\$10.00)	(\$588.15)	(\$708.15)

Paid with ACH #091000010011582 on 03/05/26

TOTAL COMPONENTS & ADJUSTMENTS \$140,491.22

TOTAL - CURRENT BILLING PERIOD \$140,491.22

TOTAL DUE NOW \$283,693.35

Only Pay This Amount

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	36	36	5708.16
	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		102	284	27456.78
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH	Employee + Spouse	7	14	3382.26
	Employee Only	32	38	8371.2
	Employee + Family	37	152	26403.2
	Employee + Child(ren)	25	74	10814.75
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH Total		101	278	48971.41
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	266	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	449	64771.18
Grand Total		366	1011	141199.37

BILLING - Adjustments

Adj Type	Adjust Period	Total
credit	02/01/2026	-872.16
	03/01/2026	-1133.76
debit	02/01/2026	432.59
	03/01/2026	865.18
Grand Total		-708.15

Blue Ridge Academy Billing

For Period Beginning 05/01/2026

SUMMARY OF BILLING FOR PERIOD

Prior Balance \$283,693.35

Client Payments -\$283,693.35

\$0.00

Remit to:

Nonstop Administration & Insurance Services, Inc.

PO Box 92468

Las Vegas, NV 89193-2468

Due Date:

Upon Receipt

New Premium Billed

Row Labels	Values Admin Fee	Program Fee	Consulting Fee	Altcare Rider	Other Rider	Broker Fees	Reserve	Total
medical								
active	\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,424.37	\$141,199.37
Sub Total (Current)	\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,424.37	\$141,199.37

Adjustments

Row Labels	Values Admin Fee	Program Fee	Sum of Consulting Fee	Sum of Altcare Rider	Other Rider	Broker Fees	Reserve	Total
Sub Total (Adjustments)								

TOTAL COMPONENTS & ADJUSTMENT \$141,199.37

TOTAL - CURRENT BILLING PERIOD \$141,199.37

TOTAL DUE NOW \$141,199.37

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
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	Employee + Child(ren)	33	105	12329.79
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000 Total		163	450	64771.18
Grand Total		366	1012	141199.37

BILLING - Adjustments

Adj Type	Adjust Period	Total
Grand Total		

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Blue Ridge Academy Billing

For Period Beginning 05/01/2026

Remit to: Nonstop Administration & Insurance Services, Inc.
PO Box 92468
Las Vegas, NV 89193-2468

Due Date: Upon Receipt

Prior Balance \$283,693.35

Client Payments -\$283,693.35

\$0.00

New Premium Billed

Row Labels	Values								
	Admin Fee	Program Fee	Consulting Fee	Altcare Rider	Other Rider	Broker Fees	Reserve	Total	
medical									
active	\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,424.37	\$141,199.37	
Sub Total (Current)	\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,424.37	\$141,199.37	

Adjustments

Row Labels	Values								
	Admin Fee	Program Fee	Sum of Consulting Fee	Sum of Altcare Rider	Other Rider	Broker Fees	Reserve	Total	
Sub Total (Adjustments)									

TOTAL COMPONENTS & ADJUSTMENT \$141,199.37

TOTAL - CURRENT BILLING PERIOD \$141,199.37

TOTAL DUE NOW \$141,199.37

BILLING - Current Period

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

PlanName	PlanFI	Enrollments EE & Deps Total		
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Grand Total		366	1012	141199.37

BILLING - Adjustments

Adj Type	Adjust Period	Total
Grand Total		

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

BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID: 653755915827
Invoice Date: 04/15/2026
Bill Period: May 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 04/15/2026 will appear on your next bill.

Summary of Amount Due

Previous Balance	\$146,221.58
Payments	\$-146,221.58
Balance	\$0.00
Current Activity	\$146,221.58
Retro Activity	\$0.00
Total Current Charges	\$146,221.58

Total Amount Due **\$146,221.58**

(Includes past due and current charges)

Due Before **05/01/2026**

You're signed up for autopay. Your account ending in 3220 will be charged \$146,221.58, on 04/27/2026.

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	449	\$146,221.58
234945	SCR	7000	BLUE RIDGE ACADEMY COBRA	0	\$0.00

Any activity processed after 04/15/2026 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	03/28/2026	ACH	5995020	\$146,221.58	0000	\$-146,221.58
Total amount paid						\$-146,221.58

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.

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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		

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BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID: 653755915827
Invoice Date: 04/15/2026
Bill Period: May 2026

Current Activity Summary

Includes membership activity and rate changes processed from 05/01/2026 – 05/31/2026

Membership Summary by Contract Option for Group ID 234945 Bill Group ID 0000 Bill Group Name – BLUE RIDGE ACADEMY-DHMO HSA 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	273	\$84,726.60
Totals	161	449	\$146,221.58

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

BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID: 653755915827
Invoice Date: 04/15/2026
Bill Period: May 2026

Any activity processed after 04/15/2026 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



SUPPORTING DOCUMENT

BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID: 653755915827
Invoice Date: 04/15/2026
Bill Period: May 2026

Any activity processed after 04/15/2026 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 May 2026

Please pay this Amount: **\$146,221.58**
AMOUNT PAID: \$ _____
Due Date: **05/01/2026**

Blue Shield of California
 Installation & Billing
 PO BOX 629032
 EL DORADO HILLS CA 95762-9032

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

Summary

Bill Date:	04/14/26
Billing Period:	05/01/26-05/31/26
Due Date:	05/01/26
Previous Amount Due:	\$ 353,537.47
Payments - thank you:	-353,537.47
Balance:	0.00
Current Charges:	354,414.71
Retroactive Adjustments:	0.00
Net Credits/Debits	0.00
Total Amount Due:	\$ 354,414.71

Account Number: W00712861000
 Invoice Number: 261040031064

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	31	27,363.70	0.00	\$27,363.70
Subscriber & Spouse	7	14,298.62	0.00	\$14,298.62
Subscriber & Dependent(s)	27	40,766.22	0.00	\$40,766.22
Family	37	95,298.68	0.00	\$95,298.68
Total		\$177,727.22	\$0.00	\$177,727.22
Local Access+ HMO (R) Facility Deductible 40-40%/2000- Blue Shield of California				
Subscriber	36	31,196.16	0.00	\$31,196.16
Subscriber & Spouse	6	11,958.00	0.00	\$11,958.00
Subscriber & Dependent(s)	19	27,989.85	0.00	\$27,989.85
Family	42	105,543.48	0.00	\$105,543.48
Total		\$176,687.49	\$0.00	\$176,687.49
Total		\$354,414.71	\$0.00	\$354,414.71

Membership Summary

Total Current Adjustments		Contract Counts	
Net Change Subscribers	0	Total Subscriber only	67
Net Change Members	-1	Total Subscriber and 1 dep	30
Total Subscribers	205	Total Subscriber and 2+ dep	108
Total Members	359		

Blue Ridge Academy Billing

For Period Beginning 06/01/2026

SUMMARY OF BILLING FOR PERIOD

Prior Balance \$141,199.37

Client Payments \$0.00

\$0.00

Remit to:

Nonstop Administration & Insurance Services, Inc.

PO Box 92468

Las Vegas, NV 89193-2468

Due Date:

Upon Receipt

New Premium Billed

Row Labels	Values		Program Fee	Consulting Fee	Altcare Rider	Other Rider	Broker Fees	Reserve	Total
	Admin Fee								
medical									
active		\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,055.58	\$140,830.58
Sub Total (Current)		\$3,660.00	\$14,640.00	\$0.00	\$1,830.00	\$0.00	\$2,645.00	\$118,055.58	\$140,830.58

Adjustments

Row Labels	Values		Program Fee	Sum of Consulting Fee	Sum of Altcare Rider	Other Rider	Broker Fees	Reserve	Total
	Admin Fee								
medical									
active		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,475.16)	(\$1,475.16)
Sub Total (Adjustments)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,475.16)	(\$1,475.16)

TOTAL COMPONENTS & ADJUSTMENT \$139,355.42

TOTAL - CURRENT BILLING PERIOD \$139,355.42

TOTAL DUE NOW \$280,554.79

Only Pay This Amount

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	36	36	5708.16
	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		102	284	27456.78
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH	Employee + Spouse	7	14	3382.26
	Employee Only	32	38	8371.2
	Employee + Family	37	152	26403.2
	Employee + Child(ren)	25	73	10814.75
2025/2026-Blue Ridge Academy-Blue Shield Full PPO-NSH Total		101	277	48971.41
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000	Employee + Spouse	7	14	2787.61
	Employee Only	65	66	14741.35
	Employee + Family	58	262	34543.64
	Employee + Child(ren)	33	105	12329.79
2025/2026-Blue Ridge Academy-Kaiser 13850/13851 HMO-NSH-CUSTOM PLAN 1500/3000 Total		163	447	64402.39
Grand Total		366	1008	140830.58

BILLING - Adjustments

Adj Type	Adjust Period	Total
credit	05/01/2026	-595.58
	04/01/2026	-595.58
	03/01/2026	-595.58
	02/01/2026	-595.58
debit	05/01/2026	226.79
	04/01/2026	226.79
	03/01/2026	226.79
	02/01/2026	226.79
Grand Total		-1475.16

Blue Ridge Academy Billing

For Period Beginning 06/01/2026

SUMMARY OF BILLING FOR PERIOD

Remit to: Nonstop Administration & Insurance Services, Inc.

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PO Box 92468

Las Vegas, NV 89193-2468

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\$0.00

Due Date: Upon Receipt

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Sub Total (Adjustments)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,475.16)	(\$1,475.16)

TOTAL COMPONENTS & ADJUSTMENT \$139,355.42

TOTAL - CURRENT BILLING PERIOD \$139,355.42

TOTAL DUE NOW \$280,554.79

**SUPPORTING
DOCUMENT**

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**SUPPORTING
DOCUMENT**

Blue Ridge Academy Billing

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Sub Total (Adjustments)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$1,475.16)	(\$1,475.16)

TOTAL COMPONENTS & ADJUSTMENT \$139,355.42

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ENGLISH LEARNER MASTER PLAN 2026-2027

Blue Ridge Academy



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Master Plan for Services to English Learners

Blue Ridge Academy aims for outstanding programs for all our students. English Learners have enormous challenges but also have the opportunity to develop the asset of bilingualism within a global community. They face the double task of learning the challenging state standards and mastering a new language.

To make sure we reach optimal results for English Learners we developed this Master Plan to ensure that they learn English, have full access to a challenging academic curriculum and that they build the multicultural proficiency that is necessary in today's complex and challenging world. This plan is a practical guide for all staff to ensure that we provide consistent, coherent services to each and every English Learner in our school. We are all expected to follow the plan, and it provides specific ways for us to hold ourselves accountable for obtaining optimal results.

This plan describes how we identify, serve and support students who initially enroll in our school with limited proficiency in the English language. The plan sets forth five goals for this work:

1. English Learner (EL) programs will be fully implemented.
2. Parents of English Learners and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. English Learners will master the English language as efficiently and effectively as possible.
4. English Learners will achieve academic success comparable to English Only (EO) students.
5. English Learners and Reclassified Fluent English Proficient Students will be at no greater risk for school failure than English Only Students.

Identification Tools:

- Home Language Survey upon enrollment
- Additionally, look in CALPADS and cumulative folders

Step 1: Registration, including Completion of the Home Language Survey

Upon enrollment, parents complete a Home Language Survey or HLS as required by state law. This survey is completed the first time the parent enrolls the child in Blue Ridge Academy, and the results are maintained thereafter in the charter school's student information system and the English Learner folder in the child's cumulative record (CUM).

If the answers to Items 1, 2, 3 on the HLS are "English", the child is classified as English Only or EO. The parent is notified of the result and is given an explanation of the placement options open to the student. The default option is Mainstream English.

If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English or ASL, the child is tested for English proficiency. (Continue to Step 2)

However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

NOTE: When reasonable doubt is established, the school must annotate the HLS to document the reasons for ELPAC administration. The school administrator/designee must sign and date the annotations provided.

The parent has the right to amend the HLS at any time. However, if the student has already been administered the initial ELPAC, any changes to the HLS will not affect the student's official language classification. If the parent amends the HLS prior to initial ELPAC administration, the school must honor the changes made while continuing to take reasonable doubt into consideration, given the probable impact of the change relative to the parent's or student's observed linguistic behavior.

Parents who enroll their child in Pre-Kindergarten must complete the HLS as part of the enrollment process. The first HLS (e.g., Pre-K) on file for a student supersedes all HLS forms completed at later times. Therefore, the answers provided on the **initial** HLS are documented permanently in CALPADS.

Assessment

- Initial ELPAC, within 30 days of enrollment-- July 1-June 30
- Initial ELPAC student score reports and Notification Letters will be mailed and emailed, after testing results are provided by the state. See Appendix 1(generic sample letter)
- Summative ELPAC, for current ELs -- Feb. 1 - May 31

Step 2: English Language Proficiency Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home in Item 1, 2, or 3, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment.

The ELPAC is a standardized language proficiency test designed to measure the English proficiency of non-native speakers in four areas: Listening, Speaking, Reading and Writing. The child receives a score for each part of the test that is taken (Listening, Speaking, Reading, and Writing) as well as an overall score. The score types include: scale scores and proficiency levels.

School staff calculate a preliminary score for the purpose of determining the default program and placement options. These results, including proficiency level results for each subtest, are communicated to the parent on the Parent Notification of English Language Testing Form. The assessment is also forwarded to the test publisher for official scoring. These official results override

the informal scoring if the scores differ. The official results are sent to the parent within 30 days of receipt by the school. ELPAC results are maintained in the student's English Learner folder inside the cumulative folder, and in the school's student information system for future use in the monitoring of student progress and in the program evaluation.

If an Individual Education Plan (IEP) team has determined that a student is unable to take all or part of the ELPAC, the student will be given a California Department of Education (CDE) approved alternative assessment.

On the basis of the English language assessment, students are classified as either English Learner (EL) or Initially Fluent English Proficient (IFEP).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the <i>2012 California English Language Development Standards, Kindergarten Through Grade Twelve (2012 ELD Standards)</i> .
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the <i>2012 ELD Standards</i> .
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the <i>2012 ELD Standards</i> .

NOTE: Students classified as IFEP are not eligible to receive EL services and will receive grade-level instruction in an instructional program designed for Native-English and Fluent-English speakers.

IFEP Students - The parents of IFEP students are informed of the results and given the same program options as those given to EO students: the default program is Mainstream English. Placement is made on the same basis as for EOs.

English Learners proceed to primary language assessment. Parents of ELs will be notified each year of their child's current language classification along with the annual assessment results. A student will remain an EL until he or she has met the criteria for reclassification.

Step 3: Parent Notification of Results

Parent Notification of Initial Assessment Results and Program Placement

Parents of students (ELs and IFEPs) who are administered the **Initial** ELPAC will receive official notification informing them of their child's:

- Initial English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

In addition to the above, parents must also receive information regarding the:

- Various instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification, or program exit, criteria
- Instructional program for ELs with a disability (with an IEP) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

Parent Notification of Annual Assessment Results and Program Placement

Program Placement/Instructional

- **English Language Mainstream (ELM)**—A classroom setting for English learners who have acquired reasonable fluency in English, as defined by the school district. In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.
- Core Instruction in English
- Daily Leveled ELD for 30 – 60 minutes based on the student's need and level independently at home through English Learner supports provided to the family.
- SDAIE strategies/vocabulary development will be embedded in the curriculum and enhanced with teacher support in person or online sessions. One to three, half hour sessions. (SDAIE Strategies for English Learner Intervention is attached).
- Monitor student progress and evaluate programs regularly.
- Optional ELD class (virtual).

Step 4: Program Placement

The following process is used to identify the most appropriate program for the English Learner. ELPAC results indicate whether the student is *reasonably fluent in English* or not.

The criteria for reasonable fluency in English are the same as the criteria for “Probably English Proficient” in the ELPAC Scoring Guide. They include:

1. Student's *overall* proficiency level is Early Advanced or higher, *and*
2. Proficiency in *each* skill area is Intermediate or higher. The skill areas are Listening, Speaking (Kindergarten through 12th grade), Reading, Writing, (2nd through 12th grade).

If the child is *reasonably fluent in English* by these criteria, then the default placement is the *mainstream English program*. Additional support services may be recommended, as appropriate. The child will normally continue in this placement until reclassified. Support services in the mainstream program must include English Language Development and may include one or more of the following:

- Content instruction using SDAIE strategies
- Specialized instruction by an English Learner Development teacher
- Participation in Benchmark, Strategic, or Intensive interventions in variety of setting based on student need
- McGraw Hill Flex Curriculum (EL supports based on Level)

PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT, AND RELATED PARENTAL RIGHTS/INFORMED CONSENT

Our school provides ongoing annual professional development for administrators and staff, including special education teachers and staff, on legal requirements and district procedures relating to the implementation of the identification and placement requirements of this *English Learner Master Plan*, including but not limited to:

- Initial identification
- Placement options and procedures
- Communicating assessment results to families effectively
- Parental rights and informed consent regarding initial identification and placement, including the parental exception waiver process.

Those who must participate in the training include but are not limited to: administrators, teaching staff, counselors, Enrichment Center staff, staff members who work with ELs' student records, office staff members responsible for registration, special education teachers, paraprofessionals and specialists, and other support staff as necessary. The training places special emphasis on sensitivity to parents, including how to make parents feel welcome, and how to ensure that they are truly informed and able to take an active role in the process of determining the appropriate instructional program for their child.

INITIAL ELPAC-ELAS CORRECTION POLICY AND PROCESS

Local Educational Agencies are allowed to make one correction per student per lifetime to an English Language status. This process can be used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC. Typically, the process will be used if a parent/guardian or certificated employee can provide evidence that a student who was classified as English Learner (EL) after taking the Initial ELPAC should be

classified as Initially Fluent English Proficient (IFEP). This process must occur before the first administration of the Summative ELPAC starting in February.

If a student was tested with the initial ELPAC and was designated EL but, based on evidence and observation, you feel that they are proficient in English, the HST can request a status correction to IFEP (Initially Fluent English Proficient).

1. HST submits the Google Survey--ELAS Correction Request for Initial ELPAC; found in the EL Resources Folder.
2. If the request is approved for further review, HST will receive an Evidence Form and info sheet.
3. HST and family review the examples of possible evidence for the student's grade span.
4. HST and family gather appropriate, grade-level evidence in all domains to illustrate student's English Language Proficiency
5. Complete the Evidence Form, signed by HST and Parent, then email, along with evidence, to the school's EL Designee or coordinator.

RECLASSIFICATION

Our school reclassifies EL students to Reclassified English Fluent Proficient (RFEP) at the point when specialized language and academic support services are deemed no longer needed for ELs to be successful in their educational program at a level commensurate to non-ELs. This decision is made using criteria that include assessment of English language proficiency using the ELPAC, Smarter Balanced Assessment Consortium (SBAC) or California Alternative Assessment (CAA) scores in English-Language Arts, teacher evaluation, and parent consultation. Once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students must be monitored for a minimum of two years, as required by state and federal guidelines, and if their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency. A full description of the reclassification process is detailed below.

ELPAC proficiency level, in addition, common, grade-level standards-based assessments and English language development (ELD) assessments are examined to determine if the student is able to function at a level commensurate with his or her English-speaking peers.

Reclassification Policy, Criteria, and Process:

The EL Designee or coordinator, in conjunction with teacher input, will specifically evaluate students who are potentially qualified for reclassification. This will occur upon release of ELPAC scores by the state.

Per California Department of Education recommendations and requirements, EL Reclassification will be based on the following four criteria:

- ELPAC Score - Students must have an Overall Performance Level score of 4 (the statewide standardized ELP criterion), or an Overall Performance Level (PL) score of 3 if students took the Summative Alternate ELPAC.

- Teacher Evaluation - Student progress as observed by the teacher, as well as student's grades/progress indicators in math and English. Grades must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
- Parent Opinion and Consultation - Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
- English Language Proficiency - EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores. The cut score requirements/criteria are indicated in the chart below.

Grade	Minimum ELA SBAC Score	Minimum Reading Score on STAR360	Minimum Math SBAC Score	Minimum Math Score on STAR360
TK/K	n/a	50	n/a	n/a
1st	n/a	71	n/a	240
2 nd	n/a	182	n/a	396
3 rd	Standard nearly met	323	Standard nearly met	482
4 th	Standard nearly met	424	Standard nearly met	567
5 th	Standard nearly met	525	Standard nearly met	634
6 th	Standard nearly met	626	Standard nearly met	699
7 th	Standard nearly met	713	Standard nearly met	736
8 th	Standard nearly met	847	Standard nearly met	767
9 th	n/a	925	n/a	780
10 th	n/a	981	n/a	782
11 th	Standard nearly met	1026	Standard nearly met	803
12 th	n/a	1141	n/a	817

Process

1. The EL Designee or coordinator will complete the Reclassification Form for students who meet the first criteria. See Appendix 3
2. Form will then be sent to the teacher for further input and completion of grades, test scores, etc.
3. If a student meets criteria 1, 2, and 4, a Parent Notification Letter of Reclassification will be sent to the parents, inviting them to a phone conference where they can consult with the EL Designee or coordinator and/or teacher, and their child. See Appendix 4
4. At this point, if everyone is in agreement, the student is then redesignated RFEP.
5. If a student has not met criteria 1, 2, or 4, they will remain EL and will be reevaluated the next school year.

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is similar for Special Education students being considered for reclassification (other than the Overall Performance Level of 3 must be scored, rather than the required Overall Performance Level of 4 for the general Summative ELPAC), except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee or coordinator to consider the **alternative reclassification criteria and form**. The IEP team, to include parent/guardian and the EL Designee or coordinator, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students. See Appendix 5

Reclassification Criteria for Students Who Take the Summative Alternate ELPAC

1. Assessment of ELP (using an objective assessment instrument including, but not limited to, the state test of ELP) receiving an Overall Performance Level (PL) of 3. LEAs must use the Summative Alternate ELPAC results as the primary assessment of ELP, and an Overall PL of 3 as a determination that the student met the ELP assessment criterion.
2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery)
3. Parent or guardian opinion and consultation
4. Comparison of the performance of the student in basic skills against an empirically established range of performance* in basic skills based upon the performance of English-proficient students of the same age, that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

*An assessment (e.g., California Alternate Assessment [CAA] for ELA) that is administered across the entire school to students of the same age or grade level constitutes an empirically established range of performance.

RFEP Monitoring

Per California Department of Education requirements, once a student is reclassified as RFEP, they are no longer required to take the summative ELPAC, but there is a requirement for four years of continued monitoring of that student.

Our school will monitor RFEPs once per year over the course of the four years, using the Reclassification Monitoring form. Below is the RFEP Monitoring Schedule, based on student last name:

RFEP Monitoring Schedule

Student's Last Name	Monitoring Month, Annually for Four Years
A-C	October
D-F	November
G-H	December
I-L	January
M-O	February
P-R	March
S-V	April
W-Z	May

If at any point the student is scoring below grade level, intervention measures will be put in place, so as to ensure that the student is receiving as much support as possible, toward maintaining English language proficiency and academic growth. See Appendix 6



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

INITIAL ELPAC NOTIFICATION LETTER

To the parent(s)/guardian(s) of:

Test Date:

Student ID#:
Date of Birth:

School: [Blue Ridge Academy](#)
Grade:

Dear Parent(s) or Guardian(s): A language other than English was noted on your child's Home Language Survey when your child first enrolled in our school. State and federal law requires us to assess your child and notify you of your child's proficiency level in English. We are required to inform you of the language acquisition program options available. From these options, you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also explains the criteria for a student to exit the English learner (EL) status (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi]).

Language Assessment Results (20 U.S.C Section 6312[e][3][A][ii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Initial ELPAC Performance Level
Overall	Status: Intermediate English Learner Score: 412
Oral Language (Listening and Speaking)	Well developed
Written Language (Reading and Writing)	Beginning to develop

Based on results of the English language proficiency assessment, your child has been identified as an [English Learner \(EL\)](#) student.

Program Placement

If your student was identified as **IFEP**, he/she is assigned to a regular academic program, will not need to participate in an English language instructional support program, will not be designated as an English Learner (EL student), nor will he/she need to take the ELPAC exam again. Please note that this does not change your student's homeschool teacher.

If your student was identified as an **English Learner (EL)**, he/she has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added

by your child's teacher as needed, according to the ELPAC results. Please note that this does not change your student's homeschool teacher.

Exit (Reclassification) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

Required Criteria (California <i>Education Code</i> [EC] Section 313[f])	LEA Criteria Blue Ridge Academy EL Master Plan
English Language Proficiency Assessment	ELPAC Overall Performance Level 4.
Teacher Evaluation	Student progress as observed by a teacher, as well as student's grades/progress indicators in math and English. Grade must be a C or higher in both courses. Progress in standards must be Meeting or Exceeding Expectations.
Parental Opinion and Consultation	Parents will be invited to, and are strongly encouraged to participate in a phone conference, as noted in the Parent Notification Letter of Reclassification.
Comparison of Performance in Basic Skills	EL student's English language proficiency will be compared with that of an English Proficient Student. This will take the form of the STAR 360 Assessment and SBAC scores.

Intervention and Support Options

In addition to the instructional support provided by your homeschool teacher, Blue Ridge Academy offers other programs to help your student with their English fluency and academic achievement goals. Below is a list of options, which you can discuss with your teacher, if interested.

1. **Small-Group (virtual) ELD Classes**—new this year! This class will provide a weekly session of 30+ minutes of individualized support and instruction using Google Classroom and various online programs, including BrainPopELL, language support programs, as well as other supplemental materials taught by our EL Coordinator. Students will practice reading, writing, listening and speaking in English. You will receive communication directly from the EL Coordinator to sign up for this class which begins in October.
2. **Curriculum supplemental support**—check with the student's chosen curriculum platform, as some have a built-in ELD/intervention component. For example, Edgenuity students can access MyPath.
3. **Learning Ally**—this program is an audiobook program which reads books to students, so they can hear what it should sound like, as it is read by an English fluent person.

Should you have questions regarding these programs, test results, or your child's instructional placement, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,
Emily Cruz
EL Designee
Director of Student Achievement
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



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

Annual EL Notification Letter 2026-2027

Dear Parent or Guardian of:

<<First Name>> <<Last Name>>

<<Street>>

<<City Line>>

August 19, 2026

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the Initial English Language Proficiency Assessments for California (ELPAC). The results of the test help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child continues to be identified as an English Learner. Your child has been assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Instructional support is added by your child's teacher as needed, according to ELPAC results. Please note, that this does not change your student's homeschool teacher.

Blue Ridge Academy also offers additional supports to those students who require additional intervention. Should you have questions regarding these programs or your child's instructional placement, please contact your child's teacher, or me, at the number or email listed below.

Sincerely,

Emily Cruz
Director of Student Achievement, EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



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

Carta de notificación anual EL 2026-2027

Estimado padre o tutor de:

<< Nombre >> << Apellido >>

<<Street>>

<< Línea de la ciudad >>

19 de agosto de 2026

Las leyes estatales y federales requieren que todos los distritos escolares de California den una prueba estatal de dominio del inglés a los estudiantes cuyo idioma principal no es el inglés. El idioma principal de un estudiante se identifica en una encuesta sobre el idioma del hogar, que los padres o tutores completan al inscribir a su hijo en una escuela pública de California por primera vez. En California, el nombre de la prueba estatal es Evaluación inicial de dominio del idioma inglés para California (ELPAC). Los resultados de la prueba ayudan a medir cómo progresa cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y escritura.

Su hijo sigue siendo identificado como un aprendiz de inglés. Su hijo ha sido asignado a un programa de apoyo educativo apropiado en inglés según los resultados. El objetivo de este programa es ayudar a su hijo a dominar el inglés y tener éxito en el plan de estudios académico de la escuela. El maestro de su hijo agrega apoyo educativo según sea necesario, de acuerdo con los resultados de ELPAC. Tenga en cuenta que esto no cambia al maestro de educación en casa de su estudiante.

Blue Ridge Academy también ofrece apoyos adicionales a aquellos estudiantes que requieren intervención adicional. Si tiene preguntas sobre estos programas o la ubicación educativa de su hijo, comuníquese con el maestro de su hijo o conmigo al número o correo electrónico que se indica a continuación.

Atentamente,

Emily Cruz
Director of Student Achievement, EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



Evidence Form

Initial ELPAC Correction: Correcting ELAS from EL to IFEP

Complete all information below and email along with evidence documentation to the EL Designee or coordinator of your school.

HST Name: _____

Student Name: _____

SSID: _____

List of evidence attached:

1. Reading:

2. Writing:

3. Listening:

4. Speaking:

Additional teacher comments and observations:

--

Teacher Signature:_____

Date:_____

Parent Signature:_____

Date:_____

Final Outcome: Student ELAS will be corrected to IFEP: Yes ☐ No ☐

EL Designee/coordinator:_____

Date:_____



English Learner Reclassification Form

Student Name:	Grade:
Teacher Name:	Date:

1. ELPAC Scores

2. English Language Proficiency/ Academic Performance

Overall Score		Comparison Data	English	Math
Subscores: Listening		Grades/Progress Indicators		
Speaking		SBAC Scores		
Reading		Star 360 Scores		
Writing		Other:		

3. Teacher Evaluation

4. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:_____EL Designee_____

Parent Signature:_____Official RFEP Date:_____



Blue Ridge Academy

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Parent Notification Letter of Reclassification

June 3, 2026

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English Learner. In California, the name of this test is the English Language Proficiency Assessments for California (ELPAC). The results of the ELPAC help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been administered the ELPAC for this year, and we have received those scores. We reviewed your child's performance on this test and took into consideration the following criteria: an evaluation of your child's academic performance by the teacher; your child's English proficiency as measured by the SBAC, Star 360, and/or other additional assessments, and your opinion as the parents or guardians about your child's proficiency in English and readiness to be reclassified. Based on all of this data, your child qualifies for reclassification out of the program. We will reclassify your child as fluent English proficient (RFEP).

We thank you for your input and involvement in this process and congratulate your family on this achievement. If you have any questions about the ELPAC or this letter, you can ask your HST, or they can also be directed to me as well.

Sincerely,

Emily Cruz
Director of Student Achievement
EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com



Blue Ridge Academy

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Carta de notificación de reclasificación a los padres

3 de junio de 2026

Estimado padre o tutor de:

Las leyes estatales y federales requieren que todos los distritos escolares de California den una prueba estatal de competencia en inglés cada año a cada estudiante identificado como aprendiz de inglés. En California, el nombre de esta prueba es Evaluaciones de dominio del idioma inglés para California (ELPAC). Los resultados del ELPAC ayudan a medir cómo progresa cada estudiante hacia el dominio del inglés en las áreas de comprensión auditiva, expresión oral, lectura y escritura.

A su hijo se le ha administrado el ELPAC de este año y hemos recibido esos puntajes. Revisamos el desempeño de su hijo en esta prueba y tomamos en consideración los siguientes criterios: una evaluación del desempeño académico de su hijo por parte del maestro; el dominio del inglés de su hijo según lo medido por las evaluaciones SBAC, Star 360 y/u otras evaluaciones adicionales, y su opinión como padres o tutores sobre el dominio del inglés de su hijo y su preparación para ser reclasificado. Con base en todos estos datos, su hijo califica para ser reclasificado fuera del programa. Reclasificaremos a su hijo como reclasificado con dominio del inglés fluido (RFEP).

Le agradecemos su contribución y participación en este proceso y felicitamos a su familia por este logro. Si tiene preguntas sobre ELPAC o esta carta, puede preguntarle a su HST, o también pueden dirigirme a mí.

Sinceramente,

Emily Cruz
Director of Student Achievement, EL Designee
Blue Ridge Academy
(562) 833-7216
emily.cruz@theblueridgeacademy.com

Reclassification Form For English Learners with Disabilities



Policy, from Blue Ridge EL Master Plan:

RECLASSIFYING ENGLISH LEARNERS WITH DISABILITIES

The reclassification criteria and process is the same for Special Education students being considered for reclassification, except in those cases where the IEP team feels that the student's disability, more so than a language barrier, is the reason for why the student is not qualifying for reclassification. In such cases, it is the responsibility of the IEP team, case carrier, or teacher to initiate contact with the EL Designee to consider the alternative reclassification criteria and form. The IEP team, to include parents and the EL Designee, will discuss and complete the form. If the student is found to meet this criteria, he/she will then be reclassified to RFEP and four year monitoring will commence, as with all other RFEP students.

Student Name:	Grade:
Teacher Name:	Today's Date:
Primary Disability:	Date of last IEP:
Secondary Disability:	

1. Indicate which assessment the student took: ELPAC _____ Alternate ELPAC _____

2. ELPAC Scores

3. English Language Proficiency/ Academic Performance

Level		Comparison Data	English	Math
Overall Score		Grades/Progress Indicators		
Overall Performance Level		CAA/SBAC Scores		
Previous ELPAC Scores		Star 360 Scores		

		Other:		
--	--	--------	--	--

4. Has the student met language proficiency criteria as assessed by ELPAC?
 Yes ____ No ____

5. Does the IEP/reclassification team believe the student's disability impedes the student's ability to demonstrate English proficiency on the ELPAC?
 Yes ____ No ____

Provide an explanation below by using the following criteria to help determine if factors other than English language proficiency are responsible for limited achievement on ELPAC and/or ELA:

____ Student's performance is commensurate with his/her ability, due to his/her disability. ____ Student's performance is commensurate with that of peers who have a similar learning disability and are NOT English Learners. ____ Student's errors are indicative of a student with his/her disability versus a language barrier. ____ Other/also:
--

6. Was an English proficiency goal written into the student's IEP? Yes ____ No ____

7. Did the student meet the English proficiency goal? Yes ____ No ____

8. Is it the belief of the IEP/reclassification team that the student has reached an appropriate level of English proficiency and should be reclassified?
 Yes ____ No ____

9. Teacher Evaluation

10. Parent Opinion

Final Outcome: Student will be reclassified: Yes No

Teacher Signature:_____ EL Designee:_____

Parent Signature:_____ Official RFEP Date:_____

Case Carrier:_____ IEP Team Member:_____

IEP Team Member:_____ IEP Team Member:_____



English Language Learner RFEP Monitoring Form

Student Name:	Grade:	Evaluation Interval: Year 1 Year 3 Year 2 Year 4
Teacher Name:	Date:	RFEP Date:

Academic Achievement		
	English	Math
Classroom Grades		
SBAC Scores		
Star 360 Scores		
Other:		

Was academic performance satisfactory? Yes No

Are intervention strategies necessary? Yes No

Targeted Intervention (if required)		
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):
Specific Academic Need:	Description of Specific intervention:	Performance target (SMART Goal):

Additional Comments/Information

Parent Signature

Date

Teacher Signature

Date

EL Designee

Date



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

Initial English Language Proficiency Assessments for California (Initial ELPAC) Computer-Based Assessment Parent and Guardian Notification Letter

Dear Parent/Guardian:

When registering your child in a California public school for the first time, you listed that your child has a language other than English on the Home Language Survey. Therefore, your child will be assessed with the Initial English Language Proficiency Assessments for California, or “Initial ELPAC.”

