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

Regular Scheduled Board Meeting
June 23, 2026 – 6:00 pm
625 West Covina Blvd.
San Dimas, CA 91773

Teleconference Available to the Public: https://zoom.us/j/8698887379
Call-In Information: 669-900-6833 | Meeting ID: 869 888 7379

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Public Comments
4. Executive Director's Report
5. Consent Agenda – Items for Consideration
    a) 6-2-26 Board Minutes
    b) Invoices over $100,000
    c) Marsh McLennan Proposal for Insurance Renewal
6. Discussion and Potential Action on the May Financials
7. Discussion and Potential Action on the Board Reimbursement Resolution: 2026-1
8. Report on Local Control & Accountability Plan (LCAP) Self-Reflection Updates
9. Discussion and Potential Action on the Local Control & Accountability Plan (LCAP)
10. Discussion and Potential Action on the Policies for Promoting Safe Environments for Student Learning and Engagement
11. Discussion and Potential Action on the 2026 – 2027 Comprehensive School Safety Plan
12. Discussion and Potential Action on the Amended and Restated Articles of Incorporation
13. Discussion and Potential Action on the Fourth Amended Bylaws
14. Discussion and Potential Action on the Approval of Submission of CalSTRS Certification Form by June 30, 2026

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

15. Discussion and Potential Action on the Resignation of Board Member – Sari Medina
16. Discussion and Potential Action on the Acceptance of Board Member – Matthew Aitken
17. Discussion and Potential Action on the Confirmation of Board Member Offices and Terms
18. Discussion and Potential Action on the 2026-2027 Board Meeting Schedule
19. Discussion and Potential Action on the Next Regular Scheduled Board Meeting
20. Board of Directors' Requests
21. 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

Executive Director's Report

June 23, 2026

BLUE RIDGE ACADEMY



Blue Ridge Academy WASC Visit

Visiting Committee Summary Presentation

Purpose of the Visit

The Western Association of Schools and Colleges (WASC) visiting committee is on -site to conduct a thorough and impartial review of Blue Ridge Academy. This visit serves four essential functions in the accreditation process.

1

Review Progress

Assess the school's growth and improvement since the last accreditation cycle, evaluating how well commitments have been honored.

2

Verify Systems

Confirm that the structures, programs, and processes described in the self -study are operational and effectively implemented in practice.

3

Identify Strengths & Growth Areas

Recognize what the school does exceptionally well and pinpoint specific areas where continued development will benefit students most.

4

Recommendation

Formulate a formal accreditation recommendation grounded in evidence gathered through observations, interviews, and documentation review.



Evidence Reviewed During the Visit

The visiting committee conducted a comprehensive review of both quantitative data and qualitative documentation to build a co mpl ete and accurate picture of school performance. Evidence sources included:



Student Achievement Dashboards

Longitudinal data on proficiency rates, growth scores, and subgroup performance across grade levels and subject areas.



Family Engagement Initiatives

Documentation of outreach activities, attendance at school events, survey results, and family involvement in the governance process.



SST & Intervention Documentation

Records of Student Study Team referrals, meeting notes, intervention plans, and documented student outcomes over time.



Governing Board Documentation

Meeting agendas, minutes, and policy records verifying board engagement in school oversight, strategic planning, and fiscal governance.



IEP Service Monitoring

Special education compliance records, service delivery logs, and IEP goal progress reports reviewed for accuracy and timeliness.

Schoolwide Strengths

The visiting committee's review of evidence — including documentation, classroom observations, and stakeholder focus groups — has surfaced four prominent institutional strengths that distinguish Blue Ridge Academy.



Comprehensive Student Support

Multiple avenues of support are embedded throughout the school. Curriculum specialists, vendor specialists, the Learning Library, community engagement initiatives, and additional support staff work collaboratively to ensure every student has access to the academic and social-emotional assistance they need to succeed.



Strong Family Engagement

Families are active partners in the educational process through structured communication channels, events, and shared decision-making opportunities.



Collaborative Staff Culture

Professional learning communities reflect a deeply collaborative approach to teaching and learning. Multiple avenues for professional development and support are available across various departments, with many departments working closely together to support families and student success.



Stable Governance & Leadership

Consistent and transparent leadership at both the governing board and administrative levels provides organizational stability and a clear long-term vision.

Critical Areas for Follow-Up

While Blue Ridge Academy has made meaningful progress, the visiting committee has identified three priority areas where focused sustained effort will be essential to the school's continued growth and long-term accreditation standing.

📈 Reading & Math Outcomes

Proficiency gains are encouraging, but a significant percentage of students remain below grade level. The school should continue refining its instructional approaches, intervention timing, and progress monitoring cycles to accelerate achievement for all learners — particularly those in the bottom quartile.

🎓 High School Program Strengthening

The high school program shows promise but requires further development in engagement opportunities, course rigor, counseling pathways, and college/career readiness supports. Elevating student voice, expanding A – G course offerings and ensuring consistent academic advising will be key next steps.