The Initial ELPAC is a required test used to determine how well students understand and communicate in English when it is not the language used at home. This is important so students can get the support they need to do well in school. Your child’s voice will be recorded as part of the Speaking portion of the computer-based test to help ensure that the test is scored correctly. All recorded responses will be destroyed after the scores are validated.

The Initial ELPAC may be administered remotely, in person, or through a combination of in-person and remote testing. **Blue Ridge Academy** will administer the Initial ELPAC to all eligible students with the following administration mode:

- Combination of in-person and remote testing

Your child will take the test from an off-campus location, most commonly their homes, and will connect with the test examiner on the computer. To make sure that each student receives the most accurate score, and to keep the test fair for all students, please follow these guidelines for student testing:

- You may help your child log on to enter the test session.
- Do not talk about the questions on the test or any materials for the test with anyone before, during, or after the test.
- No one may record the test or use a camera or any other device to take pictures of the test questions or of your child taking the test.
- To make sure the test is being completed by your child without any help, your child will be monitored through video and audio (a web camera and microphone) while taking the test.
 - The camera is used only to observe your child and your child’s surroundings during the test and will not record the session. Please follow all instructions given by the test

examiner about where to place the camera.

- If your child cannot use the computer's camera, microphone, and speaker or headphone during remote testing, you may contact **the Help Desk at 661-412-9363 ext. 6** for another way to administer the test to your child.

- For more information, visit the [ELPAC Parent/Guardian Resources web page](#).

The results will identify if your child needs language support learning English so that you and your child's teachers can better assist them.

You are an important part of your child's education. To make sure your child feels comfortable taking these tests, you can

- explain to your child that these tests are used to help them learn, and they should not be anxious or nervous;
- explore the practice tests with your child on the [ELPAC Practice and Training Tests web page](#) so they can become familiar with the platform and setup of the assessment; and
- remind your child that you and their teacher want them to try their best and are there to help, every step of the way.

To learn more about the Initial ELPAC, go to the [California Department of Education Parent Guides to Understanding web page](#).

You also can review sample test questions on the [ELPAC Starting Smarter website](#).

If you have any questions about your child taking the Initial ELPAC, please contact Blue Ridge Academy at (661) 412-9363.

Sincerely,

Samantha Haynes
Executive Director, Principal



Blue Ridge Academy

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

English Language Proficiency Assessments for California (ELPAC) Summative ELPAC Parent and Guardian Notification Letter

Dear Parent/Guardian:

We know that your child brings many strengths with them to school, but also may need extra support in the classroom. As an English learner student, your child will take the Summative English Language Proficiency Assessments for California (ELPAC) this spring.

The Summative ELPAC measures how much progress your child is making in listening, speaking, reading, and writing in English. Your child's voice will be recorded during the speaking part of the test. These recordings may be used to double check test scores and will not be saved or made public.

Your child will take the Summative ELPAC every spring until they are fluent in English and no longer need support to understand and learn in English.

This year, **Blue Ridge Academy** will give the Summative ELPAC: ***in person, remotely, or through a combination of in-person and remote.***

The testing schedule is listed below:

February 1 - March 25

You are an important part of your child's education. To make sure your child feels comfortable taking the test, you can do the following:

- Explain to your child that this test is used as a tool to help them learn and that they should not be anxious or scared.
- Remind your child that you and their teacher want them to try their very best and are there to help, every step of the way.
- Talk with your child's teacher about their listening, speaking, reading, and writing skills to help support their learning.
- Explore the practice tests with your child on the CAASPP and ELPAC Practice and Training Tests web page at <https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests>, so they can become familiar with the platform and setup of the tests.

You will receive your child's results at or before the beginning of the next school year. Test results will identify areas where your child is doing well or needs more help, so you can better support their learning at home and teachers can better support their learning in the classroom.

To learn more about this test, go to the ELPAC Starting Smarter website at <https://elpac.startingsmarter.org/> or review the California Department of Education Parent Guides to Understanding web page at <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>.

If you have questions, please contact **Emily Cruz, EL Designee** at **(562) 833-7216** or emily@theblueridgeacademy.com.

Sincerely,

Samantha Haynes
Executive Director, Principal



BLUE RIDGE ACADEMY
Fiscal Policies and Procedures
2026 - 2027

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BLUE RIDGE ACADEMY

Fiscal Policies and Procedures

OVERVIEW AND GENERAL BUSINESS POLICIES

The Board of Blue Ridge Academy has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of Blue Ridge Academy to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board approves financial policies and procedures, delegate's administration of the policies and procedures to the *Superintendent* and reviews operations and activities on a regular basis.
2. The *Superintendent* has responsibility for all operations and activities related to financial management. However, the Board and *Superintendent* can appoint or delegate someone else to perform the responsibilities.
3. Financial duties and responsibilities must be separated so that no one employee has sole control authorizing transactions, recording financial transactions and custody of assets.
4. The School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that:
 - a. expenditures are authorized by and in accord with amounts specified in the board-adopted budget,
 - b. the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and
 - c. all transactions are recorded and documented in an appropriate manner.

Budget Development, Oversight Calendar and Responsibilities

The School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

January - April

Charter Impact works with the *Superintendent* to review the Governor's proposed state budget for the upcoming fiscal year and identify the likely range of revenues for the school's upcoming fiscal year (July 1 - June 30) based on projected enrollment. Once the revenue estimates are complete, Charter Impact and the *Superintendent* develop the remainder of the budget including staffing levels, review of fixed costs and discretionary spending. Then a five-year budget projection is developed in accordance with the schools' established strategic and growth plans.

BLUE RIDGE ACADEMY

Fiscal Policies and Procedures

Budget Development, Oversight Calendar and Responsibilities (continued)

May – June

Charter Impact and the **Superintendent** review revenue projections subsequent to the Governor’s annual “May Revise” budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The Board reviews and formally adopts a budget for the upcoming fiscal year before June 15. A copy of the final budget is provided to the charter-granting agency.

July – August

Books for prior fiscal year are closed by Charter Impact, all transactions are posted, and records assembled for audit.

The budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency, if applicable.

September – December

The independent auditor performs an audit of the closed fiscal year and prepares an audit report for submission to the Audit Committee.

At the end of the first full week of school, the *Superintendent* reviews the Charter School’s actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school’s budget is revised to match likely revenues.

The Audit Committee of the Board reviews a copy of the audit. The *Superintendent* address any audit exceptions or adverse findings. Once the Board approves the audit report, it is submitted to charter-granting agency.

On a monthly basis, the *Superintendent* and Board reviews current year actual versus budgeted revenues and expenditures and other financial reports as presented by Charter Impact. The Board approves any needed changes to the annual budget.

BLUE RIDGE ACADEMY

Fiscal Policies and Procedures

Budget Transfers

The *Superintendent* may transfer up to \$100,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

Banking Arrangements

The School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies. Charter Impact will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis.

Record Keeping

Transaction ledgers, duplicate unsigned checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

Charter Impact will retain electronic records at their site for a minimum of two years; after which, the remaining years will be the responsibility of the School.

Property Inventory

The *Superintendent* or delegate shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$5,000. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

BLUE RIDGE ACADEMY

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All non-consumable school property lent to students shall be returned to the school no later than 5 working days after the end of the school year. On an annual basis, the Superintendent or designee will review the inventory of consumable and non-consumable items and determine if there is an excess of items or if any are worthless. The school will then, through an open process, sell, donate, or dispose of such excess materials. Any excess or surplus property owned by the school may be sold or auctioned by the *Superintendent* or delegate provided the *Superintendent* or delegate engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$5,000 shall be approved in advance by the Board. The *Superintendent* or delegate will immediately notify Charter Impact of all cases of theft, loss, damage or destruction of assets.

Attendance Accounting

The *Superintendent* or delegate will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:

1. ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.
2. The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
3. Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.
4. The School will provide monthly attendance updates to Charter Impact to maintain accurate financial forecasts

Annual Financial Audit

The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of

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the school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. The audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars if the School spends in excess of the amount which requires an audit.

The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

Required Budget and Other Fiscal Reports

The *Superintendent*, working in conjunction with Charter Impact, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

Property and Liability Insurance

The *Superintendent* shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self-insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence. The school's *Superintendent* and other staff who manage funds shall be placed under a fidelity bond.

Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Expenses for equipment, internet services and software, as well as travel necessary to attending board meetings and meetings of board committees need not be approved in advance by the board. All other expenses shall be approved in advance by the board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

Fundraising, Grant Solicitation, and Donation Recognition

Fundraising or grant solicitation activities over \$100,000 on behalf of the school must be approved in advance by the Board. The Board shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their

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deposit in the school's accounts.

Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Except as otherwise provided in these policies, the *Superintendent* may enter into contracts and agreements not to exceed \$50,000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$50,000 must be submitted for board approval and may be executed by the *Superintendent* or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$50,000. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.

Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors). Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The *Superintendent* may also require that contract service providers list the school as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the School will obtain a W-9 from the contract service provider prior to submitting any requests for payments to Charter Impact.

The *Superintendent* will approve proposed contracts and modifications in writing. Contract service providers will be paid in accordance with approved contracts as work is performed. The *Superintendent* will be responsible for ensuring the terms of the contracts are fulfilled. Potential conflicts of interest will be disclosed upfront, and the *Superintendent* and/or Member(s) of the Governing Board with the conflict will excuse themselves from discussions and from voting on the contract.

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PURCHASING AND VENDOR PAYMENT

Segregation of Duties

The School will develop and maintain purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the *Superintendent* or delegate, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget. In the absence of a vendor invoice, the School will develop and maintain a check request form to document the approval of payment for specific items.

All transactions will be posted in an electronic general ledger maintained by Charter Impact. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

General Purchasing Procedures

All purchases over \$50,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The *Superintendent* shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three vendors were contacted and such documentation shall be maintained for three years. All purchases in excess of \$50,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services.

The *Superintendent* may authorize expenditures and may sign related contracts within the approved budget. The Governing Board must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Governing Board must also approve contracts and non-budgeted expenses over \$100,000.

When approving purchases, the *Superintendent* must:

- a. Determine if the expenditure is budgeted
- b. Determine if funds are currently available for expenditures (i.e. cash flow)
- c. Determine if the expenditure is allowable under the appropriate revenue source
- d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school's LCAP, school policies and procedures, and any related laws or applicable regulations
- e. Determine if the price is competitive and prudent.

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Any individual making an authorized purchase on behalf of the school must provide Charter Impact with appropriate documentation of the purchase. Individuals other than those specified above are not authorized to make purchases without pre-approval.

Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

The *Superintendent* may authorize an individual to use a school credit card, if the school elects to use a credit card, to make an authorized purchase on behalf of the school, consistent with guidelines provided by the *Superintendent* and/or Governing Board. The following provisions apply to credit card purchases:

1. The physical security of the school cards will be the responsibility of the card holder. As soon as the card holder as determined the card is lost, stolen, or compromised, they must notify the card issuer immediately of such misplacement and their immediate supervisor.
2. If receipts are not available or are “missing”, the individual making the charge will be held responsible for payment.
3. Cards will bear the names of both the Schools and the approved card holder’s name.

Purchase Orders

All non-recurring purchases for which the vendor requires the use of a purchase order, which must be approved by the *Superintendent* or delegate.

1. The Director of Finance or delegated position by the *Superintendent* will create a PO in Excel format and assign PO numbers in sequential order.
2. The numbered PO is then logged into an Excel sheet which lists all issued PO’s.
3. The printed PO is then given to the *Superintendent* or delegate for approval and signature.
4. The PO is then scanned and emailed to the vendor or copied and mailed. The original (or copy if original was mailed) is then placed in the Open PO folder.
5. All individual non-recurring student purchases entered through the school procurement system will be approved by the HST prior to purchasing.
6. A PO will be generated from the procurement system with sequential POs automatically generated.
7. The PO will be emailed directly from the system to the vendor.

Payment Authorization

All original invoices will be forwarded to the *Superintendent* or *Superintendent’s designee* for approval.

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1. The AP team will review each invoice, attach all supporting documentation (including a PO), and verify that the specified services and/or goods were received. When goods are ordered and received through the procurement system the three-way match of the purchase order, invoice, and goods receipts will be matched and verified in the procurement system. When receiving tangible goods from a vendor that are purchased outside of the procurement system, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment.
2. The *Superintendent* has designated that all SPED invoices will be sent to the *SPED Director* for final review and other invoices will be sent to the *Superintendent* for final review.
3. Approval from the *Superintendent* or *Superintendent's designee* will be indicated by a signature on an invoice, email, or other electronic documentation process. The invoice and supporting documentation will be sent to Charter Impact on at least a weekly basis (*Superintendent and/or designee* should be aware of invoice due dates to avoid late payments). Charter Impact will then process the invoices with sufficient supporting documentation.
4. The *Superintendent* or delegate may authorize Charter Impact to pay recurring expenses (e.g. utilities) without the *Superintendent's* or delegate's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to Charter Impact in writing and updated on an annual basis.

Accounts Payable Checks

The Governing Board will approve, in advance, the list of authorized signers on the school account. The *Superintendent* and any other employee authorized by the Governing Board may sign bank checks within established limitations.

1. Charter Impact does not use pre-printed check stock to avoid the risk of theft.
2. When there is a need to generate a check, the Director of Finance or delegated AP staff member will send appropriate approved documentation to Charter Impact. This is usually an approved invoice or Check Request Form.
3. Once approved by the *Superintendent*, Charter Impact prepares the check based on the check authorization prior to obtaining the appropriate signature(s).
4. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
5. Charter Impact will record the check transaction(s) into the appropriate checkbook and in the general ledger.
6. Charter Impact will distribute the checks and vouchers as follows:
 - a. Original – mailed or delivered to payee
 - b. Duplicate or voucher – attached to the invoice and filed by vendor name by a Charter Impact accountant.
 - c. Cancelled Checks – maintained with the banking institution.

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- d. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to Charter Impact who will attach any other related documentation as appropriate.

Wire and Other EFT Payments

Wire transfers are a way to pay customers and vendors quickly.

Incoming wire and other EFT transfers require the same documentation procedures as cash receipts and deposits. When the School's bank receives a wire transfer, it may notify the School by email, fax, or via its online banking site. This notification documents that the money has been received.

Only the *Superintendent* or the *Superintendent's designee* should be permitted to initiate an outgoing wire or ACH transfer. All outgoing wire and other EFT transfers should be performed using the bank's secure website and should include the *Superintendent* or the *Superintendent's designee* as the secondary approver. Outgoing wire and ACH transfers should not be issued unless the secondary approver logs on to the bank's secure website and approves the transfer electronically.

Bank Reconciliations

Charter Impact will maintain view-only online access to School bank accounts. On a monthly basis, Charter Impact will download the monthly bank activity/statement directly from the bank. Once the statement is received:

1. Charter Impact will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
2. Charter Impact will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
3. Charter Impact will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any discrepancies to the *Superintendent*.

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CASH RECEIPT MANAGEMENT

General Procedures for Non-Governmental Cash Receipts

For all fundraising activities approved by the board, the School will establish internal controls to ensure the safeguarding of assets. The following are general procedures for recurring activities:

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - b. The cash, checks, receipt book, and deposit summary must be given to the Superintendent or Vice Superintendent by the end of the next school day, who will immediately put the funds in a secure, locked location.
 - c. Both the Volunteer Coordinator and the Superintendent or Vice Superintendent will count the deposit and verify the amount of the funds in writing.

Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.

- d. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - e. The Superintendent or Vice Superintendent and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
 - f. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
2. All checks will be immediately endorsed with the school deposit stamp, containing the following information: "For Deposit Only"
3. A deposit slip will be completed by the Assistant Director - Finance and initialed by the *Superintendent* for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than \$2,000 will be deposited the next business day by the designated school employee. Deposits totaling less than \$2,000 will be made at least monthly by the designated school employee. All cash will be immediately put into a lock box.
5. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to Charter Impact to be filed and recorded weekly.

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Volunteer Expenses

All volunteers will submit a purchase requisition form to the *Superintendent* for all potential expenses. Only items with prior written authorization from the *Superintendent* will be paid/reimbursed.

Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by Charter Impact or the *Superintendent*, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the *Superintendent* and/or Governing Board. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the *Superintendent* and/or Governing Board.

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HUMAN RESOURCES AND PAYROLL

Payroll Services and Setup

Charter Impact prepares payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The *Superintendent* will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The *Superintendent* will review payroll statements each pay period to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, the *Superintendent* will be responsible for the creation of a personnel file with all appropriate payroll-related documentation and completing or providing all of the items on the Employee Payroll Set-up/Change Form. Items include a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

Timesheets

All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime. Overtime only applies to classified employees and is defined as hours worked in excess of eight (8) hours within a day or forty (40) hours within a week. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the *Superintendent* for further guidance.

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Payroll Processing

For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Superintendent will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. For salaried employees, employees must sign into a log book to verify working days for accuracy. The HR Manager will provide the designated school employee with any payroll- related information such as sick leave, vacation pay, and/or any other unpaid time.

For substitute teachers, the HR Manager will maintain a log of teacher absences and the respective substitutes that work for them. The HR Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. The Superintendent will notify Charter Impact of all authorizations for approved stipends.

Payroll is processed within 10 days after the period in which it is earned for hourly employees.

1. The signatory supervisor will submit a Payroll Summary Report of timesheets to Charter Impact for processing.
2. Charter Impact will prepare the payroll worksheet based on the summary report.
3. The payroll checks (if applicable) will be delivered to the school. The Superintendent will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Record Keeping

Charter Impact will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries based on the reporting submitted.

Charter Impact will also prepare the state and federal quarterly and annual payroll tax forms for income tax withholdings, Social Security and Medicare and submit the forms to the respective agencies on behalf of the school. Charter Impact will prepare the quarterly state returns for unemployment and disability, review the forms with the Superintendent, and submit the forms to the state on behalf of the school.

The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.

1. The designated school employee will immediately notify the Superintendent if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
2. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

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Expense Reports

Employees will be reimbursed for expenditures within thirty (30) business days of presentation of appropriate documentation. Receipts or other appropriate documentation will be required for all expenses over five dollars and all reports must be approved by the Superintendent. Expenses greater than two months old will not be reimbursed.

Superintendent expense reports must be approved by a board member and always be submitted to Charter Impact for processing and payment, petty cash may not be used.

Travel

Mileage reimbursement is outlined in the Telecommuting Allowance and Mileage Policy. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled.

The *Superintendent* must pre-approve all out of town travel. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.

Travel advances will not be issued.

Telephone Usage

Employees will be provided and are highly encouraged to use the school approved communication system, currently Ring Central, for all work-related calls. Employees will not make personal long distance or international calls on the communication system without prior approval from a supervisor. Employees will not be reimbursed for any calls made no

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using the approved communication system.

Telecommuting and Allowance

Blue Ridge Academy is committed to providing a mutually beneficial work environment for staff and may offer remote work or telecommuting to some employees. Employees authorized by Blue Ridge Academy to work remotely or telecommute are entitled to coverage of the pro-rata cost or expense for the business use of their personal property or belongings. For a full description, please refer to the Telecommuting and Allowance Policy

FINANCE AND FINANCIAL REPORTING

Monthly Reporting

Charter Impact will submit a monthly financial report including:

- a. Statement of Financial Position
- b. Budget vs. Actual Report
- c. Statement of Cash Flow
- d. Monthly Forecast
- e. Accounts Payable Aging
- f. Monthly Check Register

The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.

Third Party Loans

The *Superintendent* and the Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the *Superintendent* before funds are borrowed.

Fund Balance Reserve

A fund balance reserve will be maintained in compliance with 5 CCR § 15450. Charter Impact will provide the *Superintendent* with a Statement of Financial Position on a monthly basis. It is the responsibility of the *Superintendent* and the Governing Board to understand the school's financial situation. It is the responsibility of the *Superintendent* to prioritize payments as needed. The *Superintendent* has responsibility for all operations and activities related to financial management.

May 14, 2026

Board of Directors and Management
Blue Ridge Academy
955 Stanislaus Street
Maricopa, CA 93252

We are pleased to confirm our understanding of the services we are to provide for Blue Ridge Academy for the year ended June 30, 2026.

Audit Scope and Objectives

We will audit the financial statements of Blue Ridge Academy (the Organization), which comprise the statement of financial position as of June 30, 2026, the related statements of activities, functional expenses, and cash flows for the year then ended, and the disclosures (collectively, the “financial statements”). Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor’s report on the financial statements.

- 1) Schedule of Average Daily Attendance
- 2) Schedule of Instructional Time
- 3) Schedule of Financial Trends & Analysis
- 4) Reconciliation of Annual Financial and Budget Reports with Audited Financial Statements
- 5) Schedule of Expenditures of Federal Awards

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

- 6) LEA Organization Structure

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor’s report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America, and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole.

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).
- An opinion (or disclaimer of opinion) on compliance with state statutes, regulations, and the terms and conditions of state awards that could have a direct and material effect on each identified and applicable program in accordance with the 2025-26 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations, Section 19810*.

Auditor's Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the provisions of the Uniform Guidance, and the 2025-26 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations, Section 19810*, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management override of controls (per GAAS required presumptions)
- Revenue recognition (per GAAS required presumptions)
- Non-classroom based attendance (per FCMAT identified higher risk areas)
- Shared employees among networks of schools (per FCMAT identified higher risk areas)

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the Organization and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, the Uniform Guidance and the 2025-26 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting prescribed in Title 5, California Code of Regulations, Section 19810.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Organization's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Organization's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

The *2025-26 Guide for Annual Audits of California Local Education Agencies and State Compliance Reporting* (the Audit Guide) requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state statutes, regulations, and the terms and conditions of state awards identified in the Audit Guide which are applicable to the Organization based on materiality levels identified in the Audit Guide. For the programs applicable to the Organization, we will perform the procedures identified in the Audit Guide and report noncompliance in accordance with direction provided in the Audit Guide. The purpose of these procedures will be to express an opinion on the Organization's compliance with requirements applicable to these programs in our report on state compliance.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us; for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern within one year after the date that the financial statements are available to be issued. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the Organization from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review during scheduled fieldwork, if applicable.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to [include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon OR make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon]. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Other Services

We will prepare the Organization's federal and state information returns for the year ended June 30, 2026 based on information provided by you. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes, and other supplementary information as previously identified along with other information as previously identified, of the Organization in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statements, schedule of expenditures of federal awards, related notes, supplementary information, other information, and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the information return, but management must make all decisions with regard to those matters.

You agree to assume all management responsibilities for the tax services, financial statements, schedule of expenditures of federal awards, and related notes, supplementary information, other information, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, and/or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Wilkinson Hadley King & Co. LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to oversight agencies or their respective designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Wilkinson Hadley King & Co. LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the California State Controller’s Office or by legislative regulation. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Aubrey Mann is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit as soon as reasonably possible between your schedule and ours.

Our fees for audit services will be \$11,025 and will be billed in the following installments:

Installment #1 Upon Completion of Interim Fieldwork	35%
Installment #2 Upon Completion of Final Fieldwork	35%
Installment #3 Upon Issuance of Final Audit Report	20%
Installment #4 Upon Certification by California State Controller’s Office	10%

Our fees for completing the federal tax form 990 and California tax form 199 will be \$1,375 and will be billed upon completion of the tax returns.

The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly. Our invoices for these fees will be rendered as work progresses and are payable on presentation.

In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Directors of the Organization. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor’s report, or if necessary, withdraw from this engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,



Wilkinson Hadley King & Co. LLP

RESPONSE:

This letter correctly sets forth the understanding of Blue Ridge Academy.

Management signature: _____

Title: _____

Date: _____

Approved by Governance on: _____



2026 Board Recruiting

- Board opening was posted to the website, included in the family bulletin and staff bulletin, and emailed to all families and staff
- The application timeline was open for 30 days
- 10 people applied for the position
- The committee chose 3 applicants to interview
- The committee invited all 3 candidates to attend the June 3rd Board meeting
- A formal decision will be made before the next meeting and presented to the Board for consideration



Blue Ridge Academy

FY26–27 Budget Presentation

As of June, 2026

BLUE RIDGE ACADEMY – Highlights

- The May Revise from the Governor indicated a super-COLA of 4.31%. The Revise also revealed an increase in Special Education Revenue of 34.2% to \$1,340/ADA and proposed an increase in the amount of the Student Support and Professional Development Discretionary Block Grant (SSPDDBG) of \$915/ADA. These increases came about as a result of stronger than forecasted tax revenues in the State.
- The Budget assumes an enrollment of 7400 students and an ADA of 7326.00 based on an attendance rate of 99%. The school has been operating at this ADA rate. The budget also assumes the hiring of additional certificated teachers with the increase in enrollment.

SB740 Compliance Notes

40/80 Compliance ✓

Pupil-Teacher Ratio ✓

Cert.	Instr.
52.3%	81.7%
13,896,812	1,892,233

Pupil:Teacher Ratio	
19.48	:1

BLUE RIDGE ACADEMY – Attendance

<i>Enrollment & Per Pupil Data</i>			
	<u><i>Actual</i></u>	<u><i>Forecast</i></u>	<u><i>Budget</i></u>
<i>Average Enrollment</i>	<i>n/a</i>	<i>7400</i>	<i>7400</i>
<i>ADA</i>	<i>n/a</i>	<i>7326</i>	<i>7326</i>
<i>Attendance Rate</i>	<i>n/a</i>	<i>99.0%</i>	<i>99.0%</i>
<i>Unduplicated %</i>	<i>38.9%</i>	<i>38.9%</i>	<i>38.9%</i>
<i>Revenue per ADA</i>		<i>\$15,429</i>	<i>\$15,429</i>
<i>Expenses per ADA</i>		<i>\$14,147</i>	<i>\$14,147</i>

BLUE RIDGE ACADEMY – Budgeted Revenue

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	\$ 94,540,912	\$ 94,540,912	\$ -
Federal Revenue	1,169,374	1,169,374	-
Other State Revenue	17,320,148	17,320,148	-
Other Local Revenue	-	-	-
Total Revenue	\$ 113,030,434	\$ 113,030,434	\$ -

- Budget includes recognition of \$4.55 million in Restricted Revenue Recognition, \$10.1 million in SPED Revenue and the remainder are other assorted State Revenues.

BLUE RIDGE ACADEMY - Expenses

Expenses	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 38,740,071	\$ 38,740,071	\$ -
Classified Salaries	6,992,171	6,992,171	-
Benefits	16,986,110	16,986,110	-
Books and Supplies	8,962,239	8,962,239	-
Subagreement Services	24,152,937	24,152,937	-
Operations	1,576,200	1,576,200	-
Facilities	183,400	183,400	-
Professional Services	6,044,161	6,044,161	-
Depreciation	-	-	-
Interest	-	-	-
Total Expenses	\$ 103,637,290	\$ 103,637,290	\$ -

- Salaries on average increased about 2.7%.
- Benefits include an increase of about 5% year over year.
- All non-labor expenses increased about 5%.

BLUE RIDGE ACADEMY - Fund Balance

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 9,393,144	\$ 9,393,144	\$ -
Beginning Fund Balance	<u>19,860,900</u>	<u>19,860,900</u>	
Ending Fund Balance	<u>\$ 29,254,044</u>	<u>\$ 29,254,044</u>	
<i>As a % of Annual Expenses</i>	28.2%	28.2%	

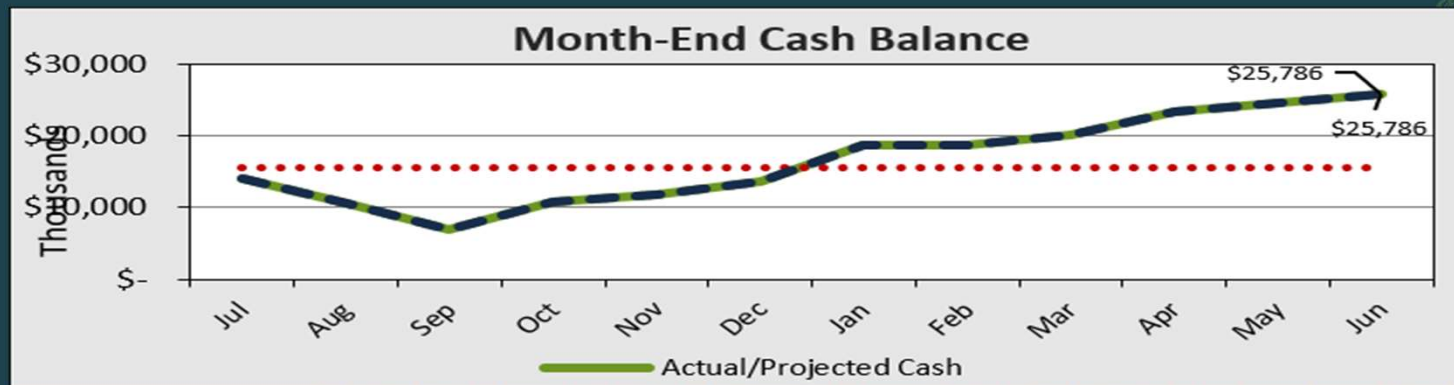
- Projected current year-end surplus represents about 9.06% of annual expenses.
- Total Fund Balance projected to be 28.2%.

BLUE RIDGE ACADEMY - Cash Balance

Year-end total cash balance projected to be \$25.8M

Cash growth projected to be \$11.7 MM in FY 26-27

Forecasted Days Cash on Hand will be more than 90 days by end of year.

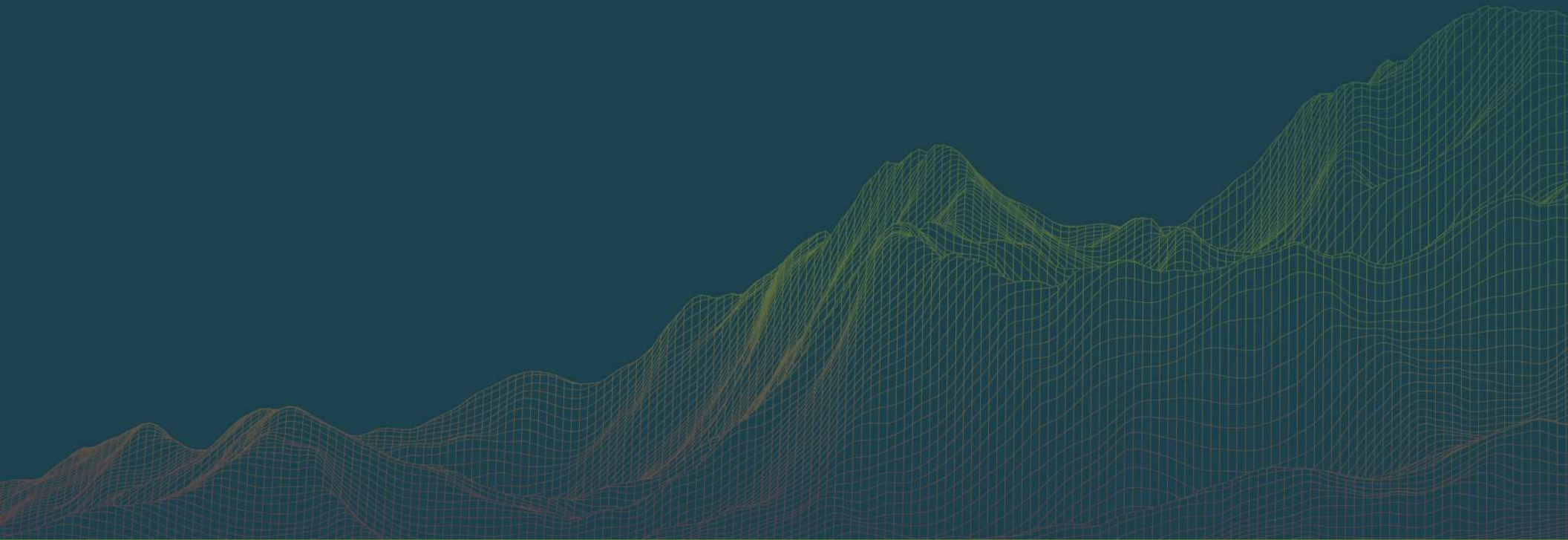


BLUE RIDGE ACADEMY – 5 Year Projection

- Surpluses Decreasing in out-years largely due to expiration of one-time funds.
- Assumes current conditions remain consistent from year to year.

	2026-27	2027-28	2027-28	2028-29	2029-30
Total Revenue	\$ 113,030,434	\$ 114,553,173	\$ 117,388,776	\$ 120,938,423	\$ 124,076,527
Total Expenses	<u>103,637,290</u>	<u>106,776,366</u>	<u>109,968,281</u>	<u>113,328,052</u>	<u>117,073,217</u>
Annual Surplus	<u>9,393,145</u>	<u>7,776,807</u>	<u>7,420,494</u>	<u>7,610,371</u>	<u>7,003,310</u>
Beginning Fund Balance	<u>19,860,900</u>	<u>29,254,044</u>	<u>37,030,851</u>	<u>44,451,346</u>	<u>52,061,717</u>
Ending Fund Balance	<u>\$ 29,254,044</u>	<u>\$ 37,030,851</u>	<u>\$ 44,451,346</u>	<u>\$ 52,061,717</u>	<u>\$ 59,065,027</u>
<i>As a % of Annual Expenses</i>	28.2%	34.7%	40.4%	45.9%	50.5%
Ending Cash Balance	<u>\$ 25,786,199</u>	<u>\$ 32,824,791</u>	<u>\$ 39,179,506</u>	<u>\$ 45,881,786</u>	<u>\$ 52,576,872</u>

BLUE RIDGE ACADEMY – Questions???



**2026-27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail
Blue Ridge Academy**

**Projected Expenditures from July 1, 2026 to June 30, 2027
Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,465,200.00
Federal Revenue	8100-8299	Should be 0.00
Other State Revenue	8300-8599	Should be 0.00
Other Local Revenue	8600-8799	Should be 0.00
All Other Financing Sources and Contributions	8900-8999	Should be 0.00
Deferred Revenue	9650	Should be 0.00
TOTAL AVAILABLE		1,465,200.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)	Function Codes	
Instruction	1000-1999	1,465,200.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	Not Allowed
AU of a Multidistrict SELPA	2200	Not Allowed
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	Not Allowed
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	Not Allowed
General Administration	7000-7999	Not Allowed
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,465,200.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Blue Ridge Academy;

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

DATED: June 2, 2026.

Board Member

Board Member

Board Member

Board Member

Board Member

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Blue Ridge Academy
 (name continued) _____
CDS #: 15 63628 0134312
Charter Approving Entity: Maricopa Unified
County: Kern
Charter #: 1816
Budgeting Period: 2026/27

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals	Current Budget Year		Total
		Prior Year	Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	87,454,715.00	92,167,874.00		92,167,874.00
Education Protection Account State Aid - Current Year	8012	1,449,146.00	1,465,200.00		1,465,200.00
State Aid - Prior Years	8019	0.00	0.00		0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	1,115,842.00	907,838.00		907,838.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		90,019,703.00	94,540,912.00	0.00	94,540,912.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290				0.00
Special Education - Federal	8181, 8182	1,029,500.00		1,169,374.40	1,169,374.40
Child Nutrition - Federal	8220				0.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299				0.00
Total, Federal Revenues		1,029,500.00	0.00	1,169,374.40	1,169,374.40
3. Other State Revenues					
Special Education - State	StateRevSE	6,924,754.89		10,113,207.80	10,113,207.80
All Other State Revenues	StateRevAO	7,513,652.74	1,783,999.67	5,422,940.40	7,206,940.07
Total, Other State Revenues		14,438,407.63	1,783,999.67	15,536,148.20	17,320,147.87
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	369,067.37			0.00
Total, Local Revenues		369,067.37	0.00	0.00	0.00
5. TOTAL REVENUES					
		105,856,678.00	96,324,911.67	16,705,522.60	113,030,434.27
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	32,359,352.94	23,952,245.46	8,808,657.68	32,760,903.14
Certificated Pupil Support Salaries	1200	3,031,770.09	807,913.53	2,765,219.83	3,573,133.36
Certificated Supervisors' and Administrators' Salaries	1300	2,185,137.41	1,649,926.34	668,580.54	2,318,506.88
Other Certificated Salaries	1900	85,995.87	87,528.00	0.00	87,528.00
Total, Certificated Salaries		37,662,256.31	26,497,613.33	12,242,458.05	38,740,071.38
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	48,620.66	50,310.00	0.00	50,310.00
Non-certificated Support Salaries	2200	3,915,314.34	2,968,205.00	489,236.80	3,457,441.80
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	2,148,323.68	2,335,822.00	116,646.40	2,452,468.40
Other Non-certificated Salaries	2900	963,339.61	1,031,950.40	0.00	1,031,950.40
Total, Non-certificated Salaries		7,075,598.29	6,386,287.40	605,883.20	6,992,170.60

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Blue Ridge Academy

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	6,736,238.28	4,061,044.15	3,338,309.49	7,399,353.64
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	1,088,475.42	872,766.39	223,865.70	1,096,632.09
Health and Welfare Benefits	3401-3402	7,568,591.71	5,246,538.06	1,893,461.94	7,140,000.00
Unemployment Insurance	3501-3502	84,513.77	2,103.96	757.64	2,861.60
Workers' Compensation Insurance	3601-3602	172,091.73	13,482.40	5,267.82	18,750.22
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	1,374,380.85	222,845.73	1,105,666.68	1,328,512.41
Total, Employee Benefits		17,024,291.76	10,418,780.68	6,567,329.28	16,986,109.96
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100				0.00
Books and Other Reference Materials	4200				0.00
Materials and Supplies	4300	7,828,688.94	8,147,632.88	398,534.40	8,546,167.28
Noncapitalized Equipment	4400	413,570.64	416,072.16	0.00	416,072.16
Food	4700				0.00
Total, Books and Supplies		8,242,259.58	8,563,705.04	398,534.40	8,962,239.44
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	23,205,725.08	18,492,536.93	5,660,400.00	24,152,936.93
Travel and Conferences	5200	54,042.79	57,300.00	0.00	57,300.00
Dues and Memberships	5300	45,873.33	47,900.00	0.00	47,900.00
Insurance	5400	876,858.43	879,400.00	0.00	879,400.00
Operations and Housekeeping Services	5500	31,540.27	32,200.00	0.00	32,200.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	182,721.10	183,400.00	0.00	183,400.00
Transfers of Direct Costs	5700-5799	0.00	8,769,082.33	(8,769,082.33)	0.00
Professional/Consulting Services & Operating Expend.	5800	5,503,245.65	6,044,161.44	0.00	6,044,161.44
Communications	5900	567,461.16	559,400.00	0.00	559,400.00
Total, Services and Other Operating Expenditures		30,467,467.81	35,065,380.70	(3,108,682.33)	31,956,698.37
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major					
Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		100,471,873.75	86,931,767.15	16,705,522.60	103,637,289.75
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		5,384,804.25	9,393,144.52	(0.00)	9,393,144.52

Revised 06/19

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Blue Ridge Academy
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		5,384,804.25	9,393,144.52	(0.00)	9,393,144.52
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	13,750,117.00	19,134,923.25		19,134,923.25
b. Adjustments/Restatements to Beginning Balance	9793, 9795	2.00	725,976.75		725,976.75
c. Adjusted Beginning Balance		13,750,119.00	19,860,900.00	0.00	19,860,900.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		19,134,923.25	29,254,044.52	(0.00)	29,254,044.52
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	3,014,156.21	3,109,118.69		3,109,118.69
Unassigned / Unappropriated Amount	9790	16,120,767.03	26,144,925.83	(0.00)	26,144,925.83

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Blue Ridge Academy
(name continued) _____
CDS #: 15 63628 0134312
Charter Approving Entity: Maricopa Unified
County: Kern
Charter #: 1816
Fiscal Year: 2026/27

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026/27			Totals for 2027/28	Totals for 2028/29
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	92,167,874.00	0.00	92,167,874.00	95,291,561.00	98,454,537.00
Education Protection Account State Aid - Current Year	8012	1,465,200.00	0.00	1,465,200.00	1,465,200.00	1,465,200.00
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	907,838.00	0.00	907,838.00	907,838.00	907,838.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		94,540,912.00	0.00	94,540,912.00	97,664,599.00	100,827,575.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	0.00	0.00	0.00	0.00
Special Education - Federal	8181, 8182	0.00	1,169,374.40	1,169,374.40	1,227,551.78	1,268,552.01
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	1,169,374.40	1,169,374.40	1,227,551.78	1,268,552.01
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	10,113,207.80	10,113,207.80	10,140,795.72	10,454,146.31
All Other State Revenues	StateRevAO	1,783,999.67	5,422,940.40	7,206,940.07	5,520,226.54	4,838,502.62
Total, Other State Revenues		1,783,999.67	15,536,148.20	17,320,147.87	15,661,022.26	15,292,648.93
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	0.00	0.00	0.00		
Total, Local Revenues		0.00	0.00	0.00	0.00	0.00
5. TOTAL REVENUES		96,324,911.67	16,705,522.60	113,030,434.27	114,553,173.05	117,388,775.94
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	23,952,245.46	8,808,657.68	32,760,903.14	33,661,827.98	34,563,964.97
Certificated Pupil Support Salaries	1200	807,913.53	2,765,219.83	3,573,133.36	3,671,394.53	3,769,787.90
Certificated Supervisors' and Administrators' Salaries	1300	1,649,926.34	668,580.54	2,318,506.88	2,382,265.82	2,446,110.54
Other Certificated Salaries	1900	87,528.00	0.00	87,528.00	89,935.02	92,345.28
Total, Certificated Salaries		26,497,613.33	12,242,458.05	38,740,071.38	39,805,423.34	40,872,208.69
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	50,310.00	0.00	50,310.00	51,693.53	53,078.91
Non-certificated Support Salaries	2200	2,968,205.00	489,236.80	3,457,441.80	3,552,521.45	3,647,729.02
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	2,335,822.00	116,646.40	2,452,468.40	2,519,911.28	2,587,444.90
Other Non-certificated Salaries	2900	1,031,950.40	0.00	1,031,950.40	1,060,329.04	1,088,745.85
Total, Non-certificated Salaries		6,386,287.40	605,883.20	6,992,170.60	7,184,455.29	7,376,998.69

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Blue Ridge Academy
(name continued) _____

Description	Object Code	FY 2026/27			Totals for 2027/28	Totals for 2028/29
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	4,061,044.15	3,338,309.49	7,399,353.64	7,602,835.86	7,806,591.86
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	872,766.39	223,865.70	1,096,632.09	1,126,789.47	1,156,987.43
Health and Welfare Benefits	3401-3402	5,246,538.06	1,893,461.94	7,140,000.00	7,624,820.00	8,158,557.40
Unemployment Insurance	3501-3502	2,103.96	757.64	2,861.60	2,861.60	2,861.60
Workers' Compensation Insurance	3601-3602	13,482.40	5,267.82	18,750.22	19,265.85	19,782.18
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	222,845.73	1,105,666.68	1,328,512.41	1,365,046.50	1,401,629.75
Total, Employee Benefits		10,418,780.68	6,567,329.28	16,986,109.96	17,741,619.29	18,546,410.22
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	0.00	0.00	0.00	0.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	8,147,632.88	398,534.40	8,546,167.28	8,781,186.88	9,016,522.69
Noncapitalized Equipment	4400	416,072.16	0.00	416,072.16	427,514.14	438,971.52
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		8,563,705.04	398,534.40	8,962,239.44	9,208,701.02	9,455,494.21
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	18,492,536.93	5,660,400.00	24,152,936.93	24,817,142.69	25,482,242.12
Travel and Conferences	5200	57,300.00	0.00	57,300.00	58,875.75	60,453.62
Dues and Memberships	5300	47,900.00	0.00	47,900.00	49,217.25	50,536.27
Insurance	5400	879,400.00	0.00	879,400.00	903,583.50	927,799.54
Operations and Housekeeping Services	5500	32,200.00	0.00	32,200.00	33,085.50	33,972.19
Rentals, Leases, Repairs, and Noncap. Improvements	5600	183,400.00	0.00	183,400.00	183,864.75	184,330.13
Transfers of Direct Costs	5700-5799	8,769,082.33	(8,769,082.33)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	6,044,161.44	0.00	6,044,161.44	6,215,614.00	6,387,648.10
Communications	5900	559,400.00	0.00	559,400.00	574,783.50	590,187.70
Total, Services and Other Operating Expenditures		35,065,380.70	(3,108,682.33)	31,956,698.37	32,836,166.94	33,717,169.66
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		86,931,767.15	16,705,522.60	103,637,289.75	106,776,365.88	109,968,281.47
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		9,393,144.52	(0.00)	9,393,144.52	7,776,807.16	7,420,494.47

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Blue Ridge Academy
(name continued) _____

Description	Object Code	FY 2026/27			Totals for 2027/28	Totals for 2028/29
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		9,393,144.52	(0.00)	9,393,144.52	7,776,807.16	7,420,494.47
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	19,134,923.25	0.00	19,134,923.25	29,254,044.52	37,030,851.68
b. Adjustments to Beginning Balance	9793, 9795	725,976.75	0.00	725,976.75		
c. Adjusted Beginning Balance		19,860,900.00	0.00	19,860,900.00	29,254,044.52	37,030,851.68
2. Ending Fund Balance, June 30 (E + F.1.c.)		29,254,044.52	(0.00)	29,254,044.52	37,030,851.68	44,451,346.15
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	3,109,118.69	0.00	3,109,118.69	5,338,818.29	5,498,414.07
Undesignated / Unappropriated Amount	9790	26,144,925.83	(0.00)	26,144,925.83	31,692,033.39	38,952,932.08

Proposition 28: Arts and Music in Schools Funding

Annual Certification Requirements

Name: Blue Ridge Academy
CDS Code: 1563628-0134312
Charter School Number: 1816
Allocation Year: 2025-26

As a condition of receipt of funds pursuant to [Chapter 5.1 of Part 6 of Division 1 of Title 1 of the Education Code \(EC\)](#) (Section 8820 et seq.), subdivision (g) of EC Section 8820 requires a local educational agency to annually certify to the following:

(1) Certify that all Arts and Music in Schools funds received in the current fiscal year will be used to provide arts education programs, and that Arts and Music in Schools funds expended in the prior fiscal year were, in fact, used for those purposes, except as provided in paragraph (3). For local educational agencies with an enrollment of 500 or more pupils, the certification shall also ensure that at least 80 percent of funds to be expended will be used to employ certificated or classified employees to provide arts education program instruction and that the remaining funds will be used for training, supplies and materials, and arts educational partnership programs unless waived pursuant to subdivision (h) of EC Section 8820.

(2) Certify that such funds received in the current fiscal year will be used to supplement funding for arts education programs and that funds expended in the prior fiscal year were, in fact, used to supplement arts education programs.

(3) Certify that no more than 1 percent of funds received in the current fiscal year will be used for a local educational agency's administrative expenses to implement this chapter and that funds received in the prior fiscal year were, in fact, used within that limit.

☒ **By checking this box, the submitting local educational agency certifies to meeting the requirements of EC Section 8820(g)(1) through (3), as outlined above.**

Submission Date 5/1/2026 9:56:06 AM

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blue Ridge Academy	Dr. Loretta Burns Assistant Superintendent	loretta.burns@theblueridgeacademy.com 626-250-9611

Plan Summary 2026-2027

General Information

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

Blue Ridge Academy is a non-classroom-based charter school serving transitional kindergarten through 12+ grade students in Los Angeles, Ventura, and Kern Counties authorized through Maricopa Unified School District since 2016. Blue Ridge Academy is an independent study program with a variety of learning models. The school offers online/remote and in-person instructional and social emotional services. Each staff member holds appropriate credentialing and certification for their job employment. Our enrollment has maintained and averages between 7200-7800 students over the past three years. Within the 2025/26 school year, we have approximately 7230 students. Currently we have 509 employees: 388 certified teachers and 121 classified employees. Our mission is to offer a safe, collaborative, and inclusive learning experience by partnering with families and the community.

Blue Ridge Academy's mission is to offer a safe, collaborative, and individualized learning experience in partnership with families and the community. Student learning outcomes include developing the whole child to support career and college readiness. Targeted areas of learning promote students who are navigators of the digital world, self-directed, personalized learners, independent critical thinkers, responsible citizens, and effective communicators. At Blue Ridge Academy, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child.

Blue Ridge Academy's staff continue to work diligently to develop and adopt various programs and services to effectively and efficiently support our students. We have placed emphasis on diligently pursuing a specific school-wide objective aimed at maintaining continuity and uniformity to promote the success of every student, utilizing best practices. We have consistently applied and supervised instructional methods to enhance student achievement by employing team effort with all educational partners and regularly examining student performance data to regularly examine student performance data to inform instruction, guide interventions, and celebrate growth. Through this collaborative and data-driven approach, Blue Ridge Academy remains committed to fostering an equitable learning environment where every student has the opportunity to thrive academically, socially, and emotionally.

Grade Level Breakdown:

Grade Level	# of students
1	695
2	689
3	690
4	683
5	675
6	631
7	622
8	556
9	334
10	235
11	219
12	176
KN	565
TK	460
Total	7230

Diverse Student Population:

School Demographics 2025-2026

2025-2026

Student Groups	#	%
English Learners	64	0.90%
Foster Youth	4	0.06%
Homeless	18	0.20%
Socio-Economically Disadvantaged	2729	36.90%
Students with Disabilities	593	8.00%

Race/Ethnicity	#	%
African American	290	3.90%
American Indian	17	0.20%
Asian	421	5.70%
Filipino	112	1.50%
Hispanic	2945	39.80%
Two or More Races	638	8.60%
Pacific Islander	25	0.30%
White	2788	37.70%
Decline to State	156	2.10%

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that Blue Ridge Academy continued to demonstrate overall academic growth and strong student engagement during the 2024–2025 school year, while also identifying targeted areas for continued improvement among specific student groups.

In English Language Arts (ELA), Blue Ridge Academy students who met or exceeded state standards totaled 44.48%, while 32.16% scored below standard. The school increased overall performance by 8.6 points and is now 22.9 points below standard. This reflects continued academic recovery and growth. Student subgroup performance also showed gains, including English Learners, who increased by 7.8 points, Hispanic students, who increased by 14.5 points, and Students with Disabilities, who increased significantly by 36.3 points. Notably, Students with Disabilities improved from the red performance band in 2022–2023 to orange in 2023–2024 and to yellow in 2024–2025, demonstrating meaningful progress.

In Mathematics, 28.66% of students met or exceeded standards, while 45.89% scored below standard. Overall mathematics performance increased by 9.6 points, though the school remains 63.9 points below standard. Subgroups also demonstrated growth, including English Learners, who increased by 16.4 points, and Students with Disabilities, who increased by 31.4 points. African American students increased by 34.6 points. While mathematics remains an area of need, these gains indicate that instructional supports and interventions are positively impacting student achievement.

English Learner performance remains a priority area. English Learners met or exceeded standards at 3.7% in ELA and 3.7% in Mathematics. This was a decline from the previous school year. Although formative assessment growth trends are positive with the implementation of a new curriculum (English 3D) positive, this subgroup continues to perform significantly below standard and will require continued targeted support, language development strategies, and intervention services.

Local assessment data from STAR 360 supports the positive academic trends. In Reading, 80% of students scored At or Above benchmark, with only 6% in Urgent Intervention. In Mathematics, 70% of students scored At or Above benchmark, with 7% in Urgent Intervention. These results suggest that many students are demonstrating grade-level readiness, while also identifying students who require additional intervention and progress monitoring.

Blue Ridge Academy also maintained exceptional engagement outcomes, with a chronic absenteeism rate of 0.39% for the 2024–2025, which decreased to 0.30% in the 2025-26 school year. This extremely low rate reflects strong family partnerships, effective attendance monitoring systems, and high levels of student connection to the school program.

Overall, Blue Ridge Academy’s annual performance reflects a school that is making measurable progress in student achievement while maintaining strong attendance and engagement outcomes. Continued focus will be placed on mathematics achievement, English Learner performance, and narrowing achievement gaps for student groups while sustaining the academic growth demonstrated this year.

White students demonstrated a decline in overall performance during the 2024–2025 school year and will remain an area of focus for Blue Ridge Academy. In English Language Arts, White students declined to 33.2 points below standard, placing the subgroup in the Yellow performance band. In Mathematics, White students declined to 69.1 points below standard, also in the Yellow band. While the subgroup remains in the Yellow performance level, the decrease in distance from standard indicates a need for renewed attention and targeted support.

The decline may reflect increased rigor of state standards, learning gaps carried over from prior years, and inconsistent mastery of grade-level standards in reading comprehension, written expression, mathematical reasoning, and problem-solving. Mathematics performance indicates a greater area of concern than ELA, with a larger distance from standard.

To address these outcomes, Blue Ridge Academy will continue strengthening core instruction, increasing targeted intervention opportunities, utilizing STAR 360 benchmark data to identify skill deficits early, and providing differentiated supports aligned to student needs. Additional emphasis will be placed on mathematics acceleration strategies, progress monitoring, and family partnership to support academic consistency. Socioeconomically Disadvantaged students demonstrated some academic growth; however, this subgroup continues to perform below standard and remains an important priority area. In English Language Arts, Socioeconomically Disadvantaged students increased performance but remain 45.4 points below standard in the Yellow band. In Mathematics, the subgroup also improved but remains 90.4 points below standard, also in the Yellow band. These results suggest that while progress is occurring, additional supports are needed to address persistent achievement gaps, particularly in mathematics.

Homeless youth and Foster Youth remain priority student populations requiring continued academic, social-emotional, and wraparound support. Due to small student population sizes, Dashboard data may be limited or not reported publicly in some areas; however, Blue Ridge Academy continues to monitor local data, engagement, attendance, course progress, and individualized academic outcomes for these students. The school recognizes that housing instability, trauma, placement changes, transportation barriers, and interrupted schooling can significantly impact achievement and school connectedness.

To address the needs of Socioeconomically Disadvantaged students, Homeless Youth, and Foster Youth, Blue Ridge Academy will continue providing individualized academic interventions, counseling support, case management, access to community resources, technology support, family outreach, and targeted progress monitoring. Additional emphasis will be placed on reducing barriers to participation, increasing consistency in instruction, and accelerating learning in foundational reading and mathematics skills.

The school remains committed to ensuring educational equity and improving outcomes for all student groups through responsive systems of support, strong family partnerships, and data-driven decision making. This includes remaining committed to reversing the decline in performance for White students while sustaining growth across all student groups.

Student Group Report for 2023

[Pivot Data](#)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Blue	Blue	Green	Orange	Orange	Medium
English Learners	Orange	Green	Blue	--	Red	Red	--
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	Blue	Blue	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Orange	Red	Low
Students with Disabilities	N/A	Blue	Blue	Yellow	Red	Orange	Low
African American	N/A	--	--	--	--	--	--
Asian	N/A	--	--	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Blue	Blue	Green	Orange	Orange	Low
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Blue	Blue	Green	Orange	Orange	Medium
Two or More Races	N/A	Blue	Blue	--	Green	Yellow	--

N/A: Not Applicable

-- : No Performance Level

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Blue	Blue	Blue	Yellow	Yellow	Green
English Learners	Green	Blue	Blue	--	Yellow	Yellow	--
Long-Term English Learners	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Blue	Blue	--	Orange	Orange	--
African American	N/A	--	--	--	--	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Blue	Blue	Green	Orange	Red	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Blue	Blue	Green	Orange	Yellow	Green
Two or More Races	N/A	Blue	Blue	--	Yellow	Orange	--

Student Group Report for 2025

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Green	Blue	Blue	Green	Yellow	Yellow	Green	Yellow
English Learners	Green	Blue	Blue	--	Yellow	Yellow	--	--
Long-Term English Learners	--	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Yellow	Yellow	Green	Green
Students with Disabilities	N/A	Green	Blue	--	Yellow	Orange	Green	--
Black or African American	N/A	Blue	Blue	--	Yellow	Orange	Green	--
American Indian or Alaska Native	N/A	--	--	--	--	--	--	--
Asian	N/A	Blue	Blue	--	Green	Green	Blue	--
Filipino	N/A	Blue	Blue	--	Green	Green	--	--
Hispanic or Latino	N/A	Blue	Blue	Blue	Yellow	Yellow	Green	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	--	N/A
White	N/A	Blue	Blue	Orange	Yellow	Yellow	Green	Orange
Two or More Races	N/A	Blue	Blue	--	Orange	Orange	Green	--

N/A: Not Applicable

-- : No Performance Level

Per our Self-Reflection Assessment Tool, progress reviews continue to be made with the identification, implementation, and monitoring of school wide goals within the local indicators as indicated below: Under Academic Performance, Blue Ridge Academy's rating scale is as follows:

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

5 Full Implementation and Sustainability: English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation and Sustainability: English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation and Sustainability: Mathematics – Common Core State Standards for Mathematics

5 Full Implementation and Sustainability: Next Generation Science Standards

5 Full Implementation and Sustainability: History - Social Science

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

5 Full Implementation and Sustainability: English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation and Sustainability: English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation and Sustainability: Mathematics – Common Core State Standards for Mathematics

5 Full Implementation and Sustainability: Next Generation Science Standards

5 Full Implementation and Sustainability: History - Social Science

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

5 Full Implementation and Sustainability: English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation and Sustainability: English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation and Sustainability: Mathematics – Common Core State Standards for Mathematics

5 Full Implementation and Sustainability: Next Generation Science Standards

5 Full Implementation and Sustainability: History - Social Science

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

5 Full Implementation And Sustainability: Career Technical Education

5 Full Implementation And Sustainability: Health Education Content Standards

5 Full Implementation And Sustainability: Physical Education Model Content Standards

5 Full Implementation And Sustainability: Visual and Performing Arts

5 Full Implementation And Sustainability: World Language

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

5 Full Implementation And Sustainability: Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability: Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability: Providing support for teachers on the standards they have not yet mastered

Building Relationships between School Staff and Families

4 Full Implementation: Progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5 Full Implementation and Sustainability: Progress in creating welcoming environments for all families in the community.
5 Full Implementation and Sustainability: Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
5 Full Implementation and Sustainability: Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Building Partnerships for Student Outcomes

5 Full Implementation and Sustainability: Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
5 Full Implementation and Sustainability: Progress in providing families with information and resources to support student learning and development in the home.
5 Full Implementation and Sustainability: Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
5 Full Implementation and Sustainability: Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Seeking Input for Decision-making

4 Full Implementation: Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making.
4 Full Implementation: Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
4 Full Implementation: Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
4 Full Implementation: Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Use of Learning Recovery Emergency Block Grant (LREBG) Funds

The Local Resource Equity Block Grant (LREBG) funds were allocated over a three-year period to support targeted actions and services aligned to student needs. Expenditures included \$600,000 in 2023–24, \$2,964,432 in 2024–25, and \$2,026,746 in 2025–26, for a total investment of \$5,591,178. These funds were fully expended and strategically utilized to enhance programs, expand supports, and improve outcomes for students, including those receiving specialized services.

In alignment with EC Section 52064.4, LREBG funds supported the implementation of identified goals and actions within the LCAP, ensuring resources were directed toward addressing student needs and improving overall student outcomes as indicated below.:

- Goal 1 – Action 1.3: Student Instruction and Tutoring
- Goal 4 – Action 4.5: Low-Income Tier 2 Support (Math Intervention)

Rationale and Alignment with Allowable Uses:

These actions were selected due to their alignment with the permissible uses outlined in EC Section 32526(c)(2), including:

- Accelerated learning strategies
- Tutoring or other one-on-one or small-group learning supports
- Learning supports provided by certificated or classified staff

Goal 1, Action 1.3 (Student Instruction and Tutoring) expands access to instructional support for all students, with emphasis on Students with Disabilities (SWD), English Learners (EL), Foster Youth, Homeless, and Low-Income students. The action includes office hours, vendor-based tutoring, and targeted supports through the Online Resource Room.

Goal 4, Action 4.5 (Low-Income Tier 2 Math Support) was developed to close math achievement gaps identified through local STAR 360 benchmark assessments and CAASPP data. This action includes implementation of Math 180, a research-based Tier 2 intervention, and fidelity-based formative assessments to ensure progress monitoring. The rationale is grounded in the needs assessment required by EC Section 32526(d), which found that socioeconomically disadvantaged students are disproportionately impacted by learning loss and require targeted instructional interventions to address foundational math skill gaps.

Expected Impact Based on Needs Assessment:

Both actions were selected in direct response to identified academic achievement gaps across multiple student groups. For example:

- Math CAASPP proficiency among Low-Income students was 21.81% in 2023–24.
- SWD and ELs remain in the Orange and Yellow performance bands, respectively, for Math and ELA.

Through the use of the 2026-27 LREBG funds (\$295.609), Blue Ridge Academy expects to continue to:

- Increase Tier 2 math intervention participation among Low-Income students
- Improve student engagement and outcomes on local and state assessments
- Promote equity by extending high-quality academic recovery programs to the most impacted student groups

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers & Other School Personnel	All staff members are part of the ongoing discussion and feedback encouraged throughout the school year for input in the development of the LCAP goals and actions. Certificated staff members are also included as part of the LCAP committee members. All Staff members are encouraged to complete the climate survey throughout the school year to provide valuable feedback in the continued process of the LCAP development. This year, a QR code was generated and distributed to staff in order to make the climate survey more easily accessible. The QR code was provided via staff newsletters, presented at all-staff meetings. Staff members provide other educational partners with LCAP information and resources. Certificated and classified staff are encouraged to participate as members of the LCAP. The Committee members participated in committee meetings on the following dates: 10/22/25, 12/10/25, 1/7/26, 1/21/26, 2/4/26, 2/18/26, 3/18/26, 5/13/26, in addition to the advisory group dates included. Students, staff, parents and community members were encouraged to attend the Educational Partners presentation on 1/21/26 and 3/18/26. The principal, vice principal, directors, and assistant directors, all part of the administration team, were also involved in discussions pertaining to the development of the LCAP goals and actions. Staff are also encouraged to participate in the District English Learner Advisory Committee (DELAC) and collaborated on the following dates to plan and prepare for the public meeting: 9/16/25, 11/4/25, 1/13/26, 4/21/26. Certificated DELAC members presented at the following public meeting dates: 9/23/25, 11/18/25, 1/20/26 and 4/28/26.
Principal, Vice Principal & Administrators	The principal, Vice Principal, and administrative team were actively engaged in the development of the 2026-27 LCAP through planning meetings, data reviews, and collaborative action development. Their input helped identify student needs, refine key actions, such as tutoring, counseling, and academic supports, and to ensure alignment with Blue Ridge Academy's instructional model. The team reviewed and provided feedback on the draft LCAP to support feasibility and effective implementation. Needs Assessment Contributions: This team also provided direct input into the needs assessment by highlighting trends observed through academic progress reports, behavioral referrals, and engagement data.
Students	Climate Surveys were provided at all Community Connection, Field Trip, and Testing events in the 2025-26 school year as an additional opportunity and task to engage our educational partner. The use of QR codes were set up for ease of access at all events. All student educational partners are invited to attend the LCAP public meeting to learn more about the goals, actions, and previous outcomes for the school. Students were encouraged to attend the Educational Partners presentation on 1/21/26 and 3/18/26. Students are encouraged to complete the LCAP climate survey and ask questions regarding our goals and action plans at the LCAP goal development meetings tailored specifically for the students and the Student Advisory Group meeting held on 3/4/26.

Parents and/or Learning Coaches	Climate Surveys were provided at all Community Connection, Field Trip, and Testing events in the 2025-26 school year as an additional opportunity and task to engage our educational partner. The use of QR codes were set up for ease of access at all events. All educational partners are invited to attend the LCAP goal development discussion meetings, advisory groups, and public meetings to learn more about the goals, actions, and previous outcomes for the school. Parents and learning coaches are encouraged to complete the LCAP climate survey to provide valuable feedback in the continued development of the LCAP process and ask questions regarding our goals and action plans. Parents and Learning Coaches were encouraged to attend the Educational Partners presentation on 1/21/26 and 3/18/26. Parents and Learning Coaches also participate as members of the LCAP Advisory group held on 3/4/26. Parents and Learning Coaches participated as members of the District English Learner Advisory Committee (DELAC) and collaborated on the following dates to plan for the public meeting:9/16/25, 11/4/25, 1/13/26, 4/21/26. Classified DELAC members presented at the following public meeting dates:9/23/25, 11/18/25, 1/20/26 and 4/28/26. The DELAC committee continues to remain an extension of our educational partners in the development and feedback of our school's LCAP.
Board Members	All educational partners are invited to attend the LCAP public meeting to learn more about the goals, actions, and previous outcomes for the school. Board Members are encouraged to complete the LCAP climate survey also and ask questions regarding our goals and action plans. The LCAP mid-year report was reviewed and discussed with the Board with feedback provided by the Board members on 2/24/26. The LCAP draft goals and self-reflection tools are also discussed and provided to the Board through the school year until the plan is adopted.
Authorizer/District Superintendent	Blue Ridge Academy's authorizer continues to discuss and review all areas of the LCAP during the oversight planning meetings throughout the school year with the Principal and Vice Principal to ensure a thorough discussion, feedback, and development continues to take place within the school's goals, and actions towards student achievement and effective education partner engagement.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the adopted LCAP was directly influenced by input from educational partners, including parents, staff, and students, gathered through collaborative meetings and ongoing engagement opportunities.

Educational partners emphasized the importance of increased family support, communication, and access to resources to improve student outcomes. Parents and staff highlighted the need for more structured opportunities to collaborate, particularly around students who are not meeting expectations. In response, the school strengthened systems such as Non-Compliance (NC) meetings, where multidisciplinary teams, including administration, work collaboratively to identify barriers and develop targeted action plans to support student success.

Educational partner feedback also identified a need for expanded academic and social-emotional supports. As a result, the LCAP includes actions that provide:

- *Learning centers and targeted academic support across grade bands
- *Weekly social skills classes and access to mental health and counseling services
- *Online resource supports for high school students
- *Referrals to additional support providers in real time during team meetings

Families expressed a desire for more consistent communication and engagement opportunities. In response, the school enhanced:

- *Weekly check-in communication from case managers
- *Monthly parent workshops and curriculum connection meetings
- *Office hours and parent support opportunities
- *Family engagement events such as Parent Summits and Open House

Additionally, feedback supported increasing accessibility through expanded digital communication and media presence, including the use of school applications and social media platforms to keep families informed and connected.

Input from families of English Learners further influenced the inclusion of DELAC meetings, parent education opportunities, and targeted instructional supports for multilingual students.

Overall, educational partner feedback directly informed the development of actions and services within the LCAP by prioritizing family engagement, targeted academic and social-emotional supports, and improved communication systems, ensuring a more responsive and inclusive approach to meeting student needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Using a data-driven approach to increase Math & ELA performance scores for summative and formative assessments.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services & Conditions

Provision of sufficient instructional materials and student access to standards-aligned instructional materials

Priority 2: Implementation of State Standards

- A) The implementation of state board-adopted academic content and performance standards for all students
- B) how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 4: Pupil Achievement

Focus on student performance and progress

Priority 8: Pupil Outcomes

Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable

Broad goal explained:

- This goal qualifies as a broad goal because it extends beyond isolated student groups and encompasses system-wide strategies to raise academic achievement and support equity for all learners at Blue Ridge Academy. Goal 1, titled *“Improve Math and ELA Performance Through Data-Driven Instruction,”* is categorized as a broad goal because it encompasses a wide range of actions designed to benefit all students, while still addressing the needs of unduplicated pupils. This is evident in the following ways:
- **Universal Instructional Impact:** The goal focuses on improving core academic performance in **both English Language Arts and Math**—the two primary academic content areas—through strategies that are universally applied across the LEA. These include use of the **Star 360 assessment system, state CAASPP assessments, and teacher-administered diagnostics** to guide instructional planning for all learners.
 - **Systemwide Professional Development:** Actions under this goal provide **training and coaching for all instructional staff**, including training on standards-aligned instruction, formative assessment use, and best practices in differentiation. These initiatives are not restricted to specific subgroups but are intended to uplift the quality of teaching and learning for the entire student body.

- **Widespread Student Access to Supports:** Tutoring and academic interventions are offered **LEA-wide**, including via online platforms and vendor-supported services. Although unduplicated students are prioritized for participation, the infrastructure and availability of these supports are extended to all students based on academic need, ensuring a broad academic recovery and acceleration framework.
- **Multiple Stakeholder Involvement:** Goal 1 also includes **parent education, graduation recognition events, and resource room access**, which promote school wide engagement and student motivation across various grade levels and learner profiles.

An explanation of why the LEA has developed this goal.

Blue Ridge strives to empower students and promote their knowledge and critical thinking skills. In order to continue to improve student outcomes, Blue Ridge is focused on using a data-driven approach toward increasing Math and English Language Arts proficiency scores for summative and formative assessments. This approach is a primary focus for Blue Ridge to help identify areas of improvement and specific learning gaps, as well as identify trends. Having this information available to all educational partners is key in supporting families and teachers with enhanced teaching methods for targeted instruction in the areas of Math and English Language Arts as well as promoting accountability and transparency to foster a culture of continuous improvement.

The Star 360 benchmark assessments serve as checkpoints at both the beginning and end of the school year to allow teachers to address learning gaps and ensure that academic goals have been met. Monitoring progress throughout the school year through these formative assessments will serve as a springboard to establishing success in preparing for the SBAC summative assessments.

Over the past few years, Blue Ridge has worked to improve student participation in both the formative and summative assessments. Having this active participation and engagement will allow students to feel more comfortable with completing assessments and taking ownership of their learning. When students understand what their areas of needs and strengths are, they will become more confident in knowing how to self-regulate their learning and are more motivated to improve.

Through professional development staff training and parent information sessions, teachers and parents will learn to adjust their teaching methods and be more mindful of how to approach student data gathered from both the formative and summative assessments. The data collected will provide further insight into identifying targeted instructional strategies, instructional materials, and intervention support for struggling students. Having this happen early on in the school year is crucial in improving student understanding and preparedness for summative assessments. Blue Ridge will continue to take a closer look at monitoring student achievement and how it relates to engagement and enhanced teaching methods. Blue Ridge Academy has maintained a goal of ensuring all students are given the tools they need to be successful, both emotionally and academically. Post-pandemic, Blue Ridge has made concerted efforts to provide opportunities to meet in person, provide classroom and tutoring opportunities, and focus on the improvement of our students, which includes their well-being as young adults, in addition to their academic success.

Blue Ridge will continue to partner with Multiple Measures and provide the school with annual and periodic assessments as well as individual student reports. The data is then shared with all educational partners and included in the school's charter renewal process as well as the WASC and LCAP reports. In addition, Blue Ridge will maintain accessing data through the California Dashboard, DataQuest, etc. which is also shared with staff and families. Transparency in sharing both schoolwide data and individual student reports will allow our educational partners to better understand the school's fiscal health as well as the individual student's needs and strengths.

Moreover, having a data-driven approach can guide ongoing professional development for teachers as well as maintain communication with parents through information sessions. Examining the impact of different instructional strategies on student performance through pre- and post-data analysis, both teachers and parents will refine their teaching strategies in synchronous instruction and foster significant impacts on student learning outcomes. One of the ways that Blue Ridge has implemented synchronous instruction is through team partnerships with class rosters and scheduling so that all students are accounted for and supported based on their scheduling needs and academic goals. The special education and student services department continues to offer and provide daily synchronous instruction and services for SWD, SED, FYHM, EL, and all struggling learners.

Grouped together, the actions and metrics will help achieve the goal of increased ELA and Math scores. The actions are collaborative, and will be evidenced through providing professional development to staff, parent education resources to families, and targeted instructional strategies to all students with an emphasis on unduplicated students, in addition to struggling students. All students will be recognized for their growth, areas of strength, and overall achievements which will foster a positive and supporting learning environment to keep students engaged and motivated. The metrics allow us to closely monitor from year to year to ensure students are making progress and improving in both ELA and Mathematics. The ultimate goal is to prepare students with the tools and resources needed to increase their scores and ultimately get them to graduate and succeed in college-level coursework.

Measuring and Reporting Results

Metric #	Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference from Baseline
Priority 1: Teachers assigned appropriately, standards aligned, facility. a.Appropriately assigned fully credentialed Teachers	Human Resources Employee datasheet	100% of teachers are appropriately assigned and credentialed	100% of teachers are appropriately assigned and credentialed		Maintain 100% of teachers appropriately assigned and credentialed	0
b. Access to standard aligned instructional material	Student Master Agreement course plan and curriculum instructional material program plan	100% of students have access to standard aligned instructional material	100% of students have access to standard aligned instructional material		Maintain 100% of students to have access to standard aligned instructional material	0
c. Facilities maintained in good repair	Facility documentations	All facilities maintained in good repair	All facilities maintained in good repair		Maintain all facilities in good repair	0

Priority 4: Student Achievement a. CAASPP: Grades 3-8, 11 Smarter Balanced Summative Assessments Source: CDE California Assessment of Student Performance and Progress (CAASPP) LREBG Metric Overall	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 44.48% Math 28.66%	Data Not Yet Available		ELA 58% Math 40%	Data Not Yet Available
African American	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 39.41% Math 19.71%	Data Not Yet Available		ELA 42% Math 25%	Data Not Yet Available
Hispanic The Hispanic student subgroup scored in the Very Low (Red) level for Mathematics assessments Action 1.1 & 1.3	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 39.91% Math 22.76%	Data Not Yet Available		ELA 52% Math 32%	Data Not Yet Available
Students with Disabilities	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 28.23% Math 12.94%	Data Not Yet Available		ELA 38% Math 27%	Data Not Yet Available
Foster Youth	CDE California Assessment of Student Performance and Progress (CAASPP)	No students in this category	Data Not Yet Available		ELA 66% Math 47%	Data Not Yet Available

Homeless	CDE California Assessment of Student Performance and Progress (CAASPP)	Data not displayed (fewer than 11 students)	Data Not Yet Available		ELA 10% Math 10%	Data Not Yet Available
Low Income Socioeconomically Disadvantaged students	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 38.82% Math 20.24%	Data Not Yet Available		ELA 47% Math 35%	Data Not Yet Available
English Learners	CDE California Assessment of Student Performance and Progress (CAASPP)	ELA 3.70% Math 3.70%	Data Not Yet Available		ELA 16% Math 19%	Data Not Yet Available
4b. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU. Grade: 12 Source: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	37.8%	Data Not Yet Available		38%	Data Not Yet Available
4c. Percent of pupils who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks. Grades: 9-12 Source: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	1.7%	Data Not Yet Available		1%	Data not yet available

4d. Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. Grades: 9-12 Source: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	0.4%	Data Not Yet Available		1%	Data not yet available
4e. Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board. Source: ELPAC through TOMS	ELPAC through TOMS	52.5% making progress (41/78)	46.7% making progress (28/60)		61%	14.3%
4f. English learner reclassification rate Source: ELPAC through TOMS	ELPAC through TOMS	37.9% (30/79)	20% (12/60)		48%	28%
4g. Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Grades: 9-12 Source: CollegeBoard	CollegeBoard	92.8% (13 out of 14 students)	Data Not Yet Available		1%	Data not yet available

4h. College & Career Readiness: Overall Grade: 12 Source: CA Dashboard	CA Dashboard	45.5%	Data Not Yet Available		46%	Data not yet available
African American	CA Dashboard	Data Not Provided From CDE For Privacy Reasons.	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	Data not yet available
Hispanic	CA Dashboard	42.5%	Data Not Yet Available		38%	Data not yet available
English Learner	CA Dashboard	Data Not Provided From CDE For Privacy Reasons.	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	Data not yet available
Foster Youth/Homeless	CA Dashboard	Data Not Provided From CDE For Privacy Reasons.	Data Not Yet Available		Data Not Provided From CDE For Privacy Reasons.	Data not yet available
Low Income	CA Dashboard	45.5%	Data Not Yet Available		59%	Data not yet available
Students with Disabilities	CA Dashboard	11.4%	Data Not Yet Available		7.5%	Data not yet available
Priority 7: a.Course Access: Students have access and are enrolled in a broad course of study Source: SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	(Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study	(Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study		(Social Science, Science, Health, PE, VAPA, World Language) 100% of students have access to a broad course of study 100% of SWD and unduplicated students to have access to a broad course of study	0
b. Programs and services developed and provided to low income, English learner, and foster youth students	SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services		100% of unduplicated pupils; English learner, low income, and foster youth student populations have access to all broad course of study, programs, and services	0

c. Programs and services developed and provided to individuals with exceptional needs	SIS School Pathway and review of Master Agreements: Course access for SWD and unduplicated students	100% of programs and services developed are provided to individuals with exceptional needs	100% of programs and services developed are provided to individuals with exceptional needs		100% of programs and services developed are provided to individuals with exceptional needs	0
Priority 8: Other Pupil Outcomes Source: LP Meetings	LP Meetings	Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable	Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable		Student outcomes, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 - 12, as applicable	0
Priority 2: a. Implementation of the academic content and performance standards adopted by the state board Source: Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy) LREBG Metric Overall	Grades TK-11:Star 360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 87% Math 75% Reading 81% Spring 2025 Early Literacy 77% Math 79% Reading 70%	At/Above Benchmark Fall 2025 Early Literacy 85% Math 76% Reading 80% Spring 2026 (preliminary) Early Literacy 77% or above Math 73% or above Reading 80% or above		At/Above Benchmark Early Literacy 92% Math 84% Reading 83%	At/Above Benchmark Fall 2025 Early Literacy 7% Math 8% Reading 3% Spring 2026 (preliminary) Early Literacy 15% Math 11% Reading 3%
Hispanic	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 86% Math 72% Reading 77% Spring 2025 Early Literacy 77% Math 65% Reading 76%	At/Above Benchmark Fall 2025 Early Literacy 84% Math 72% Reading 77% Spring 2026 (preliminary) Early Literacy 64% or above Math 68% or above Reading 77% or above		At/Above Benchmark Early Literacy 92% Math 79% Reading 79%	At/Above Benchmark Fall 2025 Early Literacy 8% Math 7% Reading 2% Spring 2026 (preliminary) Early Literacy 28% Math 11% Reading 2%

African American	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 74% Math 65% Reading 75% Spring 2025 Early Literacy 80% Math 60% Reading 74%	At/Above Benchmark Fall 2025 Early Literacy 73% Math 65% Reading 77% Spring 2026 (preliminary) Early Literacy 73% or above Math 65% or above Reading 79% or above		At/Above Benchmark Early Literacy 91% Math 73% Reading 77%	At/Above Benchmark Fall 2025 Early Literacy 18% Math 8% Reading 0% Spring 2026 (preliminary) Early Literacy 18% Math 8% Reading 2% over
Students with Disabilities	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 60% Math 48% Reading 52% Spring 2025 Early Literacy 35% Math 39% Reading 47%	At/Above Benchmark Fall 2025 Early Literacy 54% Math 44% Reading 50% Spring 2026 (preliminary) Early Literacy 54% or above Math 58% or above Reading 67% or above		At/Above Benchmark Early Literacy 71% Math 54% Reading 53%	At/Above Benchmark Fall 2025 Early Literacy 17% Math 10% Reading 3% Spring 2026 (preliminary) Early Literacy 17% Math 4% over Reading 14% over
English Learners	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 63% Math 54% Reading 45% Spring 2025 Early Literacy 50% Math 47% Reading 45%	At/Above Benchmark Fall 2025 Early Literacy 55% Math 48% Reading 33% Spring 2026 (preliminary) Early Literacy - Data Not Yet Available Math 35% or above Reading 40% or above		At/Above Benchmark Early Literacy 85% Math 55% Reading 55%	At/Above Benchmark Fall 2025 Early Literacy 30% Math 7% Reading 22% Spring 2026 (preliminary) Early Literacy - Data Not Yet Available Math 20% Reading 15%
Foster Youth	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 100% Math 0% Reading 0% Spring 2025 Early Literacy 100% Math 83% Reading 83%	At/Above Benchmark Fall 2025 Data Not Yet Available Spring 2026 Data Not Yet Available		At/Above Benchmark Early Literacy 66% Math 85% Reading 85%	At/Above Benchmark Fall 2025 Data Not Yet Available Spring 2026 Data Not Yet Available

Low Income	Grades TK-11: Star360 benchmark assessments (ELA, Math, Early Literacy)	At/Above Benchmark Fall 2024 Early Literacy 86% Math 68% Reading 76% Spring 2025 Early Literacy 75% Math 64% Reading 76%	At/Above Benchmark Fall 2025 Early Literacy 81% Math 70% Reading 76% Spring 2026 (preliminary) Early Literacy 81% or above Math 33% or above Reading 47% or above		At/Above Benchmark Early Literacy 92% Math 79% Reading 78%	At/Above Benchmark Fall 2025 Early Literacy 11% Math 9% Reading 2% Spring 2026 (preliminary) Early Literacy 11% Math 46% Reading 31%
B. English Language Development -EL Proficiency -RFEP Source: CA Dashboard, CAASPP/ELPAC/ ETS	CA Dashboard, CAASPP/ELPAC/ETS	52.5% making progress toward English language proficiency 38.4% RFEP	46.7% making progress toward English language proficiency 20% RFEP		59% making progress toward English language proficiency	12.3%

Goal Analysis for 2025-2026

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

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

Overall, Blue Ridge Academy successfully implemented the majority of its planned actions, with strong alignment between intended services and actual implementation. The school maintained a clear focus on improving systems, strengthening communication, and increasing both academic and social-emotional supports for students through ongoing collaboration with educational partners.

A key area of successful implementation was **professional development**, which became more intentional, structured, and responsive to staff feedback. Monthly trainings, expanded office hours, and Professional Learning Communities (PLCs) provided staff with opportunities to collaborate on curriculum, student support strategies, and communication practices. These efforts resulted in improved reporting accuracy, more consistent implementation of curriculum, and stronger cross-department collaboration. Additionally, leadership development opportunities and expanded committee work (e.g., DEI and CIM) further strengthened organizational capacity and alignment.

Implementation of **testing systems and supports** demonstrated significant progress. Increased coordination between general education, special education, and testing teams improved the accuracy of accommodations and ensured compliance with state and federal requirements. Enhanced planning, staff training, and proactive behavioral support strategies contributed to a more structured and supportive testing environment. These efforts led to measurable outcomes, including increased participation in statewide assessments, with SBAC participation rising from 95% to 99%, and significant gains in participation for students in the moderate-to-severe program on the CAA.

The school also effectively expanded **parent education and engagement opportunities**. Through initiatives such as Learning Coach Launch Week, E3 Parent Summits, Bear Essentials Podcasts, and ongoing departmental workshops and office hours, families were provided with consistent access to information and resources. These efforts strengthened communication, increased family involvement, and supported parents in their role as learning coaches. The Family Liaison program further enhanced community connections by offering individualized support, regional events, and resource navigation for families.

In the area of **student instruction and tutoring**, Blue Ridge expanded access to academic supports, including increased tutoring opportunities and access to content specialists. These supports provided students with more personalized instruction and contributed to improved academic performance and college and career readiness. Student recognition programs were also successfully implemented, reinforcing academic achievement, growth, and student engagement through both formal recognition and schoolwide events.

While implementation was largely effective, several **challenges** were identified. Staff reported feeling overwhelmed with testing preparation processes, and there was a need to streamline systems and improve organization. Additionally, timelines for verifying accommodations and designated supports required further refinement to reduce last-minute adjustments. Variability in synchronous instruction across general education teams highlighted the need for greater consistency in instructional delivery. The initial rollout of the early literacy screener also presented challenges, including lower participation rates as staff and families adapted to a new system.

In response to these challenges, the school implemented adjustments to improve efficiency and effectiveness. These included increasing structural supports for testing preparation, strengthening cross-department collaboration, refining communication timelines, and planning for more cohesive synchronous instruction. Efforts were also made to improve onboarding and training for new initiatives to increase participation and understanding.

Overall, implementation resulted in **measurable successes**, including increased assessment participation, improved graduation rates, enhanced English learner proficiency, and strong performance across multiple student groups. These outcomes reflect the effectiveness of the school's systems, the strength of collaboration across departments, and a continued commitment to continuous improvement in meeting the needs of all students.

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

Material differences occurred between the original estimated actual/budgeted amounts and the final expenditures for contributing actions. Overall, Blue Ridge Academy expended more than originally estimated in each action area, reflecting increased implementation and expanded supports aligned to student needs.

For **Professional Development**, the original estimated amount was **\$500,000**, and the final expenditure was **\$1,818,957**, reflecting increased investment in staff training, collaboration, and professional learning to support improved student outcomes.

For **Parent Education and Resources**, the original estimated amount was **\$400,000**, and the final expenditure was **\$648,773**, reflecting expanded family engagement, parent education opportunities, and resources to support learning coaches and families.

For **Student Instruction and Tutoring**, the original estimated amount was **\$3,200,000**, and the final expenditure was **\$2,245,953**. This action was lower than originally estimated, while still supporting tutoring, instructional services, and academic interventions for students.

For **Student Recognition**, the original estimated amount was **\$300,000**, and the final expenditure was **\$426,939**, reflecting increased recognition activities and supports to promote student engagement, achievement, and growth.

Overall, these differences reflect adjustments made during implementation to align expenditures with actual program needs, participation, and available services while continuing to support the intended outcomes of the LCAP actions.

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

The actions implemented during the 2025–26 school year have demonstrated overall effectiveness in making progress toward the goal, particularly in the areas of early literacy identification and improved systems for student supports and accommodations.

Action 1.1: Professional Development

Professional development efforts have been effective in strengthening staff capacity and improving instructional practices. Increased collaboration through Professional Learning Communities (PLCs), targeted trainings, and expanded support systems have resulted in improved reporting accuracy, stronger cross-department communication, and more consistent implementation of curriculum and student supports. Additionally, focused training on accommodations and instructional strategies has improved staff understanding of how to support diverse learners, including students with IEPs and 504 Plans.

Action 1.2: Parent Education and Resources

Parent education and engagement efforts have been effective in increasing access to resources and strengthening communication with families. Initiatives such as Learning Coach Launch Week, parent workshops, podcasts, and ongoing communication systems have provided families with multiple opportunities to engage and support their students. Increased participation and positive feedback indicate that families are better equipped to navigate instructional programs and support student success.

Action 1.3: Student Instruction and Tutoring

Expanded access to tutoring and instructional supports has been effective in improving student engagement and academic outcomes. Increased availability of tutoring services and content-specific support has allowed for more personalized learning experiences. Additionally, the implementation of the Amira early literacy screener for K–2 students has supported early identification of reading needs and provided targeted interventions, including access to free tutoring. While participation in the first year was lower than anticipated due to the rollout of a new system, the tool demonstrated effectiveness in identifying literacy gaps and informing early intervention strategies.

Action 1.4: Student Recognition

Student recognition efforts have been effective in promoting engagement, motivation, and a positive school culture. Recognition programs tied to academic achievement, assessment performance, and student growth have reinforced the value of progress and encouraged continued student effort. Schoolwide events and recognition opportunities have also contributed to increased student connection and participation.

Overall Effectiveness

Across all Goal 1 actions, the school has made meaningful progress toward improving student outcomes by strengthening instructional systems, increasing family engagement, and expanding student supports. While some implementation challenges were noted, particularly with the initial rollout of new tools such as the literacy screener, these actions have been effective overall. Continued refinement and increased participation are expected to further enhance outcomes in future implementation cycles.

The implementation of the **Amira early literacy screener** for students in grades K–2 showed promising initial effectiveness. While participation rates were lower than anticipated due to this being the first year of implementation and the adjustment period for families and staff, the tool successfully identified early reading difficulties. This allowed for earlier intervention and more targeted literacy support, which is critical in preventing more significant academic challenges in later grades. Additionally, the integration of **free tutoring following the screener** provided immediate and meaningful support to

students, further strengthening the impact of the initiative. Limitations included the screener’s availability only for K–2 students, which created gaps for older students; however, this feedback will inform future expansion and refinement efforts.

Actions focused on improving **oversight of student accommodations and designated supports** have been highly effective. Increased collaboration between General Education and Special Education teams resulted in improved accuracy in documenting and implementing IEP accommodations and designated supports. The cross-checking processes and enhanced communication structures ensured that students consistently received the services to which they are entitled.

These efforts also clarified **roles and responsibilities** among teachers and case managers, leading to increased accountability and a stronger shared understanding of expectations. As a result, there has been a noticeable improvement in consistency and fidelity in the implementation of student supports.

Overall, these actions have strengthened systems of support, improved early identification and intervention practices, and enhanced cross-department collaboration. While some implementation challenges were experienced, particularly related to participation and initial rollout, the actions have been effective and will continue to be refined to maximize impact and improve student outcomes.

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

No changes have been made to the planned goals, metrics, target outcomes, or actions for the coming year. The school continues to implement the established goals and action items with fidelity, as they comprehensively address the identified areas of need. Any adjustments made during implementation have remained within the scope of the existing goals and actions, reflecting refinement rather than a shift in direction.

Ongoing reflection on prior practice indicates that the current goals and actions are appropriate and effective. Implementation data demonstrates strong alignment between planned services and actual practices, with measurable progress in key areas such as professional development, student supports, family engagement, and assessment participation. For example, increased collaboration and targeted training improved instructional consistency and reporting accuracy, while expanded family engagement initiatives strengthened communication and participation. Additionally, assessment participation rates increased (SBAC participation rising from 95% to 99%), and early literacy initiatives supported improved identification of student needs.

While some implementation challenges were identified, such as the need to streamline testing processes, improve consistency in synchronous instruction, and increase participation in new initiatives like the early literacy screener, these areas are being addressed through continued refinement within the existing action framework. Adjustments such as enhanced training, improved communication timelines, and increased structural supports have been implemented without the need to modify the overarching goals or actions.

Overall, the decision to maintain the current goals and actions is supported by evidence of effectiveness and progress. Continued implementation and refinement within these established areas will further strengthen outcomes and ensure ongoing responsiveness to student and stakeholder needs

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

Actions

Action #	Title	Description	Total Funds	Contributing
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1.1	Professional Development	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. 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. 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. 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. See goal 1 priority 4a metric	\$500,000	Y
1.2	Parent Education and Resources	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. 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. 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.	\$ 400,000	Y

1.3	Student Instruction & Tutoring: LREBG	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.	\$5,200,000	Y
1.4	Student Recognition	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). 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.	\$300,000	Y

Goal

Goal #	Description	Type of Goal
Goal 2	Create systems and structures that provide multiple personalized learning paths to increase the cohort graduation rate to close the achievement gap.	Maintenance

State Priorities addressed by this goal.

Priority 5: Student Engagement

Student Engagement: Focus on high school graduation rate actions.

Priority 7: Course Action

Ensure student access to state-adopted courses.

Maintenance goal explained:

This goal is designated as a maintenance goal because it focuses on sustaining existing high-performing systems and staffing structures that have already demonstrated effectiveness in supporting student outcomes—particularly in the areas of academic progress monitoring, graduation planning, and post-secondary readiness.

Reasons why Goal 2 qualifies as a maintenance goal:

- **No Major Strategic Shift:** Unlike other goals in the LCAP that introduce new programs or expand services, Goal 2 does not propose significant new initiatives. Instead, it continues current practices such as academic advising, CCR monitoring, and transcript reviews that are already embedded in the school’s operational framework.
- **Sustaining Established Supports:** The primary actions under Goal 2—including the work of counselors and Progress Coordinators—are designed to maintain the systems that track academic progress, promote student engagement, and ensure on-time graduation. These positions are not new hires or expansions but ongoing roles whose functions are now integral to school operations.
- **Consistently Positive Outcomes:** Blue Ridge Academy has already demonstrated strong performance in graduation rates and A–G completion, as evidenced in the prior years’ outcome data. Goal 2 exists to preserve and uphold these successful outcomes, not to address performance gaps or launch new interventions.
- **Resource Stability:** The budget associated with Goal 2 supports existing staff and platforms, rather than expanding to new vendors, technologies, or instructional models. The focus is on continuing the infrastructure that supports student transitions from middle to high school and through graduation.

Maintenance of progress goal description:

Goal 2 is designed to maintain progress made in the LCFF State Priorities related to **Priority 4 (Pupil Achievement)**, **Priority 5 (Pupil Engagement)**, and **Priority 7 (Course Access)**, which are not the primary focus of the other LCAP goals.

Blue Ridge Academy has demonstrated strong student outcomes in areas such as graduation rates, college and career readiness (CCR), and student access to academic and advising supports. BRA intends to maintain this progress by continuing to fund and support key personnel and systems that have contributed to these outcomes. This includes:

- Sustaining the roles of **counselors and Progress Coordinators** who monitor academic progress and ensure timely interventions;
- Continuing **graduation planning and transcript audits** to keep students on track for graduation and A–G eligibility;
- Maintaining access to **CCR-aligned resources**, including advisory tools and post-secondary planning supports.

These actions are already embedded into the operational structure of the school and are producing positive results. Therefore, rather than expanding or modifying them significantly, Goal 2 focuses on preserving these effective systems to ensure that Blue Ridge Academy continues to meet or exceed performance expectations in areas not explicitly targeted by Goals 1, 3, or 4.

An explanation of why the LEA has developed this goal.

Blue Ridge Academy developed this goal to ensure all students are prepared for graduation and beyond. As there are multiple personalized learning paths due to the unique organization of this LEA, it is imperative that all groups and subgroups are acknowledged and provided with supports closing achievement gaps in order to increase cohort graduation rates.

Blue Ridge is committed to preparing every student from TK-12+. This maintenance goal creates different areas of support providing students with appropriate monitoring for academics and social emotional needs as well as counseling to ensure they are on the right track for their personalized learning paths. Expanding CTE pathways allows freedom for students to explore options that will carry them past high school and into adulthood. Access to AP classes and subsequent exams gives way to more options once high school students have reached college.

Graduation rates are consistently monitored. Each year, Blue Ridge reviews data and feedback to see what needs to be adjusted in order to increase these numbers but most importantly to ensure students are college and career ready. As there are multiple paths for their compulsory education, especially TK-8, it is imperative that high school students are ready for life beyond high school.

Blue Ridge Academy has made progressive actions towards hiring more staff that allows for more assistance for students transitioning both from 8th grade to high school and from 12th grade to the real world. These actions and their results are something that Blue Ridge Academy is monitoring and improving every new school year and with that, adjustments and optimizations are made. The hiring of new staff to directly assist in these goals is a step in this direction and a sign of Blue Ridge Academy's commitment to making positive changes that will positively impact graduation and success rates across multiple grade levels and socio-economic levels.

Some challenges that may be encountered as a growing school population is the wide variety of student backgrounds. Blue Ridge Academy is dedicated to reaching students of all backgrounds and socioeconomic levels. These differences are met with a variety of approaches such as the training provided for staff to address issues relevant to our student body, and adapting plans and actions based on previous attempts and ideas.

Over the last three years, several changes continue to be made which align with our planned goals, metrics, desired outcomes, and actions such as consistent interventions for students and families to ensure that all families are approaching success/graduation at an acceptable pace and level.

Our desired goals and outcomes continue to remain consistent with the goals set out by the state as we continue to make optimizations toward reaching these goals school-wide. Professional development continues to focus on additional support for students with disabilities, English learners, Foster Youth, and Low-Income students to ensure all students not only have access, but are within programs that allow for improved and increased services.

A-G: Graduates meeting UC/CSU requirements increased by 30%:

21-22: 59

22-23: 77

23-24: 67

24-25: 90

25-26: Data not yet available

CTE: High school students who have met CTE completion requirements:

21-22: 2

22-23: 2

23-24: 3

24-25: 4

25-26: 15

AP Exams:

21-22: 3

22-23: 12

23-24: 13

24-25: 13

25-26: Data not yet available

Seal of Biliteracy:

21-22: 1

22-23: 3

23-24: 0

24-25: 5

25-26: 7

Golden State Merit:

21-22: 98

22-23: 95

23-24: 72
24-25: 85
25-26: 90

College and Career Readiness:

21-22: 28.8%, 89 students prepared
22-23: 36.3%, 107 students prepared
23-24: 45.9%, 100 students prepared
24-25: 45.5%, 107 students prepared
25-26: Data not yet available

Grouped together, reviewing metrics and identifying successes and challenges has allowed Blue Ridge to classify this goal as a maintenance goal. As such, upon further analysis, it has been shown that Blue Ridge is on track to continue to increase CTE pathways participation and completion, participation in AP courses with exams scoring three or higher, and increase graduation rates and college and career readiness.

The consistent and continued focus on this goal will help incrementally increase graduation rates and college and career readiness. With crucial players such as High School Success Coordinators, Content Specialists, Progress Support Coordinators, and High School Counselors, Blue Ridge has put into place supports for Homeschool Teachers, Learning Coaches, and students alike. Maintaining professional development for staff will continue to equip them with the tools they need to serve high school families, both current and future. Addressing SWD on a certificate track and better equipping those staff who support them is crucial to increasing that population's success in high school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference from Baseline
Priority 5: Pupil Engagement Source: CALPADS	California Longitudinal Pupil Achievement data System (CALPADS)	99.8%	99.8% Preliminary data.		99%	0.8% over
a. School attendance rates						
b. Chronic absenteeism	California Longitudinal Pupil Achievement data System (CALPADS)	0.39%	Data Not Yet Available		0.30%	Data Not Yet Available
c. Middle school dropout rates	California Longitudinal Pupil Achievement data System (CALPADS)	0.6%	0.6% 8 of 1217 students		0.6%	0
d. High school dropout rates	California Longitudinal Pupil Achievement data System (CALPADS)	0.9%	0.4% 2 of 983 students		0.5%	0.1%
e. Graduation Rate: Overall Source: CA Dashboard	CA Dashboard	93.3% graduated	Data Not Yet Available		90%	Data not yet available
Hispanic	CA Dashboard	96.6% graduated	Data Not Yet Available		93%	Data not yet available
African American	CA Dashboard	100% graduated 15 students	Data Not Yet Available		11 students	Data not yet available
English Learners	CA Dashboard	3 students Data not displayed for privacy reasons	Data Not Yet Available		8 students	Data not yet available
Foster Youth	CA Dashboard	0 students	Data Not Yet Available		1 student	Data not yet available
Homeless	CA Dashboard	1 student Data not displayed for privacy reasons	Data Not Yet Available		1 student	Data not yet available
Low Income	CA Dashboard	93.2% graduated	Data Not Yet Available		90%	Data not yet available

Goal Analysis for 2025-2026

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

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

Goal 2 is a maintenance goal, and overall implementation during the previous year remained consistent with planned actions. The systems and structures established to support student progress, engagement, and on-time graduation were implemented with fidelity and continued to be refined to increase effectiveness.

Counselors consistently maintained systems to monitor academic progress, promote student engagement, and support on-time graduation for high school students. Progress Support Coordinators played a key role in supporting all stakeholders by providing guidance on curriculum platforms, assisting with pacing, and collaborating to ensure students had clear pathways to complete courses and earn credits.

The school continued implementation of the board-approved Non-Compliance Policy to support students who were struggling. This process involved collaboration among Assistant Directors, Homeschool Teachers, Counselors, the Special Education Department, students, and parents to develop individualized action plans. These tailored interventions increased student access to support and improved opportunities for success in required graduation coursework.

Several areas of successful expansion were evident. Blue Ridge Academy expanded Career Technical Education (CTE) Pathways, increasing student access to career exploration opportunities and supporting completion of college and career readiness requirements. Additionally, efforts to expand access to Advanced Placement (AP) courses and exams provided students with more rigorous academic opportunities.

Graduation audits remained a key system of support and were further refined during the year. The process became more collaborative, involving a broader group of stakeholders, including Regional Coordinators, who actively monitored student progress and provided targeted support for at-risk students. This increased level of oversight allowed for earlier identification and intervention, contributing to improved student outcomes.

The introduction and implementation of an Alternative Graduation track was a significant success. This pathway provided additional flexibility and support for students with unique needs, resulting in 1.28% of students successfully graduating through this option during the 2024–25 school year. Professional development ensured staff were well-prepared to support students within this pathway.

Support for student transitions into and out of high school was also maintained and strengthened. The addition of counseling supports for 8th-grade transition and post-high school planning, along with consistent communication through counselor newsletters, workshops, 3E Summits, podcasts, and Family Liaison engagement, increased student and family participation in planning for future success.

Overall, implementation of Goal 2 actions were effective and aligned with planned practices. While no substantive differences between planned actions and actual implementation were identified, ongoing refinements, such as expanded collaboration, increased access to pathways, and enhanced communication, contributed to continued success. Challenges were minimal and primarily related to ensuring consistent engagement across all student groups; however, these were addressed through strengthened communication systems and expanded stakeholder involvement.

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

Material differences between the estimated expenditures and actual expenditures for Goal 2 actions reflect adjustments made during implementation to better align services with staff needs and program priorities.

For **Action 2.1 (Professional Development for Progress Coordinators and High School Students)**, the estimated expenditure was **\$300,000**, while the actual expenditure increased to **\$362,235**. This increase reflects expanded professional development opportunities and additional supports provided to strengthen staff capacity and improve student outcomes at the secondary level.

For **Action 2.2 (Professional Development: Bridging Middle School and High School Transition Support)**, the estimated expenditure was **\$500,000**, while the actual expenditure was lower at **\$413,307**. This difference is attributed to efficiencies in implementation and adjustments in the scope and delivery of transition supports while still maintaining the intended services.

For **Action 2.3 (Counselor Support Professional Development)**, the estimated expenditure was **\$200,000**, with a slightly higher actual expenditure of **\$211,219**. This increase reflects additional training and support provided to counseling staff to better address student academic and social-emotional needs.

Overall, these differences demonstrate the school's responsiveness in adjusting expenditures based on implementation needs, expanding services where necessary, and achieving efficiencies where appropriate, while maintaining alignment with the intended goals of improving services for students.

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

The actions implemented under Goal 2 have been effective in making measurable progress toward improving student outcomes, particularly in the areas of graduation rates, college and career readiness, and equitable access to supports.

Collaboration among High School Success Coordinators, Progress Support Coordinators, Counselors, Homeschool Teachers, and families has been a key factor in improving Blue Ridge Academy's cohort graduation rate. These coordinated efforts have strengthened monitoring systems, increased student accountability, and provided timely interventions, resulting in an increase in the cohort graduation rate to 93.3% (+1%).

Ongoing audits of high school student progress and grades have also proven to be highly effective. The systematic collaboration between the Counseling Team, Regional Coordinators, and Homeschool Teachers has allowed for early identification of at-risk students and the implementation of targeted supports. These practices have contributed to maintaining and strengthening progress toward this goal.

Established supports for unduplicated students and those requiring intervention have been effective in increasing access to equitable educational opportunities. The structured non-compliance process, which includes individualized action plans developed collaboratively with all stakeholders, has provided clear expectations and consistent monitoring. This process has been successful in supporting struggling students and improving overall student success.

Student outcome data further demonstrates the effectiveness of these actions:

*Cohort Graduation Rate: 93.3% (+1%)

*A-G Completion (UC/CSU requirements): 37.8% (+7.3%)

*College and Career Readiness: 45.5% of students classified as "Prepared"

*CTE Pathway Completion: 1.7% of high school students met concentrator/completion requirements

*AP Exam Success: 13 out of 14 exams passed with a score of 3 or higher

*Seal of Biliteracy: Increased to 5 students (from 0)

*Golden State Merit Diploma: 99 students (+16.47%)

Additionally, Blue Ridge Academy’s post-secondary outcomes exceeded the California Department of Education (CDE) threshold, indicating strong performance for both general education and special education students.

Overall, the actions under Goal 2 have been effective in maintaining and improving systems that support student achievement and post-secondary readiness. Continued implementation of these coordinated supports and monitoring systems is expected to further enhance outcomes in future years.

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

Goal 2 remains a maintenance goal, and no significant changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year. Reflection on prior practice indicates that the current systems and supports, such as academic progress monitoring, graduation audits, coordinated educational partner collaboration, and targeted interventions, are effective in supporting student success and improving outcomes.

Minor refinements will continue within the existing framework to strengthen implementation, including ongoing collaboration among counselors, coordinators, teachers, and families, as well as continued expansion of student access to pathways and supports. However, these adjustments do not represent changes to the overall goal or actions, as they remain fully aligned with the established priorities and structure of Goal 2.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development specific to Progress Coordinators and high school students	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.	\$300,000	Y
2.2	Professional development: Bridging Middle School & High School transition support	Specific informational professional development geared towards middle school /students/parents and preparing 8th graders for high school expectations once a semester (Fall & Spring).	\$ 500,000	Y
2.3	Counselor Support professional development	Counselor support and ongoing communication between families and teachers (Home School Teachers & Case Managers) to ensure the student is meeting graduation requirements including SWD.	\$ 200,000	Y

Goal

Goal #	Description	Type of Goal
Goal 3	Foster improved connection with all educational partners to include and incorporate increased partner feedback.	Maintenance

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Family Engagement in building awareness, decision-making, and promotion of family participation in the education process for all unduplicated students.

Priority 6: School

Through measures and actions, address other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.

Maintenance goal explanation:

This goal is identified as a maintenance goal because it focuses on continuing and refining existing communication and engagement systems rather than introducing new strategies or expanding services. Its purpose is to sustain current practices that have proven effective in fostering strong relationships with families and educational partners.

Specific reasons Goal 3 qualifies as a maintenance goal include:

- **Established Communication Infrastructure:** The tools and platforms used to engage families—such as Smores newsletters, automated communication systems, and virtual engagement opportunities—are already in place and in regular use. Goal 3 does not propose new platforms, but rather supports the ongoing operation and maintenance of our existing systems.
- **Focus on Consistency, Not Expansion:** While the goal emphasizes timely and inclusive communication, it does so by maintaining current practices, such as bilingual newsletters, school-wide updates, and parent support events. There is no significant programmatic expansion or addition of new services under this goal.
- **Feedback Mechanisms Already Implemented:** Surveys and feedback tools used to gather input from parents, students, and staff are established and functioning. Goal 3 supports the continued use and refinement of these mechanisms to ensure that Blue Ridge remains responsive to stakeholder needs.
- **Staffing Structures Are Stable:** Actions under Goal 3, such as allocating administrative and communication staff time to family engagement, do not involve new hires or role expansions. Instead, they reflect the ongoing support and responsibilities of existing personnel.

This goal is focused on preserving the quality and consistency of engagement practices that are already embedded in the school’s operations, rather than introducing new initiatives or scaling up services.

Maintenance of progress goal description:

Goal 3 is intended to maintain progress made in the LCFF State Priorities related to **Priority 3 (Parent Involvement)** and **Priority 6 (School Climate)**, which are not the primary focus of the other goals in the LCAP.

Blue Ridge Academy has built strong and consistent systems for engaging families and educational partners, including multilingual communication tools, translated digital newsletters (Smores), virtual and in-person parent events, and feedback surveys. These systems have contributed to high levels of stakeholder satisfaction and increased participation in school activities.

To sustain this progress, Goal 3 maintains current staffing allocations and outreach practices that ensure timely, accessible, and inclusive communication with all families. Blue Ridge Academy will continue to support:

- Ongoing **family engagement events and resources** that help parents participate meaningfully in their child’s education;
- Use of **automated and translated communications** to reach families in their home languages;
- Routine administration of **family surveys** to collect input that informs program improvement.

These actions are not new additions but are well-established practices that have contributed to a positive school climate and strong family-school relationships. By preserving these systems, Goal 3 ensures that the progress made in these priority areas continues to be upheld and strengthened.

An explanation of why the LEA has developed this goal.

Blue Ridge Academy will continue to maintain the goal of fostering improved connections with all educational partners to increase partner feedback, cultivate a culture of partnership, build trust by being transparent about decisions, and policies, and addressing strengths and challenges. Having this goal remain in place will allow the school to continue to build positive, effective, and collaborative partnerships with students, staff, parents, and our community as well as create a more collaborative and effective learning environment and positive school culture.

Partner feedback is crucial in helping Blue Ridge to inform school decision making to improve student outcomes, address student needs, and focus on allocating resources to fit the needs of all students. Blue Ridge will implement enhanced opportunities for all partners to provide feedback and input at various parent information meetings, community events, advisory group meetings, focus groups, and social media and online platforms.

We have identified this goal as a ‘Maintenance’ goal as all educational partners are encouraged to participate and utilize resources offered throughout the year to continue to increase engagement and involvement. Although this goal has been ongoing over the past three years, BRA believes concrete efforts must continue to be made to engage and maintain collaboration with all educational partners for student and school success.

Measuring and Reporting Results

Metric #	Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference from Baseline
Priority 6: School Climate Source: CALPADS a.Pupil suspension rates	California Longitudinal Pupil Achievement data System (CALPADS)	0%	0%		0%	0
b.Pupil expulsion rates	California Longitudinal Pupil Achievement data System (CALPADS)	0%	0%		0%	0
c. Other local measures, including surveys of students, parents, and teachers on the sense of safety and connectedness Source: Blue Ridge Academy Climate Survey	Blue Ridge Academy Climate Survey	548	732		1500	768
Priority 3 a.The efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	Blue Ridge Academy Climate Survey	548	732		1500	768

b. How the LEA will promote parental participation in programs for low income, English learner and foster youth students	Blue Ridge Academy Climate Survey	548	732		1500	768
c. How the LEA will promote parental participation in programs for students with disabilities Educational Partners Engagement: Source: Blue Ridge Academy Climate Survey	Blue Ridge Academy Climate Survey	548	732		1500	768
Parent Responses	Blue Ridge Academy Climate Survey	548	732		1500	768
Student Responses	Blue Ridge Academy Climate Survey	300	327		500	173
Staff Responses	Blue Ridge Academy Climate Survey	487 (96%)	387 (76%)		100%	122 (24%)
Overall Responses	Blue Ridge Academy Climate Survey	1335	1,446		2510	1064

Goal Analysis for 2025-2026

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

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

As part of the school's ongoing commitment to strengthening connections with all educational partners and increasing meaningful engagement, implementation of Goal 3 actions remained consistent with the original plan. There were no substantive differences between planned actions and actual implementation. The school sustained its focus on improving communication across departments and expanding opportunities for interactive engagement with families and community partners. These efforts continue to be a priority and are supported through ongoing monitoring and coordination across school teams.

The school successfully maintained a variety of parent workshops designed to support families of students with disabilities, general education students, English Learners, and other diverse learners. These workshops remain a key component of the school's family engagement strategy. The Special Education & Student Services department continued to provide informational sessions on topics such as executive functioning and student motivation, reinforcing support for families and students.

Participation in workshops presented both successes and challenges. During the 2024–25 school year, a total of 16 parents attended workshops, with attendance varying across sessions and one session having no live participants. To address this challenge, workshops were recorded and shared for asynchronous access, ensuring continued availability of resources. In the 2025–26 school year, participation has remained steady, with 10-16 parents attending workshops to date and additional sessions scheduled. While attendance variability remains a challenge, the school has taken proactive steps to improve engagement, including providing reminders during SAI and IEP meetings, increasing targeted outreach to Tier 2 families through the Student Support Team and Program Specialist communication.

The school also continued to host the Special Education & Student Services Open House, which has been successful in strengthening partnerships with community organizations and increasing awareness of available student supports. Participation in this event has remained steady, contributing to ongoing collaboration with community partners.

Access to information was further supported through the maintenance and regular updating of a comprehensive schoolwide calendar of events. This resource, housed within the Parent Information Center, includes workshops, webinars, community events, and enrichment opportunities, ensuring that families have consistent and accessible information.

Additionally, the school sustained strong engagement of family and community voices through advisory structures. Parents and community partners actively participated in key groups such as the LCAP Parent Advisory Group, the LCAP Student Advisory Group, District English Learner Advisory Committee, the School Board, and the LCAP Committee. This continued involvement ensured that diverse perspectives were incorporated into school planning and decision-making processes.

Overall, implementation of Goal 3 actions was effective and aligned with the original plan. Key successes included sustained systems of communication, continued engagement opportunities, and strengthened community partnerships. The primary challenge identified was variability in workshop attendance; however, the school responded with strategic adjustments to outreach and access, demonstrating a commitment to continuous improvement in family engagement.

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

Material differences between estimated and actual expenditures for Goal 3 reflect strategic adjustments made during implementation to enhance communication systems and strengthen family and community engagement.

For **Action 3.1 (Enhance Communication Channels)**, the estimated expenditure was **\$200,000**, while the actual expenditure increased slightly to **\$220,480**. This increase reflects additional investments in communication platforms, tools, and outreach efforts to improve access to information and strengthen connections between the school and families.

For **Action 3.2 (Strengthen Partnerships and Engagement)**, the estimated expenditure was **\$240,000**, while the actual expenditure increased to **\$378,587**. This difference reflects an expansion of engagement opportunities, increased family outreach initiatives, and additional resources dedicated to building stronger partnerships with educational partners and the broader school community.

Overall, the increased expenditures across Goal 3 actions demonstrate the school’s responsiveness to educational partner feedback and its commitment to improving communication, engagement, and access to resources. These adjustments ensured that services were enhanced to better meet the needs of students and families while remaining aligned with LCAP goals.

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

Blue Ridge Academy continues to demonstrate overall effectiveness in implementing actions designed to strengthen educational partner engagement, communication, and connectedness across the school community. The school has sustained a comprehensive system of synchronous events and communication opportunities that support meaningful collaboration among students, families, teachers, and staff. These efforts include Special Education Parent Workshops and Open House events, the E3 Parent Summit, High School Counselor events, Enrichment office hours, student virtual clubs, Community Connections activities, school-led field trips, and Family Liaison-led Book Clubs.

The effectiveness of these actions is reflected in the Educational Partner Climate Survey results, with 87% of students, 85% of parents, and 93% of staff reporting strong feelings of connection to the school community. Additionally, 94% of students, 90% of parents, and 95% of staff indicated satisfaction with the information, materials, and support provided for student learning. These outcomes demonstrate that the school's communication systems and engagement opportunities continue to positively support student outcomes and foster a connected homeschool community.

Blue Ridge has also remained effective in prioritizing educational partner voice through ongoing participation in advisory groups and committees. Parent representation on the District English Learner Advisory Committee (DELAC) has been maintained for the 2025–26 school year, and participation in LCAP Advisory Committees has remained stable and meaningful. Parent participation increased from 3 participants in 2022–23 to 10 participants in the current 2025–26 school year, while student participation increased from 5 participants in 2022–23 to 7 participants in 2025–26. Continued promotion through newsletters, the parent information website, and teacher recommendations has supported ongoing engagement and recruitment efforts.

Survey participation data also indicates continued effectiveness in gathering broad educational partner feedback. While changes to the Educational Partner Climate Survey in 2024–25 limited responses to one submission per individual, participation levels remain strong. Parent participation increased from 514 responses in 2024–25 to 712 responses in 2025–26, while student participation increased from 300 to 322 responses during the same period. Staff participation remained high overall, although participation declined slightly from 100% in prior years to 96% in 2024–25 and currently stands at 75% for 2025–26 to date. As a result, Blue Ridge recognizes that continued efforts are needed to increase staff survey participation in order to ensure comprehensive feedback from all educational partners.

Overall, the actions implemented under this goal continue to be effective in strengthening communication, increasing educational partner engagement, and maintaining meaningful opportunities for collaboration and feedback. The school will continue refining outreach and participation strategies to sustain high levels of involvement across all stakeholder groups.

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

Blue Ridge Academy reflected on the implementation of actions connected to this goal and determined that the majority of actions should continue into the coming year due to their overall effectiveness in strengthening communication, increasing educational partner engagement, and supporting student outcomes. As a result, no significant changes were made to the overall goal, planned metrics, or desired outcomes. Instead, the school focused on refining and expanding several existing practices based on feedback and prior implementation experiences.

Blue Ridge will continue implementing strategies designed to enhance communication between school departments and educational partners through ongoing interactive communication opportunities and schoolwide events. Existing actions related to workshops, webinars,

field trips, enrichment opportunities, and community engagement activities will remain in place because they continue to foster strong relationships between the school and families while increasing student engagement and connectedness.

Based on reflections from prior practice, Blue Ridge expanded several support systems and outreach efforts during the year that will continue moving forward. The Special Education & Student Services department increased opportunities for student and family support through learning centers, office hours, social skills classes, Curriculum Connections meetings, parent workshops, and weekly communication check-ins. Additionally, the implementation of the Student in Crisis program and the Positive Action program provided enhanced behavioral, emotional, and social-emotional supports for students and families. These additions were made in response to identified student needs and have strengthened the school's ability to provide timely interventions and wraparound support services.

The school also continued refining systems designed to improve student compliance and intervention supports. Collaborative meetings focused on student noncompliance allowed staff to review concerns, develop action plans, and make immediate referrals to support providers such as mental health teams and high school counselors. These practices will continue in the coming year to support improved student outcomes and stronger coordination between departments.

Blue Ridge further expanded family engagement and communication efforts through Family Liaison initiatives, including E3 Parent Summits, podcasts for families, and Learning Coach Launch Week activities. In addition, the school broadened communication access through increased social media outreach and continued use of the Blue Ridge mobile application. These efforts were maintained and expanded in response to positive educational partner feedback and increased participation.

Additional refinements were made to the LCAP Climate Survey process to improve accessibility and participation. Surveys continued to be distributed in both English and Spanish using direct links and QR codes, and the school expanded opportunities for in-person survey participation during testing events and Community Connections activities. Based on reflections from implementation, Blue Ridge identified the need to further redesign the student survey to ensure questions are more developmentally and grade-level appropriate in future years. The school also maintained anonymous survey practices to encourage honest and meaningful feedback from educational partners.

Overall, reflections on prior practice demonstrated that the current actions and supports are positively contributing toward the goal. Therefore, the school will continue implementing these actions while refining outreach strategies, survey practices, and support systems to further strengthen educational partner engagement and student success in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Enhance Communication Channels	Enhance communication between school departments and increase interactive communication sessions/channels between educational partners.	\$200,000	Y
3.2	Strengthen Partnerships and Engagement	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..	\$240,000	Y

Goal

Goal #	Description	Type of Goal
Goal 4	Identify eligible students, build awareness, and increase utilization of current support services for Low-Income, Foster Youth and Homelessness (FYHM), and English Learners (EL).	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

Family Engagement in building awareness, decision-making, and promotion of family participation in the education process for all unduplicated students.

Priority 7: Course Action

Addresses a course of study where programs and services are developed and provided to English Learners, students with disabilities, foster youth, homelessness, and low-income students.

Broad goal explained:

This goal qualifies as a broad goal because, while it is principally directed at unduplicated students (Low-Income, English Learners, Foster Youth, and Homeless students), the strategies and services under this goal are implemented LEA-wide and influence the entire school community in terms of access, awareness, and equity.

These include:

- **Multi-Tiered System of Supports (MTSS) Implementation Across the LEA:** Although actions like Tier 2 math interventions (e.g., *Math 180*), SEL curriculum (e.g., *Positive Action*), and counseling referrals are targeted for unduplicated students, the implementation of these systems is schoolwide, creating capacity across all instructional and support teams to identify and respond to diverse student needs.
- **Professional Development Reaching All Educators:** Training in trauma-informed practices, MTSS processes, English Learner curriculum (e.g., English 3D), and social-emotional learning practices is provided to all instructional staff. While these efforts are designed to address gaps experienced by unduplicated pupils, they improve educators' ability to support a broad cross-section of students, making the impact schoolwide.
- **Cross-Functional Alignment of Support Services:** Goal 4 supports alignment across academic intervention, behavior intervention, counseling, and parent communication. These structures benefit unduplicated students directly but are accessible to the general student body as well. This includes coordination among teachers, administrators, and support staff to promote awareness and consistent use of interventions.
- **Family and Community Outreach Broadly Implemented:** Efforts under this goal include family education, multilingual communication tools, and increased visibility of available supports (e.g., through newsletters and workshops). While designed to increase access for high-need families, these efforts foster an inclusive environment and informed participation across the school community.

An explanation of why the LEA has developed this goal.

In previous years the needs of HMFY and EL students have been addressed in conjunction with other goals. We have now added a new goal with all unduplicated students as the main focus, with the addition of including low-income students to clearly identify and address areas of improved and increased services required for these student populations.

Blue Ridge Academy has experienced great success in building awareness of the services provided within the Student Services department such as academic interventions for struggling students and mental health supports that are available for all students. This goal has been developed so that Blue Ridge Academy can expand awareness of the supports available for HMFY, EL and Low-income students using a similar approach.

It is our hope that increased awareness of the available supports will lead to greater utilization of those resources which include, Positive action Social Emotional Learning Curriculum, EL classes with a writing component, and Community resources lists.

With this goal, we plan to continue the work that has been started and improve the effectiveness of the implementation for all unduplicated students, to include low income students by creating an awareness of these programs and resources with all of our stakeholder groups, with an emphasis on making sure that all teachers are aware of which students qualify, what resources are available for them and how to access those resources and services within the Student Services department.

Blue Ridge Academy intends to continue building awareness to increase the utilization of our English language support services and instruction which places a strong focus on increasing attendance in our live synchronous instruction classes. In addition, by increasing student attendance, students can build their peer-to-peer and student-to-teacher interactions to foster their English language development and in turn, increase the school's reclassification rates. These interactions also provide a safe environment allowing the students to practice their language skills and support them socially and emotionally. To get a better understanding of attendance, Blue Ridge will administer surveys to families who are not attending live synchronous instruction to gather more information and feedback on attendance. The English Learner Coordinator will continue to communicate the importance of attendance through monthly parent meetings, emails, phone calls, and continued collaboration with HSTs. The EL live synchronous instruction classes have now been made mandatory requiring all students to attend.

In the 2025–2026 school year, Blue Ridge Academy has a total of 60 English Learner students, all of whom completed the Summative ELPAC. Of that population, 32% (19 students) are classified as Long-Term English Learners (LTELs) and 8% (5 students) are identified as At-Risk ELs. To increase English language support for our LTEL population, Blue Ridge Academy has implemented a new curriculum, HMH English 3D. This curriculum supports student growth in several ways.

Data-Driven Differentiation: Ongoing assessments provide data snapshots which allow the EL Coordinator to see where students are and adjust instruction in real time. The platform suggests intervention or extension activities based on student performance, and built-in small-group resources make it easier to target instruction where it's needed most.

Scaffolded, Accessible Instruction: Lessons follow a gradual release model (I Do, We Do, You Do), and content is delivered through multiple formats such as text, video, audio, and interactive modules, so more students can access grade-level material.

Support for Multilingual Learners: Built-in sentence frames, vocabulary previews, and structured discussion routines help English learners participate meaningfully in rigorous content.

Digital Tools: Interactive graphic organizers help students organize their thinking, which in turn strengthens their writing skills.
SEL Integration: Diverse texts and collaborative tasks are woven throughout the curriculum, giving students regular opportunities to develop perspective-taking and communication skills alongside academic ones.

Currently, 32% (19 students) of our English Learner population are classified as Long-Term English Learners (LTELs). Blue Ridge Academy English Learner population reclassification rates decreased from 36% in the 2024-25 school year to 20% for the 2025-26 school year. Although the number of students reclassifying decreased, 21 (35%) of the English Learners made progress towards English Language Proficiency this year.

- Based on the 2026 ELPAC scores, EL students scored in the following range:
- * 12/60 students who took the Summative ELPAC scored an overall 4, which made them eligible for reclassification = 20%
 - * 0 students took the Summative Alt ELPAC this year
 - * 6/19 students who were LTELs and took the Summative ELPAC received a 4 (eligible for reclassification) = 32%
 - * 3/5 students who were At-Risk and took the Summative ELPAC received a 4 on the Summative ELPAC = 60%
 - * 6/12 students who received a 4 on the Summative ELPAC attended EL classes more than 50% of the time = 50%
 - * 6/32 students who attended EL classes more than 50% of the time received a 4 on the Summative ELPAC = 19%
 - * 1/12 students who received a 4 on the Summative ELPAC attended EL classes less than 50% of the time = 8%
 - * 6/60 students participated in Interim Assessments = 10%
 - * 1/12 students who received a 4 participated in Interim Assessments = 8%
 - * 1/6 students who attended Interim Assessments received a 4 on the Summ ELPAC = 17%
 - * 12/60 students who took the Summative ELPAC have an IEP or 504 plan = 20%
 - * 0/12 students who received a 4 on the Summative ELPAC have an IEP or 504 plan = 0%

Individual Counseling Referrals submitted in the 2025-26 school year was a total 164, of which unduplicated students included 7 EL students, 11 Homeless students, 3 Foster students, and 71 Low income students.

Grouped together, all of the actions for this goal, which include professional development, ELD curriculum, SEL referrals, EL support classes, and low-income tier 2 support, will help to achieve our goal of increased awareness and utilization of currently available supports to unduplicated students. The metrics will aid us in identifying students who qualify for these supports and providing critical information on how to access them. Equitable access to these supports is crucial to closing the achievement gaps revealed by the data we collect on course pass rates, CAASPP scores, Star 360 scores, graduation rates, EL reclassification, and SEL referrals.

Measuring and Reporting Results

Metric #	Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference from Baseline
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Priority 7: EL Attendance Source: School Tier 2 data tracker Action 4.1	School Tier 2 data tracker	63% 49/78 students	62% 38/61 students		72%	10%
4F.Reclassification Rates Source: ELPAC scores Action 4.2	ELPAC scores	37.9% (30/79)	20% (12/60)		48%	28%
Low Income Math progress monitoring rate Source: Star360 Benchmark data (Renaissance) Action 4.1 & LREBG Metric	Star360 Benchmark data (Renaissance)	At/Above Benchmark Fall 2024 Early Literacy 86% Math 68% Reading 76% Spring 2025 Early Literacy 75% Math 64% Reading 76%	At/Above Benchmark Fall 2025 Early Literacy 81% Math 70% Reading 76% Spring 2026 Early Literacy 81% or above Math 33% or above Reading 47% or above		At/Above Benchmark Early Literacy 92% Math 79% Reading 78%	At/Above Benchmark Fall 2025 Early Literacy 11% Math 9% Reading 2% Spring 2026 Early Literacy 11% Math 46% Reading 31%
EL/LTEL - ELA progress monitoring rate for reading and writing Source:Star360 Benchmark data (Renaissance) Action 4.1 Action 4.2	Star360 Benchmark data (Renaissance)	At/Above Benchmark Fall 2024 Early Literacy 63% Math 54% Reading 45% Spring 2025 Early Literacy 50% Math 47% Reading 45%	At/Above Benchmark Fall 2025 Early Literacy 55% Math 48% Reading 33% Spring 2026 Early Literacy- Data Not Yet Available Math 35% or above Reading 40% or above		At/Above Benchmark Early Literacy 85% Math 55% Reading 55%	At/Above Benchmark Fall 2025 Early Literacy 30% Math 7% Reading 22% Spring 2026 Early Literacy- Data Not Yet Available Math 20% Reading 15%
EL - Tier 2 Intervention Math class attendance rate Source:Star360 Benchmark data (Renaissance) Action 4.1	Star360 Benchmark data (Renaissance)	1 enrolled	5 enrolled		1%	0

SWD ELA progress monitoring rate Source:Star360 Benchmark data (Renaissance)	Star360 Benchmark data (Renaissance)	At/Above Benchmark Fall 2024 Early Literacy 60% Math 48% Reading 52% Spring 2025 Early Literacy 35% Math 39% Reading 47%	At/Above Benchmark Fall 2025 Early Literacy 54% Math 44% Reading 50% Spring 2026 Early Literacy 54% or above Math 58% or above Reading 67% or above		At/Above Benchmark Early Literacy 71% Math 54% Reading 53%	At/Above Benchmark Fall 2025 Early Literacy 17% Math 10% Reading 3% Spring 2026 Early Literacy 17% Math 4% over Reading 14% over
Priority 3: a. Parental Involvement & Engagement Source: Blue Ridge Academy Climate Survey Parent Responses	Blue Ridge Academy Climate Survey	548	732		1500	768
Student Responses	Blue Ridge Academy Climate Survey	300	327		500	173
Staff Responses	Blue Ridge Academy Climate Survey	487 (96%)	387 (76%)		100%	122 (24%)
Overall Responses	Blue Ridge Academy Climate Survey	1335	1,446		2510	1064

Goal Analysis for 2025-2026

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

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

Blue Ridge Academy successfully implemented the majority of the planned actions associated with this goal and made meaningful progress in supporting English Learners, students experiencing homelessness, foster youth, and low-income students. Overall implementation remained closely aligned with the planned actions, with several areas of expansion and refinement occurring throughout the school year to better meet student needs.

One of the most significant successes was the implementation of research-based intervention curricula, including the adoption of English 3D and Math 180 in Spring 2025. English 3D provided targeted language acquisition support for English Learners and Long-Term English Learners (LTELs), while Math 180 strengthened Tier 2 intervention systems for low-income students through a structured, data-driven approach. To support implementation fidelity, staff received professional development directly from curriculum publishers, and additional

systems such as prescreener checklists and Student Success Team (SST) meetings were implemented to ensure students were appropriately identified for intervention support.

Blue Ridge also successfully implemented ongoing professional development and awareness-building activities for staff regarding services available for English Learners, students experiencing homelessness, foster youth, and low-income students. Trainings were provided through Professional Learning Community meetings, all-staff meetings, E3 Parent Summits, and Curriculum Department presentations. In addition, the Mental Health Team and HMFY Team provided targeted presentations and updated staff resources, including revisions to the staff handbook, to clarify referral procedures and support processes. These efforts strengthened staff awareness and increased consistency in service delivery across departments.

The school experienced continued success in expanding social-emotional and behavioral supports for students. Positive Action referrals continued to increase, with 118 referrals made in the 2025-26 school year and 64 students regularly attending sessions. Of those referred, 45 students were identified as low-income students. Additionally, the implementation of Mental Health and High School Leadership classes provided students with additional opportunities to build social-emotional learning skills and leadership capacity.

Blue Ridge also expanded support opportunities for English Learners through additional writing and academic support classes for students in grades 3–12. Currently, 61% of English Learners participate in live synchronous instruction twice weekly. While participation has increased, the school recognizes this remains below the long-term goal of 95% participation. Continued communication with families and HSTs remains necessary to increase engagement and participation among English Learners and LTEL students.

Communication and educational partner outreach remained a major strength throughout implementation. Monthly learning period meetings, weekly family updates, newsletters, workshops, parent information sessions, and the Parent Information Center helped maintain awareness of available services and supports. Families were also provided flexibility in utilizing planning funds for workshops, books, and educational resources to further support student success.

Although implementation was largely successful, the school experienced some challenges in maximizing participation and engagement across all targeted student groups. Increasing attendance in the general education synchronous support classes and ensuring consistent family engagement remain ongoing areas of focus. Additionally, implementing new intervention systems and curricula required significant staff training and coordination to ensure fidelity across departments.

Overall, Blue Ridge effectively implemented the planned actions associated with this goal and, in several cases, expanded supports beyond the original scope of implementation. The school will continue refining intervention systems, increasing participation opportunities, and strengthening educational partner communication to further improve outcomes for unduplicated student populations.

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

Material differences between estimated and actual expenditures for Goal 4 reflect adjustments made during implementation to better align services with the needs of Foster Youth, English Learners, and Low-Income students.

For **Action 4.1 (Professional Development: Increase services awareness for FYHM, EL, and Low-Income students)**, the estimated expenditure was **\$400,000**, while the actual expenditure was **\$366,218**, reflecting a slight reduction due to efficiencies in delivering professional development while maintaining the intended focus on increasing staff awareness and capacity.

For **Action 4.2 (ELD Curriculum)**, the estimated expenditure was **\$120,000**, while the actual expenditure increased to **\$146,315**, reflecting additional investment in curriculum resources and instructional supports to better serve English Learners.

For **Action 4.3 (Increase SEL Positive Action Referrals)**, the estimated expenditure was **\$20,000**, while the actual expenditure increased significantly to **\$90,518**. This increase reflects expanded implementation of social-emotional supports and interventions to address student behavioral and engagement needs.

For **Action 4.4 (Increase EL Support Classes)**, the estimated expenditure was **\$30,000**, while the actual expenditure was lower at **\$7,353**, reflecting adjustments in staffing, scheduling, or program utilization while still maintaining access to support services.

For **Action 4.5 (Low Income Tier 2 Support)**, the estimated expenditure was **\$175,000**, while the actual expenditure increased to **\$255,838**, reflecting expanded targeted interventions and supports for low-income students based on identified needs.

Overall, these differences reflect the school's responsiveness in reallocating resources to areas of greatest student need, particularly in expanding social-emotional supports and targeted interventions, while achieving efficiencies in other areas. All adjustments remained aligned with the goal of increasing or improving services for unduplicated student groups.

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

The actions implemented to support English Learners, students experiencing homelessness, foster youth, and low-income students have demonstrated overall effectiveness in making progress toward the goal. Blue Ridge Academy has strengthened systems of communication, intervention, instructional support, and social-emotional learning while increasing staff awareness and educational partner engagement. Data collected throughout the 2025–26 school year demonstrates positive growth trends across multiple action areas.

Action Item #1: Professional Development

Professional development and staff training efforts have been effective in increasing awareness of services and strengthening referral systems for HMFY, English Learners, and low-income students. Increased collaboration between school staff and the Student Supports Team through trainings, SST workshops, and ongoing communication systems has improved staff understanding of referral processes and intervention supports. HSTs have access to dedicated departmental communication channels to clarify services, intervention procedures, and student concerns. Additionally, SST workshops focused on reviewing checklists and screeners have improved consistency in Tier 1 implementation and strengthened confidence in making appropriate Tier 2 referrals. The school has also identified opportunities to improve identification systems by expanding data collection methods, including the potential use of housing surveys in addition to Proof of Residence documentation and staff referrals, to ensure all eligible students receive appropriate support services.

Action Item #2: ELD Curriculum

The implementation of the English 3D curriculum has demonstrated positive effectiveness in improving English language acquisition and student growth. Student progress data from baseline pre-tests and recent summative assessments across the HMH instructional groups

showed measurable gains in multiple grade bands. Group K–1 students demonstrated growth of 16.9%, Group 2–3 students demonstrated growth of 26.7%, and Course A1 students demonstrated growth of 19.32%. Although Course B1 students experienced a slight decrease of 5.1%, primarily attributed to increased rigor in standards for middle and high school students, the overall average growth rate across instructional groups remained strong at +14.46%. These results indicate that the curriculum is effectively supporting language development for the majority of participating English Learners and Long-Term English Learners (LTELs).

Action Item #3: Increase SEL Positive Action Referrals

Social-emotional learning supports through the Positive Action SEL program have continued to provide targeted support for students, particularly those from low-income backgrounds. Currently, 34% of referrals to the Positive Action SEL group are students identified as low-income. However, the school identified a gap between referral rates and consistent student attendance, with 48 out of 108 referred students regularly attending sessions. Scheduling conflicts and semester-based schedule changes were identified as primary barriers to consistent participation. In response, the school is analyzing attendance trends among unduplicated student groups to improve scheduling and increase equitable access and participation in SEL supports.

Action Item #4: Increase EL Support Classes

Additional English Learner support classes have demonstrated positive outcomes in increasing English proficiency and academic support for LTEL students. During the 2025–26 school year, 64.9% of English Learners demonstrated progress toward English proficiency, representing a 6.7% increase over the previous year following the implementation of writing support classes. Currently, 29% of the English Learner population is identified as Long-Term English Learners, with these students demonstrating an average growth rate of 14.46%. The school also identified participation in synchronous instruction as an area for continued improvement, with current participation rates at 61% and a goal of increasing participation to 95% through targeted outreach and attendance monitoring.

Action Item #5: Data-Driven System for Low-Income Tier 2 Support

The implementation of the Math 180 intervention program has been effective in identifying and supporting students with significant math needs, particularly low-income students. Through the use of Tier 1 fidelity checks, SST meetings, and structured intervention placement procedures, Blue Ridge ensured that students with the highest needs received Tier 2 support services. Enrollment in the Math 180 program increased from 32 students in Cycle 1 to 42 students in Cycle 4, demonstrating increased utilization of intervention supports. Students participated in two weekly 30-minute instructional sessions, with parent meetings incorporated to strengthen home support and intervention understanding.

Growth data across grade levels demonstrated strong academic progress, particularly among students in grades 5–9. For example, 8th-grade students demonstrated growth rates of 25% in Cycle 1, 46% in Cycle 2, and 63% in Cycle 3, while 9th-grade students demonstrated growth rates of 15%, 45%, and 60% across the same cycles. Additionally, when comparing low-income students to the broader Tier 2 population, low-income students demonstrated higher average growth rates across all three instructional cycles. Low-income students demonstrated growth rates of 24%, 31%, and 38% across Cycles 1–3, compared to the general population growth rates of 21%, 28%, and 32%. Furthermore, 100% of low-income students enrolled in the current Cycle 4 intervention group are actively participating, demonstrating increased utilization of support services and strong engagement with intervention programming.

Overall, the actions implemented to date have been effective in improving access to supports, increasing educational partner awareness, strengthening intervention systems, and improving academic and social-emotional outcomes for unduplicated student groups. While some challenges related to participation and scheduling remain, the school continues to refine systems and utilize data-driven practices to improve implementation and maximize student success.

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

Reflections on prior practice resulted in several refinements and enhancements to the planned actions for the coming year. While the overall goal, metrics, and desired outcomes remain unchanged, Blue Ridge Academy identified opportunities to strengthen implementation practices, improve participation, and increase access to supports for English Learners, low-income students, and students experiencing homelessness and foster youth (HMFY).

Action Item #1: Professional Development

Based on feedback gathered through LCAP surveys, Professional Learning Communities (PLCs), and staff collaboration, Blue Ridge will continue implementing surveys for HSTs to identify specific professional development needs related to supporting English Learners, low-income students, and HMFY students. Reflections from prior implementation highlighted the need for increased awareness of available SEL programs and support services across departments. As a result, the school plans to expand campus-wide awareness of school-provided resources and strengthen staff understanding of intervention systems and referral processes. Blue Ridge will also continue prioritizing consistent communication with families through monthly learning record meetings, newsletters, parent workshops, and the Parent Information Center to ensure educational partners remain informed and connected.

Action Item #2: ELD Curriculum

Following the successful implementation of the newly adopted English 3D curriculum, the school identified a need to move beyond foundational implementation toward deeper utilization of the curriculum's instructional resources and assessment tools. For the coming year, Blue Ridge will focus on maximizing the effectiveness of the ELD curriculum by incorporating differentiated instructional materials, diagnostic assessments, and targeted instructional strategies to better support English Learners and Long-Term English Learners (LTELs). This refinement is intended to strengthen individualized instruction and improve language acquisition outcomes.

Action Item #3: Increase SEL Positive Action Referrals

Reflections from LCAP parent surveys, student surveys, and advisory group discussions revealed a consistent need for additional in-person socialization opportunities for middle and high school students. In response, Blue Ridge is exploring opportunities to expand recruitment and participation in Positive Action SEL classes through in-person outreach at Community Connections events, field trips, and other school-sponsored activities. The school is also considering the implementation of in-person Positive Action meetups to increase peer interaction, student engagement, and social-emotional connectedness within the Blue Ridge community. These refinements are intended to improve participation rates and reduce barriers related to scheduling and virtual engagement.

Action Item #4: Increase EL Support Classes

Reflections on implementation data showed that while 61% of English Learners currently participate in live synchronous instruction twice weekly, participation rates remain below the school's long-term goal. Additionally, 29% of the school's English Learner population continues to be identified as Long-Term English Learners. To better understand barriers to participation and improve attendance, Blue Ridge will administer surveys to families who are not participating in synchronous instruction opportunities. The English Learner Coordinator will also continue increasing outreach efforts through monthly parent meetings, phone calls, emails, and ongoing collaboration with HSTs and support staff to reinforce the importance of attendance and engagement in instructional support programs.

Action Item #5: Data-Driven System for Low-Income Tier 2 Support

Reflections on the implementation of Tier 2 math interventions highlighted the need to strengthen Tier 1 instructional support and training for all educational partners involved in student instruction, including Learning Coaches (LCs). As a result, Blue Ridge plans to expand training

opportunities beyond HSTs to ensure greater fidelity in Tier 1 implementation. Planned training will focus on helping Learning Coaches identify curriculum options aligned to student learning needs, providing instructional scripts and video demonstrations for challenging math concepts, and increasing understanding of how to utilize school resources such as Branches Learning, Content Specialists, NetTutor, and the Student Support Team.

Additional refinements include encouraging increased synchronous math instruction opportunities through HSTs and expanding targeted intervention supports for students identified through Star 360 diagnostic assessments. Students performing in the yellow or red performance bands may receive supplemental support through IXL personalized learning pathways aligned to identified skill deficits. The school also refined procedures related to equitable referrals, data monitoring, and attendance tracking. Decisions regarding SST referrals will continue to involve collaborative review between HSTs, Learning Coaches, and Regional Coordinators using standardized checklists to support objective decision-making and equitable access to intervention services. Furthermore, staff will continue analyzing referral patterns, curriculum engagement, and scheduling conflicts to better understand barriers to participation and reduce student withdrawal from intervention programs.

Overall, reflections on prior practice resulted in refinements designed to strengthen implementation fidelity, improve participation and engagement, increase access to supports, and enhance educational outcomes for unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	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. See goal 4 metric	\$400,000	Y
4.2	ELD curriculum	Adopt and implement a research-based and standards-aligned curriculum TK-12th ELD Curriculum to increase language acquisition and LTELs. See goal 4 metric	\$120,000	Y
4.3	Increase SEL Positive Action referrals	Increase awareness of the SEL Positive Action group offering to all students with an increased percentage of referrals from low income. See goal 4 metric	\$20,000	Y
4.4	Increase EL Support Classes	Adding additional writing support classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs. See goal 4 metric	\$30,000	Y
4.5	Low Income Tier 2 Support: LREBG	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. See goal 4 metric 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	\$606,989	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,540,365	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.508%	0%	\$0	9.508%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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Goal 1, Action 1.3: Student Instruction and Tutoring	Local benchmark and CAASPP data indicate that English Learners, Foster Youth, and Low-Income students continue to demonstrate lower performance in ELA and Mathematics and require additional academic intervention and individualized support.	This action provides targeted one-on-one tutoring, small-group instruction, online academic resources, and vendor-based intervention services to address academic gaps and improve achievement for unduplicated pupils. The action is implemented LEA-wide to ensure equitable access to intervention services across all grade spans and learning environments, including independent study settings. Providing these supports across the LEA increases consistency in academic intervention systems and ensures all identified students can access needed services regardless of location or assigned teacher.	CAASPP ELA and Mathematics scores; STAR 360 benchmark growth data; tutoring participation logs; student progress monitoring records.
Goal 2, Action 2.1: Counselor and Progress Coordinator Support	Foster Youth and Low-Income students experience disproportionate graduation rates, A–G completion challenges, and barriers to college and career readiness.	Counselors and Progress Coordinators provide academic advising, graduation monitoring, college and career planning, and intervention support to improve student outcomes and ensure students remain on track for graduation and postsecondary opportunities. These services are provided LEA-wide to create a coordinated system of support and consistent monitoring for all unduplicated pupils throughout the school system.	Graduation rates; A–G completion rates; College and Career Indicator (CCI); student advising documentation and progress monitoring records
Goal 3, Action 3.1: Communication and Engagement	Educational partner feedback identified barriers for English Learner and Low-Income families in accessing timely school communication, educational resources, and opportunities for meaningful engagement in the educational process.	This action strengthens communication systems through translated newsletters, multilingual digital communication tools, parent workshops, virtual engagement opportunities, and outreach efforts. The action is implemented LEA-wide to ensure all families, particularly unduplicated student families, receive equitable access to school information, resources, and opportunities to participate in decision-making and support student learning.	Family survey responses; participation rates in parent engagement activities and workshops; frequency and accessibility of translated communication materials.

Goal 4, Action 4.1–4.4: Professional Development, ELD Curriculum, SEL Supports, and EL Support Classes	English Learners, Low-Income students, Foster Youth, and Homeless students continue to demonstrate needs in academic achievement, English language acquisition, social-emotional wellness, and access to intervention supports. Educational partner feedback also identified the need for increased awareness of support services, additional synchronous instruction opportunities, improved SEL access, and stronger intervention systems.	Blue Ridge Academy implements Multi-Tiered Systems of Support (MTSS), English Learner curriculum supports, SEL interventions, synchronous instructional support, professional development, and coordinated family outreach to address barriers experienced by unduplicated students. These actions are provided LEA-wide because the systems of support require alignment across instructional staff, counselors, administrators, and intervention teams to ensure equitable implementation and consistent access to services throughout the LEA. The actions also improve schoolwide capacity to identify and respond to student academic and social-emotional needs.	ELPAC progress and reclassification rates; STAR 360 benchmark assessments; participation rates in synchronous instruction; SEL referral logs; counseling referral data; attendance rates; CAASPP performance data; utilization of intervention services; family engagement survey data.
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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Goal 4, Action 4.5: Low-Income Tier 2 Math Support	Low-Income students continue to demonstrate low proficiency in foundational math skills, as identified through STAR 360 benchmark assessments, CAASPP Mathematics results, and intervention referral data. Implementation data also identified achievement gaps among unduplicated students requiring targeted Tier 2 intervention support.	This action implements the research-based Math 180 intervention program to provide targeted Tier 2 math instruction for Low-Income students demonstrating significant academic need. Students participate in small-group intervention classes twice weekly with progress monitoring, Tier 1 fidelity checks, SST review processes, and parent collaboration meetings to reinforce learning strategies and improve skill development. The intervention is specifically designed to reduce performance gaps and increase utilization of support services for eligible unduplicated pupils.	Math 180 usage and participation data; STAR 360 benchmark growth data; pre- and post-assessment results; CAASPP Mathematics scores; intervention participation rates; SST documentation and progress monitoring records.
Goal 4, Action 4.3: SEL Curriculum & Referrals	Foster Youth and Low-Income students continue to demonstrate increased social-emotional, behavioral, and mental health needs following the pandemic, including reduced connectedness, increased anxiety, and a need for additional peer interaction and counseling support. Educational partner feedback also identified a need for expanded in-person socialization opportunities and improved awareness of available SEL supports.	This action provides targeted SEL curriculum implementation, Positive Action classes, counseling referrals, and behavioral intervention systems designed to improve social-emotional wellness and student connectedness for unduplicated students. The action includes referral pathways for counseling and support services, increased outreach to encourage participation, and opportunities for in-person engagement and peer interaction to strengthen emotional regulation, attendance, and school engagement.	SEL screener results; counseling referral logs; attendance data; discipline and behavior data; participation rates in Positive Action classes and SEL activities; student and parent survey feedback.
Goal 4, Action 4.2: English Learner Curriculum & Supports	English Learners, including Long-Term English Learners (LTELs), continue to demonstrate slower progress toward English proficiency, lower reclassification rates, and limited participation in synchronous instructional supports. Current data indicates that 29% of English Learners are identified as LTELs, demonstrating the need for increased language acquisition supports and differentiated instruction.	This action provides English 3D curriculum implementation, dedicated English Learner support classes, differentiated instructional materials, synchronous instruction opportunities, diagnostic assessments, and coaching for teachers to strengthen language acquisition and academic vocabulary development. The action is designed to improve English proficiency outcomes, increase participation in instructional supports, and accelerate reclassification rates for English Learners and LTEL students. Family outreach, surveys, and ongoing communication are also utilized to identify barriers to participation and improve engagement in EL services.	ELPAC progress data; English Learner reclassification rates; synchronous instruction participation rates; EL progress monitoring assessments; English 3D curriculum assessment data; attendance and participation records for EL support classes.

Insert or delete rows, as necessary.

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	61.05:1	0.00:1
Staff-to-student ratio of certificated staff providing direct services to students	19.59:1	0.00:1

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

26-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
26-27	\$ 87,905,818	\$ 6,632,094	7.545%

Totals	LCFF Funds	Other State Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,516,989	\$ 2,500,000	\$ 9,016,989.00	\$ 7,000,590	\$ 2,016,399

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Professional Development	Schoolwide	All	LEA	Annual	\$ -	\$ 500,000	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000	0.000%
1	2	Parent Education and Resources	Schoolwide	All	LEA	Annual	\$ -	\$ 400,000	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000	0.000%
1	3	Student Instruction & Tutoring	Schoolwide	English Learners and Foster Youth	LEA	Annual	\$ 4,800,000	\$ 400,000	\$ 3,200,000	\$ 2,000,000	\$ -	\$ -	\$ 5,200,000	0.000%
1	4	Student Recognition	Schoolwide	All	LEA	Annual	\$ 200,000	\$ 100,000	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000	0.000%
2	1	Professional development specific to Progress Coordinators and high school students	Schoolwide	All	LEA	Annual	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000	0.000%
2	2	Professional development: Bridging Middle School & High School transition support	Schoolwide	All	LEA	Annual	\$ 500,000	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ 500,000	0.000%
2	3	Counselor Support professional development	Schoolwide	All	LEA	Annual	\$ 150,000	\$ 50,000	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.000%
3	1	Enhance Communication Channels	Schoolwide	All	LEA	Annual	\$ 200,000	\$ -	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000	0.000%
3	2	Strengthen Partnerships and Engagement	Schoolwide	All	LEA	Annual	\$ 240,000	\$ -	\$ 240,000	\$ -	\$ -	\$ -	\$ 240,000	0.000%
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Schoolwide	English Learners and Low-Income	LEA	Annual	\$ -	\$ 400,000	\$ 400,000	\$ -	\$ -	\$ -	\$ 400,000	0.000%
4	2	ELD curriculum	Schoolwide	English Learners	LEA	Annual	\$ 90,000	\$ 30,000	\$ 120,000	\$ -	\$ -	\$ -	\$ 120,000	0.000%
4	3	Increase SEL Positive Action referrals	Schoolwide	All	LEA	Annual	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
4	4	Increase EL Support Classes	Schoolwide	English Learners	LEA	Annual	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
4	5	Low Income Tier 2 Support	Schoolwide	Foster Youth and Low-Income	LEA	Annual	\$ 520,590	\$ 86,399	\$ 106,989	\$ 500,000	\$ -	\$ -	\$ 606,989	0.000%
							\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%

26-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 87,905,818	\$ 6,632,094	7.545%	0.000%	7.545%	\$ 6,516,989	0.000%	7.414%	Total:	\$ 6,516,989
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

[illegible]

25-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 9,016,989.00	\$ 10,692,691.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Professional Development	Yes	\$ 500,000	\$ 1,818,957
1	2	Parent Education and Resources	Yes	\$ 400,000	\$ 648,773
1	3	Student Instruction & Tutoring	Yes	\$ 5,200,000	\$ 5,345,953
1	4	Student Recognition	Yes	\$ 300,000	\$ 426,939
2	1	Professional development specific to Progress Coordinators and high school students	Yes	\$ 300,000	\$ 362,235
2	2	Professional development: Bridging Middle School & High School transition support	Yes	\$ 500,000	\$ 413,307
2	3	Counselor Support professional development	Yes	\$ 200,000	\$ 211,219
3	1	Enhance Communication Channels	Yes	\$ 200,000	\$ 220,480
3	2	Strengthen Partnerships and Engagement	Yes	\$ 240,000	\$ 378,587
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Yes	\$ 400,000	\$ 366,218
4	2	ELD curriculum	Yes	\$ 120,000	\$ 146,315
4	3	Increase SEL Positive Action referrals	Yes	\$ 20,000	\$ 90,518
4	4	Increase EL Support Classes	Yes	\$ 30,000	\$ 7,353
4	5	Low Income Tier 2 Support	Yes	\$ 606,989	\$ 255,838
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -

25-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 6,424,250	\$ 6,516,989	\$ 7,692,692	\$ (1,175,703)	0.000%	0.000%	0.000% - No Difference

[illegible]

25-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 80,909,946	\$ 6,424,250	0.000%	7.940%	\$ 7,692,692	0.000%	9.508%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
Enter the metric number.
Metric
Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
- Enter the baseline when completing the LCAP for 2024–25. - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate). - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. - Indicate the school year to which the baseline data applies. - The baseline data must remain unchanged throughout the three-year LCAP. - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data. - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners. - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



BLUE RIDGE ACADEMY



**Local Control &
Accountability Plan
2026-2027**

**Dr. Burns
June 2, 2026**

THE LCAP “THROUGH LINE”



Plan
Summary



Engaging
Educational
Partners



Goals &
Actions



Increased or
Improved
Services

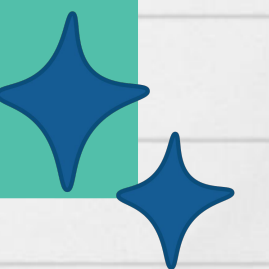


Action
Tables



GENERAL INFORMATION

- We are a **non-classroom based charter school** authorized through Maricopa Unified School District
- Blue Ridge supports a diverse population of approximately **7,230 students** in Kern, Los Angeles, and Ventura counties throughout **grades TK-12+**
- We offer various learning delivery opportunities for our students within our Independent Study Programs. These delivery models include **online/remote and in-person instruction** and learning
- Currently we have 509 employees: **388 certificated staff members** and **121 classified staff members**.
- Our mission is to offer a safe, collaborative, and inclusive learning experience by partnering with families and the community.



GENERAL INFORMATION **Grade Level Breakdown**

School Enrollment 2025-2026

Grade Level	Totals
TK	460
KN	565
1	695
2	689
3	690
4	683
5	675
6	631
7	622
8	556
9	334
10	235
11	219
12	176
Total	7230

GENERAL INFORMATION **Diverse Student Population**

School Demographics 2025-26

Student Groups

English Learners	64	.90%
Foster Youth	4	0.06%
Homeless	18	.20%
Socioeconomically Disadvantaged	2729	36.9%
Students with Disabilities	593	8%

Race/Ethnicity

African American	290	3.9%
American Indian	17	.2%
Asian	421	5.7%
Filipino	112	1.5%
Hispanic	2945	39.8%
Two or More Races	638	8.6%
Pacific Islander	25	.3%
White	2788	37.7%
Decline to State	156	2.1%

REFLECTIONS: ANNUAL PERFORMANCE

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

- **Continued** demonstration of overall academic growth and strong student engagement.
- **Increased** performance in the areas of English Language Arts and Mathematics.
- **Continued** support for Socioeconomically Disadvantaged students, Homeless Youth & Foster Youth.
- **Continued to meet all standards** for Teachers, Instructional Material and Facilities, Implementation of Academic Standards, Parent & Family Engagement, Local Climate Survey and Access to a Broad Course of Study.

CALIFORNIA DASHBOARD PERFORMANCE DATA



The **California School Dashboard** provides districts with progress so they can participate in decisions to improve student learning.

2025

CALIFORNIA DASHBOARD PERFORMANCE DATA

Student Group Report for 2025

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Green	Blue	Blue	Green	Yellow	Yellow	Green	Yellow
English Learners	Green	Blue	Blue	--	Yellow	Yellow	--	--
Long-Term English Learners	--	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Yellow	Yellow	Green	Green
Students with Disabilities	N/A	Green	Blue	--	Yellow	Orange	Green	--
Black or African American	N/A	Blue	Blue	--	Yellow	Orange	Green	--
American Indian or Alaska Native	N/A	--	--	--	--	--	--	--
Asian	N/A	Blue	Blue	--	Green	Green	Blue	--
Filipino	N/A	Blue	Blue	--	Green	Green	--	--
Hispanic or Latino	N/A	Blue	Blue	Blue	Yellow	Yellow	Green	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	--	N/A
White	N/A	Blue	Blue	Orange	Yellow	Yellow	Green	Orange
Two or More Races	N/A	Blue	Blue	--	Orange	Orange	Green	--

USE OF LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) FUNDS

LREBG funds were allocated over a three year period to support targeted actions & services aligned to student needs.

Expenditures included:

\$600,000 in 2023-24

\$2,964,432 in 2024-25

\$2,026,746 in 2025-26

These funds were fully expended and strategically utilized to enhance programs, expand supports and improve outcomes for students, including those receiving specialized services

LREBG funds supported the implementation of identified goals and actions within the LCAP, ensuring resources were directed toward addressing student needs and improving overall student outcomes as indicated below:

- Goal 1 – Action 1.3 Student Instruction & Tutoring
- Goal 4 – Action 4.5 Low Income Tier 2 Support (Math Intervention)

***LREBG funds fully spent**

COMPREHENSIVE SUPPORT & IMPROVEMENT

Schools Identified

Blue Ridge Academy is not eligible for Comprehensive Support & Improvement Funding.

Support for Identified Schools

N/A Blue Ridge Academy is not eligible for Comprehensive Support & Improvement Funding.

Monitoring and Evaluating Effectiveness

N/A Blue Ridge Academy is not eligible for Comprehensive Support & Improvement Funding.

ENGAGING EDUCATIONAL PARTNERS

Blue Ridge strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students and staff to plan, develop and engage.

- All educational partners are invited to attend the **LCAP goal development discussion meetings, advisory groups, and public meetings** to learn more about the goals, actions, and previous outcomes for the school.
- All staff members are part of **ongoing discussion and feedback** for input in the development of LCAP goals and actions, including completing the LCAP climate survey.
- Certificated staff are included as LCAP committee members, and **participate in meetings** throughout the year.
- The principal, assistant principal, directors and assistant directors, all part of the administration team were **involved in discussions** pertaining to the development of the LCAP goals and actions.
- Staff participated as members of the **District English Learner Advisory Committee (DELAC)**.



**STAFF
(CERTIFICATED
& CLASSIFIED)**

ENGAGING EDUCATIONAL PARTNERS (cont.)

Blue Ridge strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students and staff to plan, develop and engage.

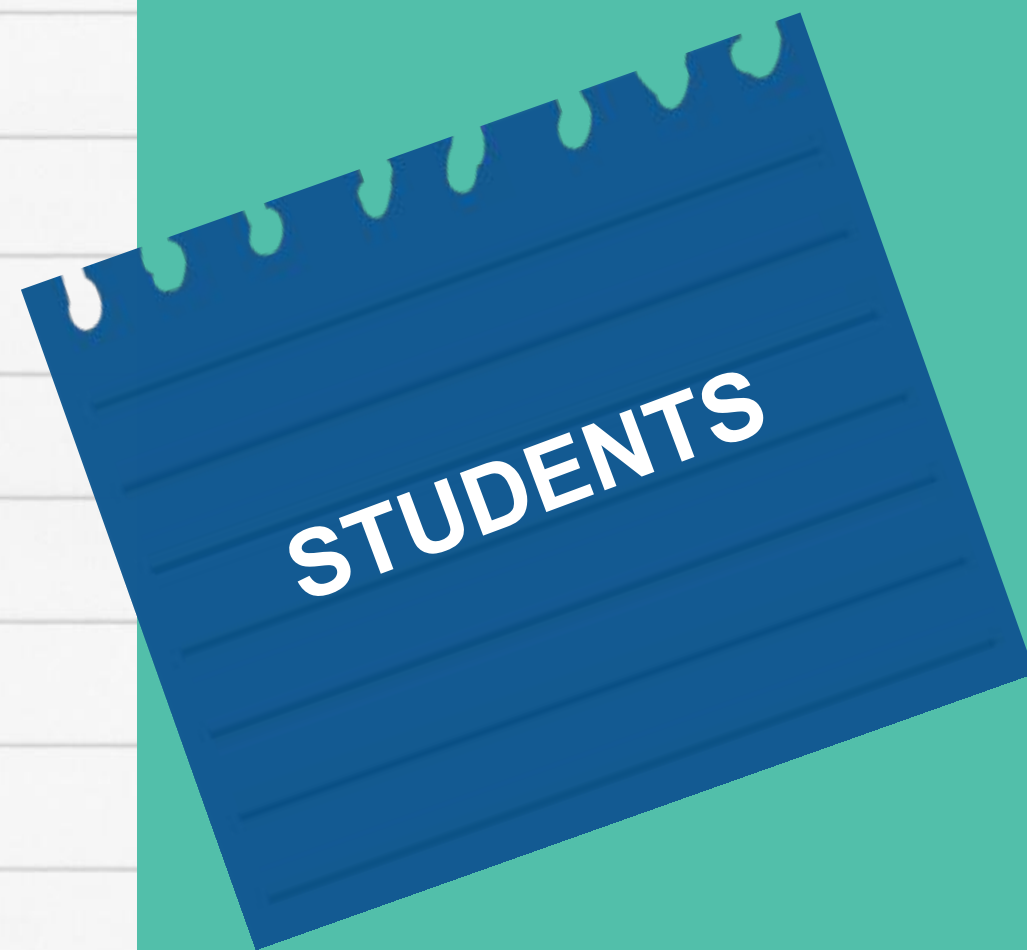
- All educational partners are invited to attend the **LCAP goal development discussion meetings, advisory groups, and public meetings** to learn more about the goals, actions, and previous outcomes for the school. The Principal, Vice Principal and administrative team were **actively engaged** in LCAP development.
- The team **reviewed and provided feedback** on the draft LCAP.
- This team provided direct input into the **needs assessment** by highlighting trends observed through academic progress reports, behavioral trends and engagement data.

**PRINCIPAL,
VICE PRINCIPAL &
ADMINISTRATORS**

ENGAGING EDUCATIONAL PARTNERS (cont.)

Blue Ridge strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students and staff to plan, develop and engage.

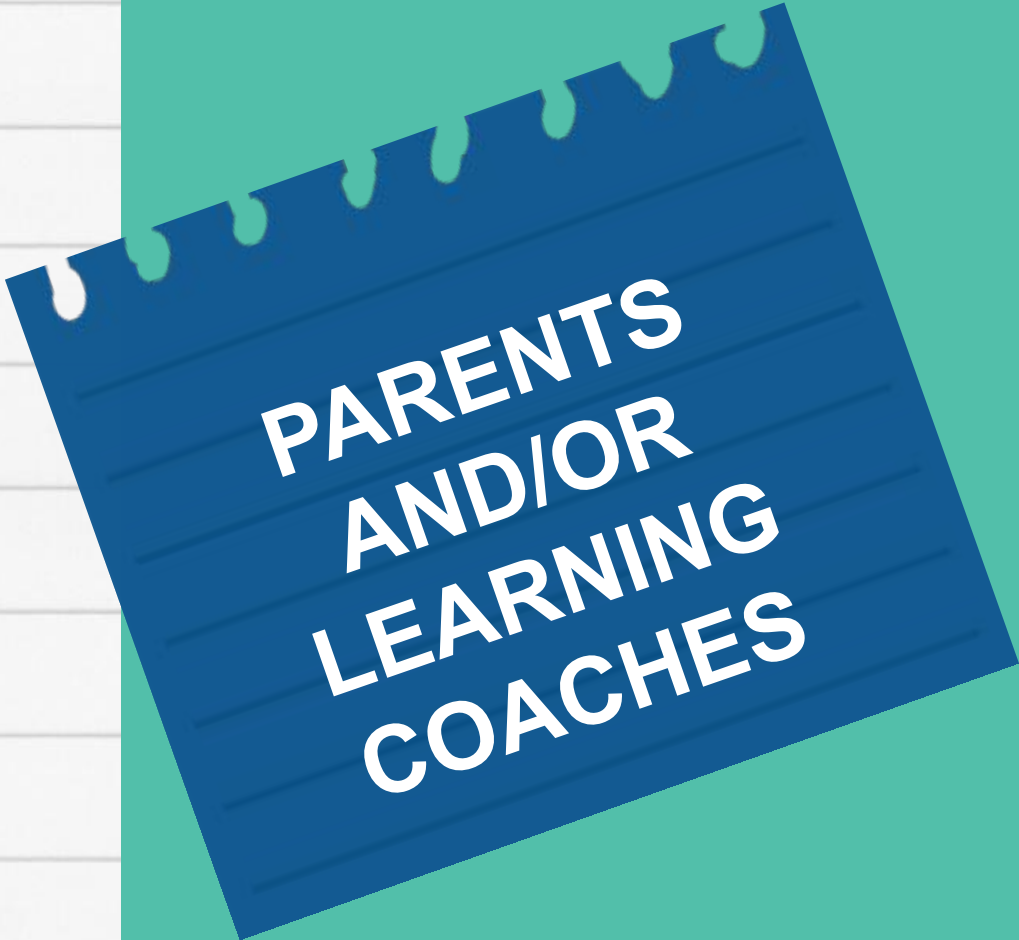
- All educational partners are invited to attend the **LCAP goal development discussion meetings, advisory groups, and public meetings** to learn more about the goals, actions, and previous outcomes for the school.
- Students are encouraged to complete the **LCAP climate survey** and ask questions regarding our goals and action plans at the LCAP goal development meetings tailored specifically for the students. Climate Surveys were provided at all Community Connection & Field Trip Events.
- Students participated as members of the **LCAP Advisory Group** (meeting held on 3/4/26).



ENGAGING EDUCATIONAL PARTNERS (cont.)

Blue Ridge strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students and staff to plan, develop and engage.

- All educational partners are invited to attend the **LCAP goal development discussion meetings, advisory groups, and public meetings** to learn more about the goals, actions, and previous outcomes for the school.
- Parents and learning coaches are encouraged to complete the **LCAP climate survey**. Climate surveys were provided at all Community Connection, Field Trip and Testing Events.
- Parents and learning coaches participated as members of the **District English Learner Advisory Committee (DELAC)** and collaborated to plan for the public meeting.
- Parents & learning coaches participated as members of the **LCAP Advisory Group** (meeting held on 3/4/26).



PARENTS
AND/OR
LEARNING
COACHES

ENGAGING EDUCATIONAL PARTNERS (cont.)

Blue Ridge strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students and staff to plan, develop and engage.

- All educational partners are invited to attend the **LCAP goal development discussion meetings, advisory groups, and public meetings** to learn more about the goals, actions, and previous outcomes for the school.
- Board members are encouraged to complete the **LCAP climate survey** and ask questions regarding our goals and action plans.
- The LCAP mid year report was reviewed and discussed with the Board **with feedback provided by the Board members** on 2/24/26.
- The **LCAP draft goals and self reflection tools** are discussed and provided to the Board throughout the school year until the plan is adopted.



**BOARD
MEMBERS**

ENGAGING EDUCATIONAL PARTNERS (cont.)

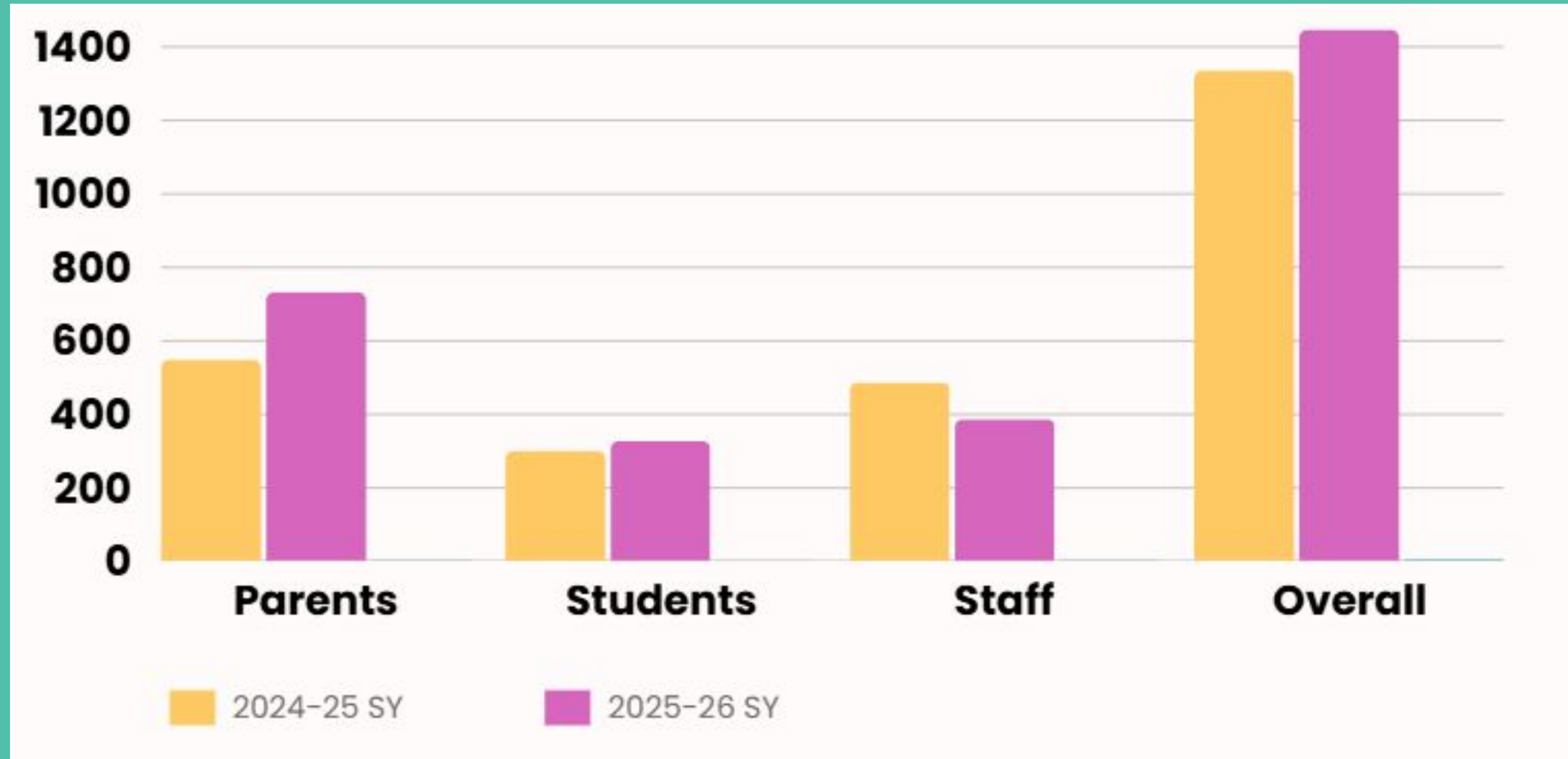
Blue Ridge strives to promote a positive, collaborative partnership with all educational partners by offering various opportunities for parents, teachers, students and staff to plan, develop and engage.

- Blue Ridge's authorizer continues to discuss and review all areas of the LCAP to ensure a **thorough discussion, feedback, and development** continues to take place within the school's goals, and actions towards student achievement and effective education partner engagement.



ANNUAL CLIMATE SURVEY RESPONSES

A total of 1,446 educational partners participated: 732 parents, 327 students, 387 staff



EDUCATIONAL PARTNER FEEDBACK:

Parents

Common Themes In Parent Feedback:

- Most families agree that students are learning and have access to opportunities to learn
- Most parents agree or strongly agree that their child looks forward to doing school each day
- The majority of parents are familiar with resources such as E3 Summit, Coffee Chat and Curriculum Shares
- Most parents agree or strongly agree that their student is effectively prepared for the next grade level
- Most parents agree or strongly agree that they are informed about their child's progress towards High School graduation

Desire for:

- More in-person options for HS students, and more opportunities to socialize with same-age peers
- More funding for students
- More Vendor and Curriculum options
- More opportunities for advanced learners and gifted students
- More tutoring resources

EDUCATIONAL PARTNER FEEDBACK:

Students

Common Themes In Student Feedback:

- Most students have positive comments towards the school and HSTs
- The majority of students participate in at least one field trip a year
- Most students agree or strongly agree that their school provides a good education
- Most students agree or strongly agree that they look forward to school each day
- The majority of students feel comfortable contacting their HST when they need help

Desire for:

- More in-person events (especially for older students)
- More personalized learning and tutoring
- More accountability for deadlines from HST and LC
- More rigorous curriculum for gifted students
- More vendor choices

EDUCATIONAL PARTNER FEEDBACK:

Staff

Common Themes In Staff Feedback:

- Most staff members praised the school culture
- Most staff agree or strongly agree that they have the tools they need to do their job
- The majority of staff agrees or strongly agrees that they feel safe and connected to the school
- Most staff take great pride in being an employee at Blue Ridge
- Most staff agree or strongly agree that the school staff respects and embraces diversity

Desire for:

- More personalized PD options
- Better communication regarding changes and admin-level decisions
- More in-person opportunities for Middle School and High School students
- More collaboration between departments
- More opportunities for promotion and growth

Goal One

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



STUDENT ACHIEVEMENT COMPARISON



The **California School Dashboard** provides districts with progress so they can participate in decisions to improve student learning.

STUDENT ACHIEVEMENT COMPARISON

Student Group Report for 2023

[Pivot Data](#)

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Blue	Blue	Green	Orange	Orange	Medium
English Learners	Orange	Green	Blue	--	Red	Red	--
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	Blue	Blue	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Orange	Red	Low
Students with Disabilities	N/A	Blue	Blue	Yellow	Red	Orange	Low
African American	N/A	--	--	--	--	--	--
Asian	N/A	--	--	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Blue	Blue	Green	Orange	Orange	Low
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Blue	Blue	Green	Orange	Orange	Medium
Two or More Races	N/A	Blue	Blue	--	Green	Yellow	--

Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Blue	Blue	Blue	Yellow	Yellow	Green
English Learners	Green	Blue	Blue	--	Yellow	Yellow	--
Long-Term English Learners	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Blue	Blue	--	Orange	Orange	--
African American	N/A	--	--	--	--	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Blue	Blue	Green	Orange	Red	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Blue	Blue	Green	Orange	Yellow	Green
Two or More Races	N/A	Blue	Blue	--	Yellow	Orange	--

Areas of increase in 2024

STUDENT ACHIEVEMENT COMPARISON

Student Group Report for 2024

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Blue	Blue	Blue	Yellow	Yellow	Green
English Learners	Green	Blue	Blue	--	Yellow	Yellow	--
Long-Term English Learners	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Blue	Blue	--	Orange	Orange	--
African American	N/A	--	--	--	--	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Blue	Blue	Green	Orange	Red	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	Blue	Blue	Green	Orange	Yellow	Green
Two or More Races	N/A	Blue	Blue	--	Yellow	Orange	--

Student Group Report for 2025

Student Group Report for 2025								
Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Green	Blue	Blue	Green	Yellow	Yellow	Green	Yellow
English Learners	Green	Blue	Blue	--	Yellow	Yellow	--	--
Long-Term English Learners	--	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	Green	Yellow	Yellow	Green	Green
Students with Disabilities	N/A	Green	Blue	--	Yellow	Orange	Green	--
Black or African American	N/A	Blue	Blue	--	Yellow	Orange	Green	--
American Indian or Alaska Native	N/A	--	--	--	--	--	--	--
Asian	N/A	Blue	Blue	--	Green	Green	Blue	--
Filipino	N/A	Blue	Blue	--	Green	Green	--	--
Hispanic or Latino	N/A	Blue	Blue	Blue	Yellow	Yellow	Green	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	--	N/A
White	N/A	Blue	Blue	Orange	Yellow	Yellow	Green	Orange
Two or More Races	N/A	Blue	Blue	--	Orange	Orange	Green	--

Based on the increase, BRA did not fall into the red category in 2025, which is the lowest performance ranking

Areas of increase in 2025

GOAL ONE

ELA (CAASPP)

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Overall	44.48%	Data Not Yet Available		58%	Data Not Yet Available
African American	39.41%	Data Not Yet Available		42%	Data Not Yet Available
Hispanic	39.91%	Data Not Yet Available		52%	Data Not Yet Available
Students with Disabilities	28.23%	Data Not Yet Available		38%	Data Not Yet Available
Foster Youth	No students in this category	Data Not Yet Available		66%	Data Not Yet Available

GOAL ONE

ELA (CAASPP) (cont.)

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Homeless	Data not displayed for privacy reasons	Data Not Yet Available		10%	Data Not Yet Available
Low Income	38.82%	Data Not Yet Available		47%	Data Not Yet Available
English Learners	3.7%	Data Not Yet Available		16%	Data Not Yet Available

GOAL ONE

Math (CAASPP)

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Overall	28.66%	Data Not Yet Available		40%	Data Not Yet Available
African American	19.71%	Data Not Yet Available		25%	Data Not Yet Available
Hispanic	22.76%	Data Not Yet Available		32%	Data Not Yet Available
Students with Disabilities	12.94%	Data Not Yet Available		27%	Data Not Yet Available
Foster Youth	No students in this category	Data Not Yet Available		47%	Data Not Yet Available

GOAL ONE

Math (CAASPP) (cont.)

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Homeless	Data not displayed for privacy reasons	Data Not Yet Available		10%	Data Not Yet Available
Low Income	20.24%	Data Not Yet Available		35%	Data Not Yet Available
English Learners	3.7%	Data Not Yet Available		19%	Data Not Yet Available

GOAL ONE ACTIONS

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	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. 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. 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. 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. See goal 1 priority 4a metric	\$500,000	Y

GOAL ONE ACTIONS (CONT.)

Action #	Title	Description	Total Funds	Contributing
1.2	Parent Education and Resources	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. 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. 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.	\$ 400,000	Y

GOAL ONE ACTIONS (CONT.)

Action #	Title	Description	Total Funds	Contributing
1.3	Student Instruction & Tutoring: LREBG	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 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.	\$5,200,00	Y

GOAL ONE ACTIONS (CONT.)

Action #	Title	Description	Total Funds	Contributing
1.4	Student Recognition	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). 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.	\$300,000	Y

Goal Two

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



GOAL TWO

Attendance & Dropout Rates

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
School Attendance Rates	99.8%	99.8% preliminary data		99%	0.8% over
Chronic Absenteeism	0.39%	0.30%		0.3%	0
Middle School Dropout Rates	0.6%	0.6%		0.6%	0
Highschool Dropout Rates	0.9%	0.4%		0.5%	0.1%

GOAL TWO

Graduation Rate

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Overall	93.3% graduated	Data not yet available		90%	Data not yet available
Hispanic	96.6% graduated	Data not yet available		93%	Data not yet available
African American	100% graduated 15 students	Data not yet available		11 Students	Data not yet available
English Learners	3 students Data not displayed for privacy reasons	Data not yet available		8 Students	Data not yet available
Foster Youth	0 students	Data not yet available		1 Student	Data not yet available
Homeless	1 student Data not displayed for privacy reasons	Data not yet available		1 Student	Data not yet available
Low Income	93.2% graduated	Data not yet available		90%	Data not yet available

GOAL TWO ACTIONS

Action #	Title	Description	Total Funds	Contributing
2.1	Professional development specific to Progress Coordinators and high school students	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.	\$300,000	Y
2.2	Professional development: Bridging Middle School & High School transition support	Specific informational professional development geared towards middle school /students/parents and preparing 8th graders for high school expectations once a semester (Fall & Spring).	\$ 500,000	Y
2.3	Counselor Support professional development	Counselor support and ongoing communication between families and teachers (Home School Teachers & Case Managers) to ensure the student is meeting graduation requirements including SWD.	\$ 200,000	Y

Goal Three

Foster improved connection with all Educational Partners to include and incorporate increased partner feedback



GOAL THREE

Suspension & Expulsion Rates

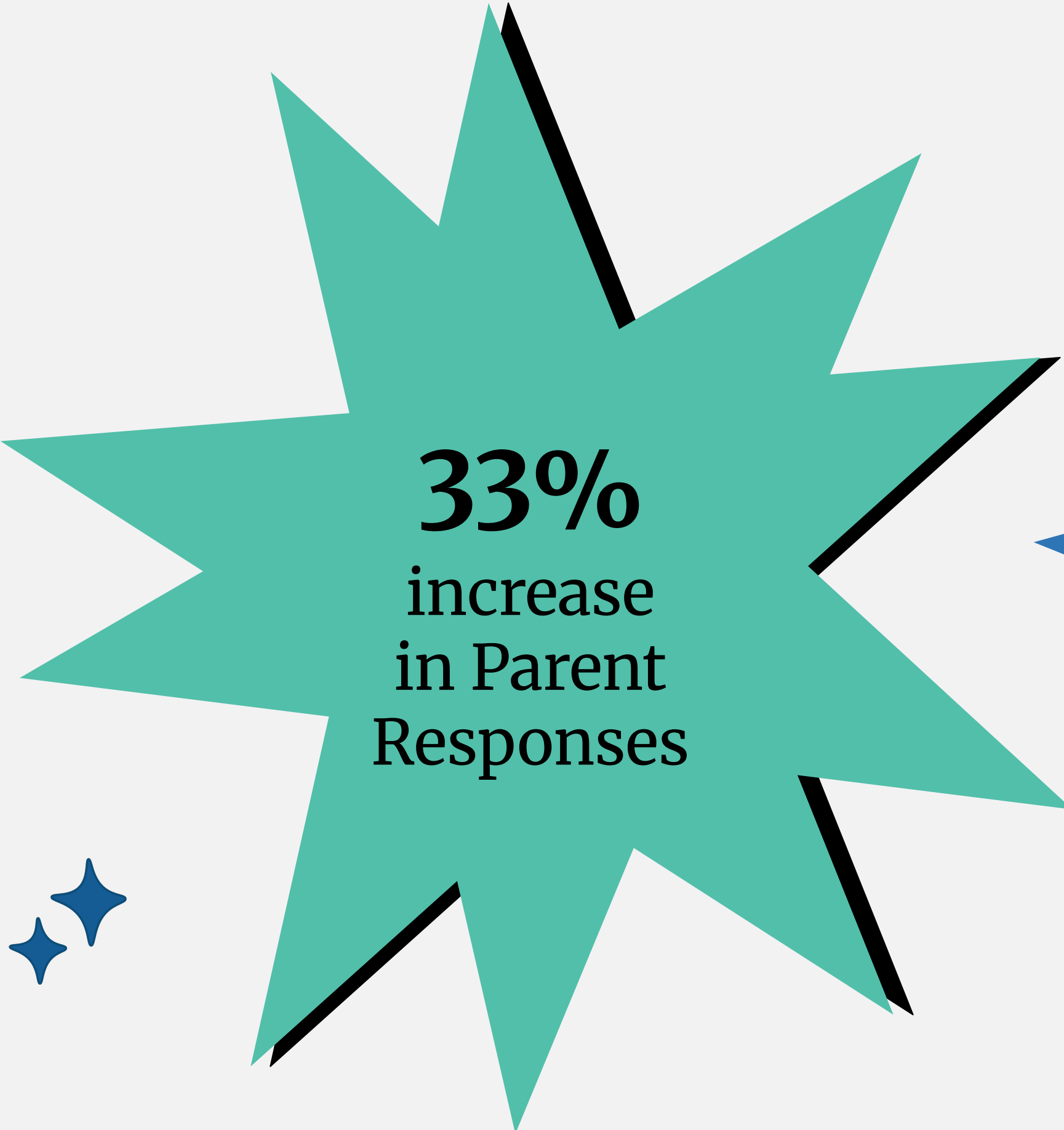
Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Pupil Suspension Rates	0%	0%		0%	0%
Pupil Expulsion Rates	0%	0%		0%	0%

GOAL THREE

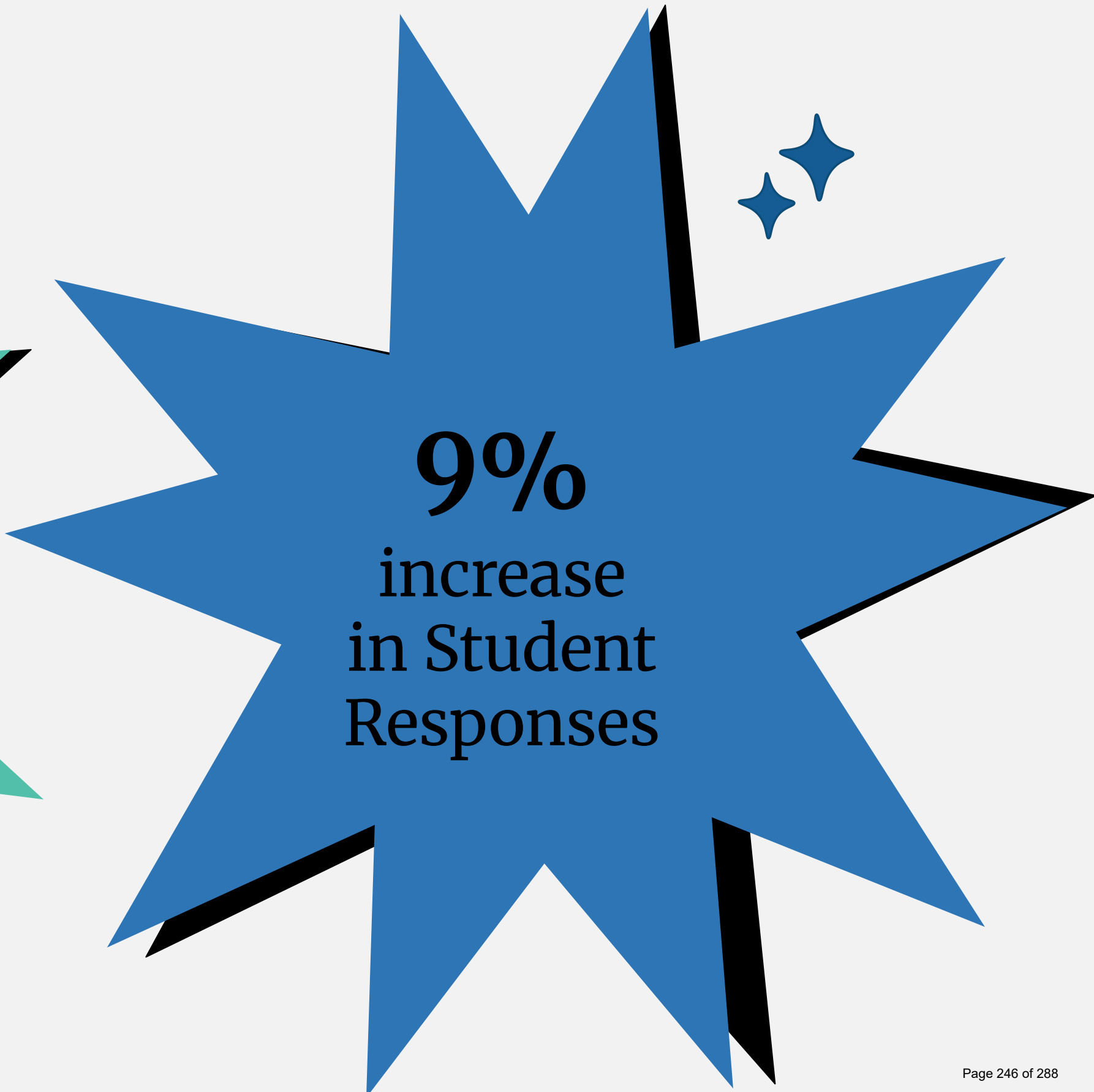
Climate Survey Participation

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
Parent Responses	548	732		1500	768
Student Responses	300	327		500	173
Staff Responses	487 (96%)	387 (76%)		100%	122 (24%)
Overall Responses	1335	1446		2510	1064

CLIMATE SURVEY PARTICIPATION



33%
increase
in Parent
Responses



9%
increase
in Student
Responses

GOAL THREE ACTIONS

Action #	Title	Description	Total Funds	Contributing
3.1	Enhance Communication Channels	Enhance communication between school departments and increase interactive communication sessions/channels between educational partners.	\$200,000	Y
3.2	Strengthen Partnerships and Engagement	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.	\$240,000	Y

Goal Four

Identify, build awareness and implement increased support services for Low Income/Foster Youth/Homeless/EL Students



GOAL FOUR

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
EL Attendance	63% 49/78 students	62% 38/61 students		72%	10%
Reclassification Rates	37.9% (30/79)	20% (12/60)		48%	28%
Low Income Math Progress Monitoring Rate	Fall 2024 Early Literacy 86% Math 68% Reading 76% Spring 2025 Early Literacy 75% Math 64% Reading 76%	Fall 2025 Early Literacy 81% Math 70% Reading 76% Spring 2026 Early Literacy 81% or above Math 33% or above Reading 47% or above		Early Literacy 92% Math 79% Reading 78%	Fall 2025 Early Literacy 11% Math 9% Reading 2% Spring 2026 Early Literacy 11% Math 46% Reading 31%

GOAL FOUR

Metric	Baseline 2024-2025	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome 2027-2028	Current Difference From Baseline
EL/LTEL ELA Progress monitoring rate for Reading & Writing	Fall 2024 Early Literacy 63% Math 54% Reading 45% Spring 2025 Early Literacy 50% Math 47% Reading 45%	Fall 2025 Early Literacy 55% Math 48% Reading 33% Spring 2026 Early Literacy Data not Available Math 35% or above Reading 40% or above		 Early Literacy 85% Math 55% Reading 55%	Fall 2025 Early Literacy 30% Math 7% Reading 22% Spring 2026 Early Literacy Data not Available Math 20% Reading 15%
EL Tier 2 Intervention Math class attendance rate	1 enrolled	5 enrolled		1%	0
SWD ELA Progress Monitoring Rate	Fall 2024 Early Literacy 60% Math 48% Reading 52% Spring 2025 Early Literacy 35% Math 39% Reading 47%	Fall 2025 Early Literacy 54% Math 44% Reading 50% Spring 2026 Early Literacy 54% or above Math 58% or above Reading 67% or above		 Early Literacy 71% Math 54% Reading 53%	Fall 2025 Early Literacy 17% Math 10% Reading 3% Spring 2026 Early Literacy 17% Math 4% over Reading 14% over

GOAL FOUR ACTIONS

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	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. See goal 4 metric	\$400,000	Y
4.2	ELD curriculum	Adopt and implement a research-based and standards-aligned curriculum TK-12th ELD Curriculum to increase language acquisition and LTELs. See goal 4 metric	\$120,000	Y
4.3	Increase SEL Positive Action referrals	Increase awareness of the SEL Positive Action group offering to all students with an increased percentage of referrals from low income. See goal 4 metric	\$20,000	Y

GOAL FOUR ACTIONS

Action #	Title	Description	Total Funds	Contributing
4.4	Increase EL Support Classes	Adding additional writing support classes to increase English language proficiency progress, attendance, and language acquisition to further support LTELs. See goal 4 metric	\$30,000	Y
4.5	Low Income Tier 2 Support: LREBG	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. See goal 4 metric 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	\$606,989	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15% LCFF Concentration Grant
\$6,540,365	\$0

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover - Percentage	LCFF Carryover - Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.54%	0%	\$0	7.54%

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27 (cont.)

LEA-wide and Schoolwide Actions

- Goal 1, Action 1.3: Student Instruction & Tutoring
- Goal 2, Action 2.1: Counselor and Progress Coordinator Support
- Goal 3, Action 3.1: Communication and Engagement
- Goal 4, Action 4/1-4/4: Professional Development, ELD Curriculum, SEL Supports, and EL Support Classes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27 (cont.)

Limited Actions

(actions being solely provided to one or more unduplicated student group)

- Goal 4, Action 4.5: Low-Income Tier 2 Math Support
- Goal 4, Action 4.3: SEL Curriculum & Referrals
- Goal 4, Action 4.2: English Learner Curriculum & Supports

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

•**All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

•**All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

- **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Blue Ridge Academy
CDS code:	15 63628 0134312
LEA contact information:	Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.com
Coming School Year:	2026-2027
Current School Year:	2025-2026

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-2027 School Year		Amount
Total LCFF funds	\$	94,540,912
LCFF supplemental & concentration grants	\$	6,632,095
All other state funds	\$	17,320,148
All local funds	\$	-
All federal funds	\$	1,169,374
Total Projected Revenue	\$	113,030,434
Total Budgeted Expenditures for the 2026-2027 School Year		Amount
Total Budgeted General Fund Expenditures	\$	103,637,290
Total Budgeted Expenditures in the LCAP	\$	9,016,988
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	9,016,988
Expenditures not in the LCAP	\$	94,620,302
Expenditures for High Needs Students in the 2025-2026 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	9,016,988
Actual Expenditures for High Needs Students in LCAP	\$	7,592,642

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenses associated with the Operations of the school and education of children not a part of the LCAP.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-2026 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-2026.	Much of the decrease is associated with reduced amount of LREBG funds in fiscal year 2026-2027

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blue Ridge Academy

CDS Code: 15 63628 0134312

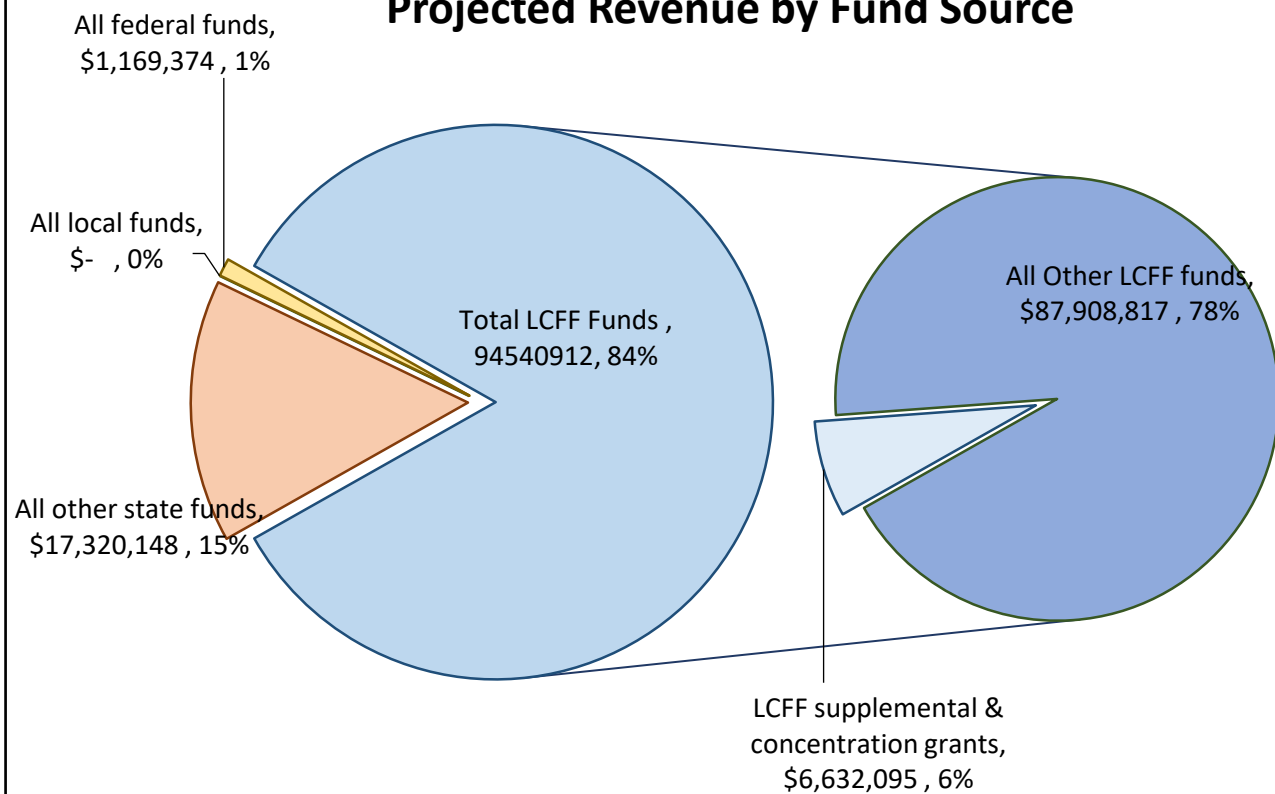
School Year: 2026-2027

LEA contact information: Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.com

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

Budget Overview for the 2026-2027 School Year

Projected Revenue by Fund Source

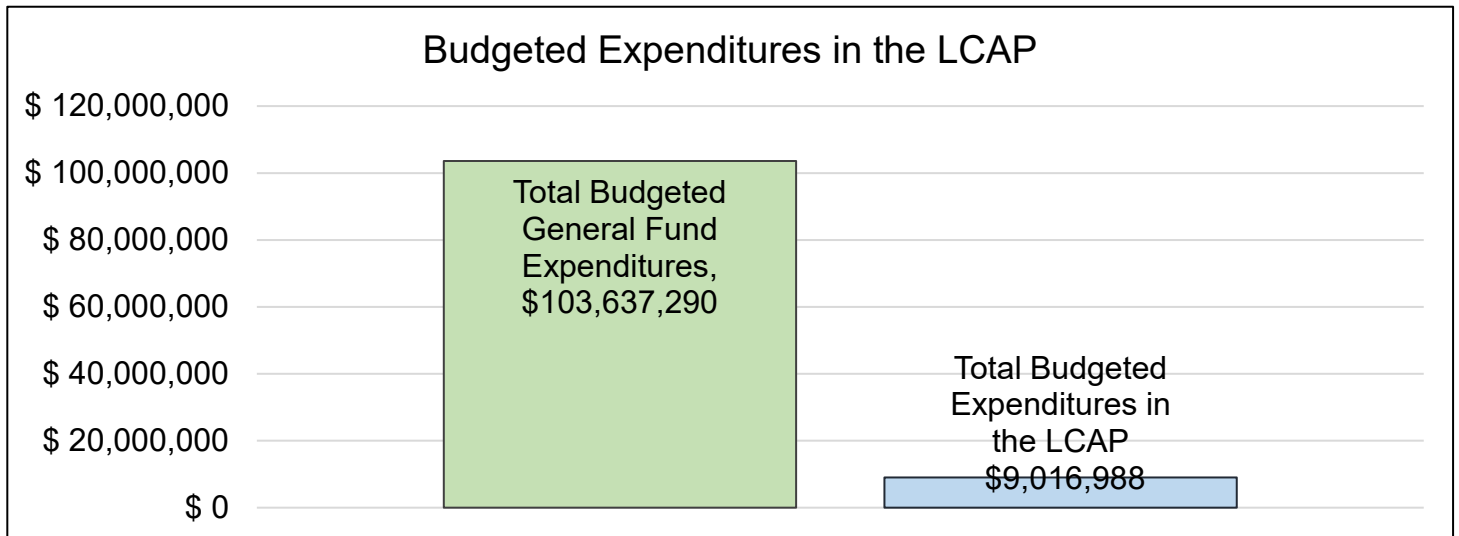


This chart shows the total general purpose revenue Blue Ridge Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blue Ridge Academy is \$113,030,434.00, of which \$94,540,912.00 is Local Control Funding Formula (LCFF), \$17,320,148.00 is other state funds, \$0.00 is local funds, and \$1,169,374.00 is federal funds. Of the \$94,540,912.00 in LCFF Funds, \$6,632,095.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Blue Ridge Academy plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blue Ridge Academy plans to spend \$103,637,290.00 for the 2026-2027 school year. Of that amount, \$9,016,988.00 is tied to actions/services in the LCAP and \$94,620,302.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

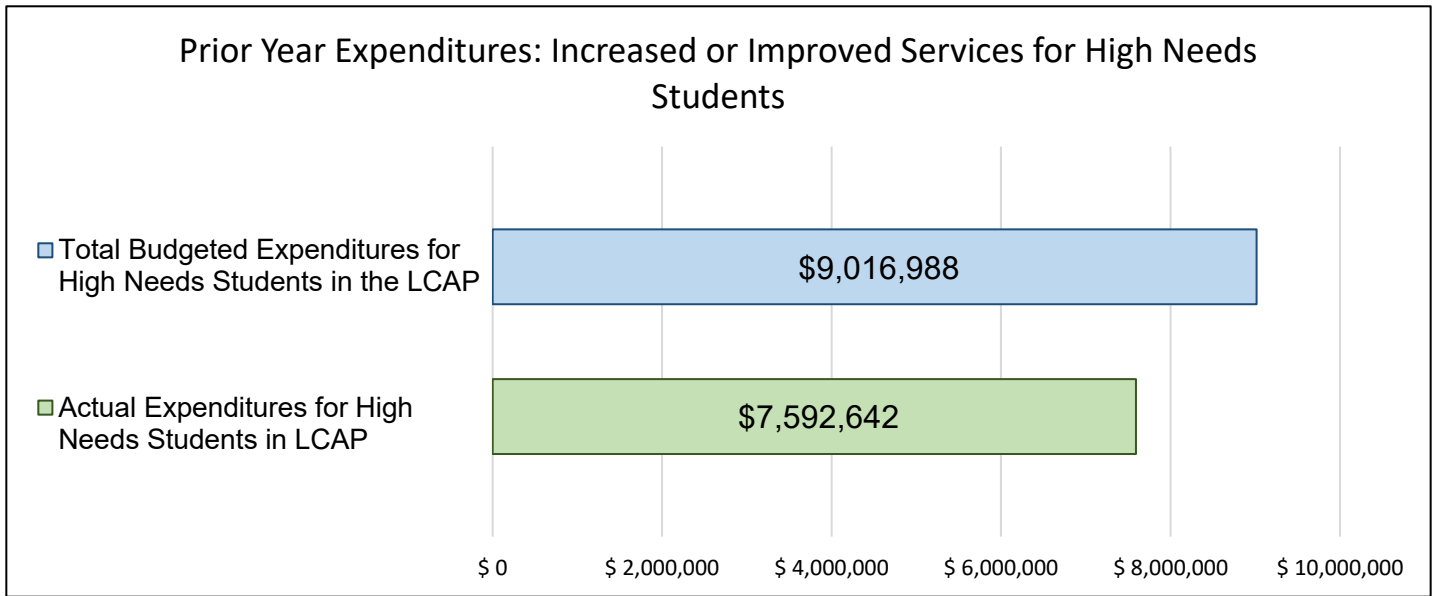
Expenses associated with the Operations of the school and education of children not a part of the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Blue Ridge Academy is projecting it will receive \$6,632,095.00 based on the enrollment of foster youth, English learner, and low-income students. Blue Ridge Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Blue Ridge Academy plans to spend \$9,016,988.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what Blue Ridge Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Blue Ridge Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, Blue Ridge Academy's LCAP budgeted \$9,016,988.00 for planned actions to increase or improve services for high needs students. Blue Ridge Academy actually spent \$7,592,642.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of \$1,424,346.00 had the following impact on Blue Ridge Academy's ability to increase or improve services for high needs students:

Much of the decrease is associated with reduced amount of LREBG funds in fiscal year 2026-2027

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

VENDOR AGREEMENT



This Vendor Agreement ("Agreement") is made between **Blue Ridge Academy** ("School"), a California nonprofit public corporation that operates a public charter school and _____ ("Vendor").

RECITALS

WHEREAS, School fosters successful student achievement through a quality, personalized, and standards-based education program featuring unique and hands-on experiential learning experiences;

WHEREAS, Vendor is engaged in the businesses of providing experienced and qualified educational services as set forth in **Exhibit A**; and

WHEREAS, School desires to retain Vendor for the purpose of providing the services described herein for the benefit of the School, families, and students.

NOW, THEREFORE, in consideration of the foregoing recitals, the promises and the mutual covenants contained herein, and for other good, valuable and sufficient consideration, the parties agree as follows:

SECTION 1. TERM and TERMINATION.

- a. Term: This Agreement shall be effective as of July 1, 2026 until June 30, 2027.
- b. Termination: Vendor may terminate this Agreement for cause after providing sixty (60) days advance written notice to School. School may terminate this Agreement at any time, with or without cause in its sole discretion with same-day written notice. Upon termination, School shall pay Vendor for all necessary and approved Services rendered pursuant to this Agreement and relevant "Enrichment Certificate(s)" (defined below) up to the effective date of termination. School has no obligation to pay Vendor for any Services provided after the effective date of termination. The termination of this Agreement constitutes a termination of any active invoices and Enrichment Certificates.

SECTION 2. SERVICES.

- a. Scope of Services: Vendor is hereby engaged by School to perform the student enrichment services specified in **Exhibit A**, incorporated herein by reference ("Services"), subject to the terms and conditions contained herein. Vendor assumes full responsibility for the performance of the Services provided under the terms of this Agreement. School does not guarantee any minimum amount of work by this Agreement. Vendor is required to maintain a publicly accessible website describing Vendor's educational Services.
- b. No Authority to Bind School: Vendor understands and agrees that Vendor lacks the authority to bind School contractually, conduct business on School's behalf, or incur any obligations on behalf of School. Specifically, Vendor agrees not to represent himself/herself or any Vendor employees, agents, or contractors as an employee of School in any capacity, including, but not limited to, when interacting with School students, parents/guardians, vendors, or employees.

- c. Responsibility for Performance: Vendor assumes full responsibility for the performance of Vendor's duties under the terms of this Agreement and warrants that Vendor and its employees, contractors, and other agents are fully qualified in Vendor's specialized skill or expertise to perform such duties. Vendor will not enter into any contract or engagement that conflicts or interferes with Vendor's duties under this Agreement.
- d. Compliance with Charter Petition and Law: Except when otherwise expressly required by applicable law, School shall not be responsible for monitoring Vendor's compliance with the law, charter petition, and Agreement. Vendor acknowledges that School must comply with Education Code § 220's prohibitions against discrimination, obligations to provide a free appropriate education to students with exceptional needs pursuant to the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, and be non-sectarian in its programs. Vendor shall assist School with complying with all applicable legal requirements, which may require making accommodations so students with exceptional needs can access Services. The law requires that both School and Vendor shall be non-sectarian in any Services provided to School students. Vendor shall ensure that Services are available to any and all students of School, and that Services do not require an invitation, tryout, audition, testing requirements, or other prerequisite. Vendor shall ensure its performance of its Services complies with legal and School's charter petition requirements. If Vendor performs any Services in a manner that is contrary to law or School's charter petition, Vendor shall bear all claims, costs, losses and damages (including, but not limited to, reasonable attorneys' fees and costs) arising therefrom.
- e. Service Limitations: Vendor shall not serve a School student for more than twelve (12) core academic hours including math, language arts, social studies, science and world language during the school week (Monday to Friday from 8:00 am to 2:30 pm) under this Agreement or any other arrangement (e.g., Student participation in a Vendor program outside of School activities); except for visual and performing arts, CTE pathways, robotics, and physical activities including dance, gymnastics, karate, and other similar activities, as approved by School.
- f. No Private School Affiliation: Vendor certifies that it is not, nor is it affiliated with, and does not appear to be, a private school that submitted an affidavit to register with the California Department of Education and is listed on the state's Private School Directory ("Private School"). Vendor affirms the Services shall not be provided at a Private School. Vendor affirms that it will not confer any compensation received for performing Services under this Agreement to a Private School. Vendor shall not require participants to wear school uniforms or conduct similar practices that would suggest Vendor is a school as opposed to an educational services provider.
- g. Prohibited Conflicts: Vendor is prohibited from providing Services under this Agreement to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees). School shall not be responsible for paying Vendor for the prohibited Services described herein.
- h. Location of Services: Each location where the Services will be provided shall be set forth in **Exhibit C** and align with the school's Vendor criteria. Vendor shall inform School of any new location where the Services will be provided ~~prior to~~ ^{prior to} commencing any Services at the location, and **Exhibit C** shall be modified as

provided in Section 13. Vendor shall not provide any of the Services at a location that requires School students or parents/guardians to pay a fee, that engages in discrimination, that may result in School or Vendor violating any applicable laws, or that otherwise violates the terms of this Agreement.

- i. Public Business Information: Vendor understands and acknowledges that by entering into this Agreement, Vendor's basic business information (e.g., physical address, phone number, contact person) will be posted and viewable on School's online ordering system that School students and parents/guardians use to order enrichment services. Vendor further understands and acknowledges that School is subject to the Public Records Act, so School's public records, including a copy of this Agreement, are available to any member of the public upon request.

SECTION 3. PAYMENT.

- a. Enrichment Certificate: School requests Services from Vendor through School's issuance of an Enrichment Certificate. School is not responsible to pay for any costs of Services without issuance of an Enrichment Certificate. The Enrichment Certificate will detail requested Services, dates of Services, fees for Services, and other relevant information. Vendors must first receive an Enrichment Certificate before providing Services to students. School does not pay for Services in advance. If an Enrichment Certificate expires, Vendor must cease providing Services until it receives another Enrichment Certificate.
- b. Vendor Invoice: School shall pay Vendor for Services performed through invoices. Vendor will remit one (1) itemized invoice no earlier than the first day of Services pursuant no earlier than the first day of Services pursuant to an Enrichment Certificate. Vendors should submit invoices via <http://tinyurl.com/BRinvoices> or by some other means as determined by the School. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt of an accurate invoice. All invoices submitted must have the following information:
 - Billed to School
 - Student Name, Enrichment Certificate Number (PF Number), and Service Dates
 - A Unique Invoice Number and Invoice Date
 - Invoice Totals (line item total and invoice grand total)
 - Identify Where and To Whom to Make Payment (e.g., check payable to)

Vendors are required to submit their own invoices to School to protect student privacy. School will endeavor to pay undisputed invoice amounts within thirty (30) days of receipt. School holidays and days School is closed (as determined by School) do not count towards the 30-day estimated timeline for invoice payment if School is closed for more than two (2) consecutive school days.

- c. Termination of Enrichment Certificate: School may terminate an Enrichment Certificate at any time, with or without cause in its sole discretion with same-day written notice. School shall pay Vendor the undisputed amounts for Services already performed under the Enrichment Certificate.
- d. Incurred Costs: Any damages or costs incurred by School, including replacement costs, as a result of Vendor's failure to competently perform under this Agreement may be deducted by School from any amounts owed to Vendor.

- e. Use of School's Name: Vendor shall not use the name, insignia, mark, or any facsimile of the School for any purpose, including but not limited to advertising, client lists, or references, without the advance written authorization of the School.
- f. No Volunteering or Fees: Vendor shall not charge any student or any student's parent/guardian any fee for any Services and/or product(s) provided by Vendor under this Agreement. The costs of all materials and items necessary to participate in the Services must be included in the cost of Services provided under this Agreement and Enrichment Certificate(s). Vendor shall not charge the student or the student's parent/guardian for any portion of the fee or costs for any of the Services provided under the Agreement. Vendor shall not require students or parents/guardians to volunteer to support the Vendor, have a credit card or other form of payment on file, sign any contracts that create a financial obligation, or take any other action the School deems unreasonable as a condition of receiving Services. The following are unapproved Services (non-exhaustive): membership or registration fees (e.g., late fees), therapy related services, non-secular items/services, food and/or transportation, competition fees, Services provided to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the Vendor (or its employees).

SECTION 4. GENERAL CONDITIONS FOR VENDOR PERFORMANCE.

- a. Vendor Qualifications: Vendor represents it has the qualifications, skills and, if applicable, the certification and licenses necessary to perform the Services in a competent, and professional manner, without the advice or direction of School. Upon School's request, Vendor shall provide copies of certification or licensure. Subject to the terms of this Agreement, Vendor shall render all Services hereunder in accordance with this Agreement, **Exhibit A**, and Vendor's independent and professional judgment and in compliance with all applicable laws and with the generally accepted practices and principles of Vendor's trade. Vendor is customarily engaged in the independently established trade, occupation, or business of the same nature as the Services performed. Vendor affirms they (or their employees, contractors, or agents) who interact with students unsupervised are at least eighteen (18) years of age. Additionally, Vendor understands that Vendor's role is solely to provide Services as a form of enrichment to School's student(s). Vendor understands that such enrichment is separate from and external to a student's primary educational program as provided by School. Vendor shall not challenge, question, or otherwise attempt to interfere with any aspect of student's primary educational program as provided by School.
- b. Independent Contractor: Vendor is engaged in an independent contractor relationship with School in performing all Services, duties, and obligations hereunder. School is not an employer of Vendor or its employees, contractors, or agents and shall not supervise individuals as such in carrying out the Services to be performed by Vendor under the terms of this Agreement. It is expressly understood between the parties that Vendor and its employees, contractors, and agents are not employee(s) of School. Nothing in this Agreement shall be interpreted or construed as creating or establishing a partnership or joint venture between the parties. Vendor is free to accept other non-conflicting assignments or business.
- c. Licenses: Vendor warrants that Vendor is engaged in an independent and bona fide business operation, markets him/her/itself as such, is in possession of a

valid business license/insurance when required, and is providing or capable of providing similar services as set forth in **Exhibit A** to others.

- d. No Training or Instruction: Although School may at times provide information concerning its business and students to Vendor, School will not provide any training or instruction to Vendor concerning the manner and means of providing the Services that are subject to this Agreement because Vendor warrants that Vendor is highly skilled in its industry.
- e. Site Visits: School may visit the Vendor at any time during the operating hours with or without prior notification to the Vendor.

SECTION 5. TAXES. Because Vendor is not an employee of School, all compensation called for under this Agreement shall be paid without deductions or withholdings, and will be accompanied by an IRS Form 1099, as applicable, at year end. Vendor is responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments. In addition, Vendor shall fill out and execute a Form W-9. As an independent contractor, Vendor agrees that they will be responsible for the reporting and payment of any state and/or federal income tax or other withholdings on the compensation provided under this Agreement or any related assessments, including but not limited to, withholding of income taxes, payment of estimated income taxes, Social Security taxes, State Disability Insurance taxes, and employer's liability for work-related disabilities with respect to or in connection with the personnel through whom Vendor provides Services. In the event that the Internal Revenue Service or the State of California should determine that Vendor or its employee(s) is/are an employee of School subject to withholding and social security contributions, Vendor acknowledges consistent with this Agreement that all payments due to Vendor under this Agreement are gross payments, and Vendor is solely responsible for all income taxes, social security payments, or other applicable deductions thereon.

School shall not have a duty to defend or indemnify Vendor against any tax claim or assessment associated with any payments under this Agreement. Vendor shall cooperate in the defense of any tax claims brought against School associated with any such payments. Further, Vendor shall indemnify, defend, and hold School harmless against any action, claim, charge, investigation, or other proceeding taken against School in the event any taxing authority challenges the allocation or characterization of the payment and/or seeks payment of taxes, interest, penalties, costs, fees, damages, interest, or other assessments from it in connection with any payments under this Agreement.

This Section shall survive the termination of this Agreement.

SECTION 6. BENEFITS. Vendor and its employees, contractors, and agents are not entitled to the rights or benefits that may be afforded to School employees including, but not limited to, disability insurance, workers' compensation, unemployment benefits, sick leave, vacation leave, medical insurance, and retirement benefits. Vendor is solely responsible for providing at Vendor's own expense, disability, unemployment, workers' compensation, and other insurance for Vendor and any of its employees, contractors, and agents.

SECTION 7. MATERIALS. Vendor will furnish at its own expense all materials, equipment and supplies used to provide the Services.

SECTION 8. BACKGROUND CHECK AND SAFETY REQUIREMENTS.

- a. Background Check: Vendor shall ensure its employees, agents, and contractors who interact with School students, outside of the immediate supervision and contract of the student's parent/guardian or a School employee, complete a criminal background check through the Department of Justice ("DOJ") in accordance with applicable law (Education Code section 45125.1.) Only those individuals listed in **Exhibit B** who have cleared a criminal background check may interact with School students. If either Vendor or School desires to change the individuals listed in **Exhibit B** during the course of the Agreement, this Agreement must be modified in relevant part and re-executed as provided in Section 13. The cost of these background checks is Vendor's responsibility. Vendors must select one of the following options:

☐ **School Conducts DOJ Background Check**: Vendor requests School run the DOJ background checks on behalf of Vendor's employees and agents who interact with School students, to ensure they have not been convicted of a violent or serious felony as defined under Education Code section 45122.1, child abuse as defined under Penal Code sections 273a or 273d, or any other crime that prohibits an individual from charter school employment. Any Vendor employee or agent who has been convicted of one of these crimes is not permitted to interact with School students, unless an exception applies.

☐ **Vendor Conducts DOJ Background Check**: Vendor obtains an ORI number (a unique code assigned by DOJ) and processes the DOJ background checks for Vendor employees and agents who interact with School students. Vendor certifies that these individuals have not been convicted of a violent or serious felony as defined under Education Code section 45122.1, child abuse as defined under Penal Code sections 273a or 273d, or any other crime that prohibits an individual from charter school employment. Any Vendor employee or agent who has been convicted of one of these crimes is not permitted to interact with School students, unless an exception applies. In accordance with Education Code section 45125.1(a), when Vendor performs the criminal background check, Vendor shall immediately provide any subsequent arrest and conviction information it receives to School pursuant to the subsequent arrest service.

☐ **Parent/Guardian Supervision and Background Check**: Vendor affirms they will only provide Services with parent/guardian supervision and will utilize a background check service (e.g., third-party background check service) for Vendor employees and agents who interact with School students. Vendor certifies these individuals have not been convicted of a serious or violent felony as defined in the California Penal Code or any other crime that prohibits an individual from charter school employment.

☐

- b. First Aid & CPR Certification: Upon School's request, Vendor shall ensure its employees, agents, or contractors obtain First-Aid and CPR Certification.

Vendors shall implement health and safety policies and procedures reasonable for the Services.

- c. Supervision: Vendor is responsible for supervising and ensuring students have a safe environment throughout the duration of Services. This obligation extends to virtual Services.

Students may not be left unattended during Vendor's provision of Services. Students shall not interact in one-on-one settings with Vendor (or its employees) without the School's express written permission. Vendor may not transport students without School's express written permission.

- d. Student Discipline: Vendor acknowledges that School is responsible for managing and overseeing the education program, which incorporates the Vendor's enrichment services. Vendor must immediately notify School when students act inappropriately and may require discipline. School is responsible for issuing discipline to students. If Vendor wishes to remove a participant from their Services, the Vendor shall notify School and the parties will discuss appropriate measures.
- e. Reporting Bullying and Harassment Incidents to School: To the fullest extent allowed by law, Vendor shall immediately notify School if it becomes aware of any incident of bullying, discrimination, or harassment, including sexual harassment, at Vendor's place of business, during Vendor's provision of Services, or otherwise involving School students, Vendor, or Vendor's employees, contractors, or agents in any way. If Vendor learns a student may pose a health or safety threat to himself/herself or to other individuals, Vendor shall immediately notify the School.
- f. Sexual Harassment Prevention Training: Vendor shall ensure its employees, contractors, or agents who interact with School students participate in sexual harassment prevention training before providing Services under this Agreement. Upon School's request, Vendor shall provide proof of compliance with this training requirement.
- g. Prevention of Child Abuse and Neglect: Vendor shall ensure that its employees and volunteers who are mandated reporters under Penal Code section 11165.7 complete the annual training required by Education Code section 44691 regarding the detection and reporting of child abuse, which shall be completed within the first six weeks of each school year or within the first six weeks of that person's employment or volunteering with Vendor. This training requirement shall be met by completing the online training provided by the Office of Child Abuse Prevention in the California Department of Social Services. Vendor shall develop and implement child abuse prevention policies and procedures, including, but not limited to, the following: (1) policies to ensure reporting of suspected incidents of child abuse to persons or entities outside of Vendor, including the reporting required pursuant to Penal Code section 11165.9; and (2) policies requiring, to the greatest extent possible, the presence of at least two mandated reporters whenever Vendor or its employees or volunteers are in contact with, or supervising, School students, unless Vendor provides one-to-one mentoring to students with School's express written permission; (3) policies for all persons to receive training pursuant to this section to provide proof of timely completion of the training, including for example the use of sign-in sheets or the submission of a certification of completion to Vendor. Upon School's request, Vendor shall provide proof of compliance with these requirements.

- h. Compliance with Public Health Orders: Vendor understands and agrees Vendor must comply with all applicable Governor orders, state, county, and local public health guidelines and requirements, and all other applicable laws regarding public health or safety ("Public Health Requirements") when delivering Services to School students. A Vendor's failure to comply with Public Health Requirements constitutes a material breach of the Agreement.

SECTION 9. INDEMNIFICATION AND INSURANCE.

- a. Indemnification: To the maximum extent allowable by law, and in addition to any other indemnification/defense obligations set forth in this Agreement, Vendor will, at all times, indemnify, defend, and hold harmless School, its officers, directors, employees, agents and volunteers from and against all claims, demands, losses, actions, investigations, costs, expenses, obligations, liabilities, damages, recoveries, and deficiencies, including interest, penalties, attorneys' fees, and costs (collectively, "Losses") that such entities or persons may incur that arise out of or relate to this Agreement. Vendor's duties to defend, indemnify, and hold harmless as set forth in this Section include, but are not limited to, Losses arising out of or relating to any aspect of Vendor's performance of the Services or obligations pursuant to this Agreement, including Losses caused by, arising from, or related to: (1) negligence, recklessness or willful misconduct of Vendor or Vendor's officers, directors, employees, subcontractors, agents, representatives, volunteers, successors, assigns or anyone for whom Vendor is legally responsible; (2) Vendor's breach of this Agreement; (3) Vendor's violation of any applicable law; or (4) a third party's designation of Vendor or any of Vendor's employees, agents, or contractors as an employee of School, regardless of any actual or alleged negligence by School. This Section shall survive the termination of this Agreement.
- b. General Liability Insurance Limits: Vendor agrees to maintain general liability insurance coverage, including both bodily injury and property damage, with at least the following coverage limits:
- i. \$1,000,000 per occurrence
 - ii. \$2,000,000 general aggregate
 - iii. \$500,000 personal & advertising injury
- c. Additional Insurance Requirements: Vendor's insurance shall constitute primary coverage for any loss or liability arising from or relating to this Agreement and any insurance held by School shall constitute secondary, excess coverage. School may require additional insurance coverage depending on the Services and shall communicate these insurance requirements to the Vendor in conjunction with the provision of an Enrichment Certificate. Vendor's insurance policies required under this Agreement shall name School as additionally insured. To the extent any of Vendor's insurance coverages are location-specific, Vendor shall ensure that their policy(ies) covers each of the locations where Services are provided by Vendor to School students. Vendor shall maintain all required insurance at all times during the term of this Agreement, such as by renewing any such policies when necessary. Vendor shall provide a copy of Vendor's general liability insurance coverage and/or any additional insurance coverage that School may require to School upon School's request during the term of this Agreement.

SECTION 10. CONFIDENTIALITY.

- a. Confidential Information: Vendor acknowledges that during the course of performing Services, Vendor may become privy to confidential, privileged and/or proprietary information important to the School. Vendor further acknowledges its obligations under the Family Educational Rights and Privacy Act ("FERPA") (34 C.F.R. Part 99), California Uniform Trade Secrets Act (Civ. Code, § 3426 et seq.), the California Student Online Personal Information Act (Bus. & Prof. Code, § 22584), and other state or federal laws pertaining to student information and privacy. Vendor shall ensure that all of its employees, agents and contractors agree to the requirements of this section prior to receiving any Confidential Information (defined below). Vendor shall not use or disclose during or after the term of this Agreement, without the prior written consent of School, any information relating to School's employees, directors, agents, students or families, or any information regarding the affairs or operations of School, including School's confidential/proprietary information and trade secrets ("Confidential Information"). Confidential Information, whether prepared by or for the School, includes, without limitation, all of the following: education records, student rosters, medical records, personnel records, information technology systems, financial and accounting information, business or marketing plans or strategies, methods of doing business, curriculum, lists, email addresses and other information concerning actual and potential students or vendors and/or any other information Vendor reasonably should know is treated as confidential by the School. The only allowed disclosures of Confidential Information are (i) with prior written consent of School; (ii) after the information is generally available to the public other than by reason of a breach by Vendor of this agreement to maintain confidentiality; (iii) after the information has been acquired by Vendor through independent means and without a breach of Vendor's duties to School under this Agreement or otherwise; or (iv) pursuant to the order of a court or other tribunal with jurisdiction if Vendor has given School adequate notice so that School may contest any such process. Personally identifiable student information may only be used as necessary to meet Vendor's obligations under this Agreement. Vendor shall not use any Confidential Information (e.g., student or parent/guardian contact information) to market any products or services to School parents/guardians or students without School's express written permission. Vendor must take all necessary and appropriate steps to protect and safeguard all of School's Confidential Information and proprietary information from unauthorized disclosure.
- b. Disclosure of Records: School will provide Vendor with those records requested by Vendor that are reasonably necessary to allow Vendor to perform the Services. Vendor shall use any such records only for the purpose provided and not for the benefit of any other person or entity. Upon termination of this Agreement or School's request, Vendor will immediately surrender to School or destroy all Confidential Information and other materials provided to Vendor by School, including all physical copies, drafts, digital or computer versions.

SECTION 11. ENTIRE AGREEMENT. This Agreement and its incorporated exhibits constitute the entire agreement between the parties with respect to the subject matter contained herein and supersede all agreements, representations and understandings of the parties with respect to such subject matter made or entered into prior to the date of this Agreement.

SECTION 12. DISPUTE RESOLUTION.

- a. Informal Dispute Resolution: If there is any dispute or controversy between the parties arising out of or relating to this Agreement, the parties shall first meet and confer informally in an attempt to resolve the issue.
- b. Mediation: If reasonable efforts at informal resolution are unsuccessful, the parties shall participate in a mediation with a mutually-agreed upon mediator. Any costs and fees, other than attorneys' fees, associated the mediation shall be shared equally by the parties.
- c. Arbitration: If School has paid more than \$25,000 to Vendor for Services since the start of the previous fiscal year, and efforts to resolve the dispute at mediation are unsuccessful, the parties agree that such dispute will be submitted to private and confidential arbitration by a single neutral arbitrator through Judicial Arbitration and Mediation Services, Inc. ("JAMS") at the nearest JAMS location to School, or other service agreed upon by both parties, and that such arbitration will be the exclusive final dispute resolution method under this Agreement. The JAMS Streamlined Arbitration Rules & Procedures in effect at the time the claim or dispute is arbitrated will govern the procedure for the arbitration proceedings between the parties. The arbitrator shall not have the power to modify any of the provisions of this Agreement. The decision of the arbitrator shall be final, conclusive and binding upon the parties hereto, and shall be enforceable in any court of competent jurisdiction. The party initiating the arbitration shall advance the arbitrator's initial fee. Otherwise and thereafter, each party shall bear their own costs of the arbitration proceeding or litigation to enforce this Agreement, including attorneys' fees and costs. Except where clearly prevented by the area in dispute, both parties agree to continue performing their respective obligations under this Agreement until the dispute is resolved, subject to the right to terminate this Agreement. Nothing in this Agreement is intended to prevent either party from obtaining injunctive or equitable relief in court to prevent irreparable harm pending the conclusion of any such arbitration.

SECTION 13. MODIFYING THE AGREEMENT. No supplement, modification, or amendment of this Agreement shall be binding unless in writing and executed by both parties.

SECTION 14. NO WAIVER. No waiver of any provision of this Agreement shall constitute, or be deemed to constitute, a waiver of any other provision, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

SECTION 15. NO ASSIGNMENT. No party shall assign this Agreement, any interest in this Agreement, or its rights or obligations under this Agreement without the express prior written consent of the other party. This Agreement shall be binding on, and shall inure to the benefit of, the parties and their respective permitted successors and assigns.

SECTION 16. SEVERABILITY. If any provision of this Agreement is invalid or contravenes applicable law, such provision shall be deemed not to be a part of this Agreement and shall not affect the validity or enforceability of its remaining provisions, unless such invalidity or unenforceability would defeat an essential business purpose of this Agreement.

SECTION 17. GOVERNING LAW. This Agreement shall be governed by and interpreted under the laws of the State of California.

SECTION 18. AUTHORITY TO CONTRACT. Each party warrants to the other that it has the authority to enter into this Agreement, that it is a binding and enforceable obligation of said party, and that the undersigned has been duly authorized to execute this Agreement.

SECTION 19. NOTICES. All notices and other communications required or given in connection with this Agreement shall be made in writing and effective the same day when delivered by e-mail, facsimile, or by hand, or effective the day after being sent via overnight mail, to the Parties at the addresses below:

If to Vendor:

If to School:

(Please fill in with your information)

Business: _____

Kimberly Clift

Name: _____

Vendor Relations Coordinator

Title: _____

625 W. Covina Blvd.

Address: _____

San Dimas, CA 91773

Email: _____

vendorsupport@theblueridgeacademy.com

Phone: _____

SECTION 20. COUNTERPARTS. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original and all of which together shall constitute one instrument. A faxed or emailed .pdf or other electronic copy of the fully executed original version of this Agreement shall have the same legal effect as an executed original for all purposes.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the Effective Date above.

Blue Ridge Academy

Vendor

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

**Students will be permitted to cancel and/or reschedule services with 24hour notice.
Cancelations are subject to a full refund. Refunds must be submitted to**
_____.

Name of Owner/Director: _____

Signature: _____ Date: _____

EXHIBIT A

Detailed List of Vendor Services and Prices

Unapproved services and fees include but are not limited to: membership fees, therapy related services, registration/administrative fees (late fees), non-secular items/services, food and/or transportation, private school education or services provided at a private school location, competition fees, uniforms/clothing, services provided to a relative (e.g., child, grandchild, niece/nephew, sibling, etc.) of the vendor (or its employees).

****This list is not exhaustive. The Estimated Fee(s) in this Exhibit A are intended to assist families with planning for service requests. As reflected in Section 3.a. of the Agreement, the actual fee(s) to be paid for the Services will be reflected in the Enrichment Certificate approved and issued by the School.**

Class Name	Class Description	Grade Level	Price
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Date	Time	Location	Weather	Remarks
1998-01-01	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-01	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-01	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-02	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-02	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-02	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-03	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-03	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-03	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-04	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-04	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-04	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-05	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-05	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-05	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-06	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-06	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-06	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-07	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-07	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-07	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-08	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-08	12:00	St. Ignace	Clear	Lunch at St. Ignace
1998-01-08	16:00	St. Ignace	Clear	Departed St. Ignace
1998-01-09	08:00	St. Ignace	Clear	Arrived at St. Ignace
1998-01-09	12:00	St. Ignace	Clear	

EXHIBIT B

Employees/Agents Subject to Background Check Requirements

Name	Title
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EXHIBIT C

Service Locations

Name or Description of Location	Address
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Student Smartphone Usage Policy

Blue Ridge Academy recognizes the importance of creating learning environments that support student engagement, academic integrity, safety, and student well-being. Because Blue Ridge Academy operates through a non-classroom-based independent study model, this policy is intended to support appropriate instructional boundaries while maintaining the flexibility necessary for individualized learning and communication between students, families, and staff.

In accordance with California law requiring public schools, including charter schools, to adopt a policy limiting or prohibiting student smartphone use, the Board adopts the following policy governing student smartphone and personal electronic device use during school-sponsored instructional activities and programs.

The purpose of the Blue Ridge Academy Governing Board approving this Student Smartphone Usage Policy is to accomplish the following:

1. Provide Definitions to common terms used throughout the policy.
2. Outline the General Expectations of smartphone and/or personal device use.
3. Identify Permitted Use of smartphones and/or personal devices.
4. Identify Prohibited Use of smartphones and/or personal devices.
5. Outline Virtual Learning Expectations.
6. Explain the Enforcement of this policy.
7. Detail Stakeholder Participation and Policy Review

1. Definitions

For purposes of this policy:

“Smartphone” means a mobile phone capable of internet access, messaging, social media access, photography, video recording, gaming, or application use.

“Personal electronic devices” include smartphones, smartwatches, earbuds/headphones, tablets, or similar communication devices not issued by the school.

“Instructional activities” include virtual classes, synchronous instruction, in-person student meetings, testing sessions, intervention meetings, enrichment classes, tutoring, school-sponsored events, counseling appointments, workshops, field trips, and other educational services provided by the school.

“Non-instructional time” refers to breaks, transitions between activities, and times outside active instructional programming.

2. General Expectations

Students are expected to use smartphones and personal electronic devices responsibly during all school-sponsored activities.

The use of smartphones or personal electronic devices shall not:

- Disrupt instructional activities or student engagement;
- Interfere with communication between students and school staff;
- Compromise academic integrity;
- Violate the privacy rights of students or staff;
- Facilitate bullying, harassment, or inappropriate conduct;
- Interfere with school safety procedures or expectations.

Blue Ridge Academy recognizes that students in an independent study environment may appropriately utilize technology as part of their educational program; however, smartphone use shall remain limited during instructional activities except as permitted under this policy.

3. Permitted Use

Students may use smartphones or personal electronic devices under the following circumstances:

- During non-instructional time, unless otherwise directed by school staff or event supervisors;
- For instructional purposes when specifically authorized by a teacher or school staff member;
- To support participation in virtual learning or approved educational activities;
- During emergencies or urgent family communication;
- When required by a student's Individualized Education Program (IEP), Section 504 Plan, medical accommodation, or documented accessibility need;
- For translation services, health-related needs, or other approved student support purposes.

Because Blue Ridge Academy serves students through individualized independent study programs, staff may authorize the educational use of smartphones when appropriate to support student learning, communication, organization, or participation.

4. Prohibited Use

Students shall not use smartphones or personal electronic devices:

- During assessments, testing sessions, or academic evaluations, unless expressly authorized;
- During instructional activities without staff permission when such use is unrelated to instruction;
- To record, photograph, or distribute images/audio/video of students or staff without permission;
- To engage in academic dishonesty or plagiarism;
- To access inappropriate, harmful, or disruptive content during school-sponsored activities;
- To engage in cyberbullying, harassment, or behavior that disrupts the educational environment.

5. Virtual Learning Expectations

During virtual instruction, students are expected to use smartphones and personal devices to support active participation and learning. When school-issued technology is provided, students are expected to utilize approved educational platforms and devices for instructional purposes. Staff may limit or prohibit the use of personal smartphones during certain instructional activities when school-approved technology is available.

Students may be directed by staff to:

- Silence notifications;
- Limit non-instructional device use;
- Refrain from texting, gaming, or social media engagement during instructional sessions;
- Utilize school-approved platforms or school-issued technology when available.

6. Enforcement

School staff may require students to silence, store, or temporarily discontinue the use of smartphones or other personal electronic devices when their use violates this policy or disrupts instructional activities.

Interventions and consequences may include:

- Verbal reminders or redirection;
- Parent/guardian communication;
- Temporary restriction of device use during school-sponsored activities;
- Removal from instructional activities when necessary;
- Additional disciplinary action consistent with the Student Handbook and applicable law.

School administrators retain discretion to address violations based on student age, frequency of violations, educational impact, and the individualized nature of the school program.

7. Stakeholder Participation and Policy Review

Prior to adopting this policy, Blue Ridge Academy solicited input from stakeholders, including students, parents/guardians, employees, and administrators, in accordance with California law.

The school may periodically gather additional stakeholder feedback to assess policy effectiveness and implementation needs.

The Board of Directors shall review this policy at least once every five (5) years and update it as necessary to ensure compliance with state law and the evolving needs of the school community.

Timestamp	4/16/2026 12:05:	5/7/2026 11:17:5	5/27/2026 18:11:	5/28/2026 16:05:	5/29/2026 16:16:
Board Member Name	Sari Medina	Arlene Nelson	May Hampton	Nicole Zolfo	Matt Phillips
Date of Completed Evaluation	4/16/2026	5/7/2026			5/29/2026
School has a well-drafted charter with its authorizing agency	Complete	Complete	Complete	Complete	Complete
School has well-drafted and current articles of incorporation and bylaws	Complete	Complete	Complete	Complete	Complete
School's legal and financial status are clear and understood by all board members	Complete	Complete	Complete	Complete	Complete
Appropriate liability insurance and risk management practices are maintained at all times	Complete	Complete	Complete	Complete	Complete
The school has developed a set of long-term/strategic goals and revisits/revises them on an annual basis. These goals are reflected or articulated in the school's charter and Local Control Accountability Plan (LCAP)	Complete	Complete	Complete	Complete	Complete
The board has adopted a comprehensive set of essential board policies and reviews/updates them on a regular basis	Complete	Complete	Complete	Complete	Complete
Board stays educated on relevant current affairs and legal matters	Complete	In Progress	Complete	Complete	In Progress
Board members understand their legal and ethical responsibilities (e.g., duties of care/loyalty, obligation to disclose and clear conflicts of interest)	Complete	Complete	Complete	Complete	Complete
New board members are oriented, provided copies of important documents (such as the charter, articles of incorporation, etc.), provided training in governance fundamentals, and fully briefed prior to or shortly after being seated	Complete	Complete	Complete	Complete	Complete
Board selection/election process ensures the board is composed of individuals with a broad and appropriate range of expertise and experience	Complete	Complete	Complete	Complete	Complete
Board seeks outside counsel for matters beyond its knowledge	Complete	Complete	Complete	Complete	Complete
Board conducts annual self-evaluation	Complete	Complete	Complete	Complete	Complete
Meetings are well planned with clear agendas focused on appropriate policy and action items	Complete	Complete	Complete	Complete	Complete
Board chair is a strong, capable meeting facilitator	Complete	In Progress	Complete	Complete	Complete
Meetings are conducted pursuant to common ground rules (e.g.; Robert's Rules and Board Norms) that are well understood by all members	Complete	Complete	Complete	Complete	Complete
Board committees, if any, have a clear scope of responsibility and charges	Complete	Complete	Complete	Complete	Complete
Individual board members prepare for meetings, attend regularly, and participate constructively	Complete	Complete	Complete	Complete	Complete
Board has a process for addressing ineffective, destructive, or absentee board members	Complete	Complete	Complete	In Progress	Not Applicable
Meeting minutes and resolutions are recorded for each board meeting and are distributed promptly after each meeting	Complete	Complete	Complete	Complete	Complete
Board members operate with a common set of adopted norms	Complete	Complete	Complete	Complete	Complete
Board has a process for providing access and contributions for members of the public	Complete	Complete	Complete	Complete	Complete
Board appropriately communicates with stakeholders	Complete	Complete	Complete	Complete	Complete
Board has adopted an executive compensation policy and ensures compensation is reasonable, competitive, and in alignment with applicable tax law	Complete	Complete	Complete	Complete	Complete
Board develops performance goals/targets and evaluates executive's performance each year	Complete	Complete	Complete	Complete	Complete
Board has established a plan for succession in the event the executive leaves/retires	Complete	In Progress	Complete	Complete	Complete

Board has established clear understandings with staff regarding division of responsibilities between the board and staff and does not micro-manage the staff	Complete	Complete	Complete	Complete	Complete
Board has adopted comprehensive personnel policies aligned with applicable state/federal laws & regulations. Policies are updated annually to reflect changes in law	Complete	Complete	Complete	Complete	Complete
Clear job descriptions and staffing plans are in place	Complete	Complete	Complete	Complete	Complete
The school has a specific process by which employees can address grievances prior to bringing the issue to a single board member or to the board as a whole requesting resolution	Complete	Complete	Complete	Complete	Complete
Board adopts an annual budget that maximizes the schools' resources in support of mission/vision	Complete	Complete	Complete	Complete	Complete
Board ensures LCAP and related budget priorities align with school mission and priorities	Complete	Complete	Complete	Complete	Complete
Board monitors budget throughout the year and revises as needed. Board members are aware of the school's current financial status	Complete	Complete	Complete	Complete	Complete
Board contracts with independent auditor each year, reviews audit report, and takes any needed follow up action	Complete	Complete	Complete	Complete	Complete
Board has adopted a long-term (e.g. 5-year) financial plan in coordination with the school's overall long-term plans and monitors key financial trends to ensure sustainability	Complete	Complete	Complete	Complete	Complete
Board has adopted a comprehensive set of fiscal management and internal controls policies and reviews/updates them as needed	Complete	Complete	Complete	Complete	Complete
Board has adopted/approved the school's curriculum and instructional program	Complete	Complete	Complete	Complete	Complete
Board regularly reviews the CAASPP and other assessment results as well as California School Dashboard data to monitor student achievement and progress	Complete	Complete	Complete	Complete	In Progress
Board has adopted/approved student achievement goals/standards that are reflected in the charter, LCAP, and other plans	Complete	Complete	Complete	Complete	Complete
Board ensures that LCAP priorities and goals align with the key school needs	Complete	Complete	Complete	Complete	Complete
A broad-based assessment system is in place to measure progress toward instructional goals/standards	Complete	Complete	Complete	Complete	Complete
Instructional program is in alignment with state requirements, terms of charter and school mission	Complete	Complete	Complete	Complete	Complete
School reports on student achievement to charter granting agency on a regular basis as part of ongoing oversight and renewal process	Complete	Complete	Complete	Complete	Complete
Please list any other topics or concerns you would like to address with the other Board members, if any			I would like to discuss with the other board members, concerning the Board's stifling and IRS forms.		

BLUE RIDGE ACADEMY
BOARD RESOLUTION 2026-1

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

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

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

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

NOW, THEREFORE BE IT RESOLVED:

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

SECRETARY'S CERTIFICATE

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

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Blue Ridge Academy which was duly and regularly held on _____, 2026, at which meeting all of the members of the Board of Directors had due notice and at which a quorum thereof was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

WITNESS my hand on _____, 2026.

Secretary of the Board of Directors of
Blue Ridge Academy

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

31

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

30

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

31

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				