📊 Consistent Use of Student Data

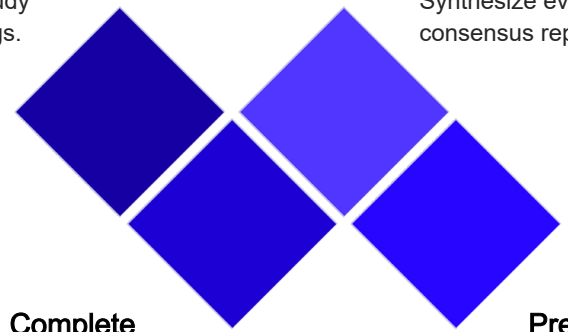
The consistent use of data literacy and data-driven practices varies across grade levels and departments. A more systematic, schoolwide approach to using assessment data in instructional planning —embedded in regular collaborative team meetings — is needed.

Next Steps for the Visiting Committee

With site observations and stakeholder interviews well underway, the visiting committee will now move into the final phases of the review process. The following steps will guide the committee toward a well-supported accreditation recommendation.

Verify Documentation
Cross-check self-study with findings.

Finalize Strengths
Synthesize evidence into consensus report.



Complete Observations
Conduct walkthroughs and interviews.

Prepare Recommendation
Submit formal WASC accreditation recommendation.

The committee's final report will reflect the totality of evidence gathered — acknowledging Blue Ridge Academy's genuine strengths while providing clear, actionable guidance to support the school's continued improvement and long-term accreditation status.

All findings will be shared with school leadership prior to submission of the official WASC accreditation recommendation.

Accrediting Commission for Schools
Western Association of Schools and Colleges

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2026 Commission Meeting. The ACS WASC Commissioners have determined Blue Ridge Academy (TK-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2032, with a mid-cycle visit during the 2028-2029 school year.

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

Attendance: Sari Medina, May Hampton, Matt Phillips
Absent: Arlene Nelson, Nicole Zolfo
Also Present: Samantha Haynes, Dr. Loretta Burns, Amanda Panting, and Jim Surmeian and Lindsey Dooley of Charter Impact

1. **Call to Order**
   Sari Medina 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: Matt Phillips
   Arlene Nelson: Absent
   Sari Medina: Aye
   Nicole Zolfo: Absent
   Matt Phillips: Aye
   May Hampton: Aye

3. **Public Comments**
   None.

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**

   Motion: May Hampton
   Second: Matt Phillips
   Arlene Nelson: Absent
   Sari Medina: Aye
   Nicole Zolfo: Absent
   Matt Phillips: Aye
   May Hampton: Aye

5. **Board Member Recruiting Committee Update Report**
   The Board received a report from the Recruiting Committee. No action was taken.

6. **Discussion and Potential Action on the 2026 – 2027 Budget**
   The Board motioned to approve the 2026 – 2027 Budget.
   Motion: May Hampton
   Second: Matt Phillips
   Arlene Nelson: Absent
   Sari Medina: Aye
   Nicole Zolfo: Absent
   Matt Phillips: Aye
   May Hampton: Aye

7. **Discussion and Potential Action on the Education Protection Act (EPA)**
   The Board motioned to approve the Education Protection Act (EPA)
   Motion: Matt Phillips
   Second: May Hampton
   Arlene Nelson: Absent
   Sari Medina: Aye
   Nicole Zolfo: Absent
   Matt Phillips: Aye
   May Hampton: Aye

8. **Discussion and Potential Action on the Education Protection Act (EPA) - Board Resolution**
   The Board motioned to approve the Education Protection Act (EPA) - Board Resolution.
   Motion: Matt Phillips
   Second: May Hampton
   Arlene Nelson: Absent
   Sari Medina: Aye
   Nicole Zolfo: Absent
   Matt Phillips: Aye
   May Hampton: Aye

9. **Discussion and Potential Action on the Budget Alternative Form**
   The Board motioned to approve the Budget Alternative Form.
   Motion: Matt Phillips
   Second: May Hampton
   Arlene Nelson: Absent
   Sari Medina: Aye
   Nicole Zolfo: Absent
   Matt Phillips: Aye
   May Hampton: Aye

10. **Discussion and Potential Action on the Proposition 28 Annual Certification**
    The Board motioned to approve the Proposition 28 Annual Certification.
    Motion: Matt Phillips
    Second: May Hampton
    Arlene Nelson: Absent
    Sari Medina: Aye
    Nicole Zolfo: Absent
    Matt Phillips: Aye
    May Hampton: Aye

    Board Member Arlene Nelson entered the meeting at 6:38 pm.

11. **Public Hearing of the Local Control and Accountability Plan (LCAP) Draft Review**
    A public hearing of the Local Control and Accountability Plan (LCAP) was held. No public comments were made. No action was taken.

12. **Discussion and Potential Action on the Vendor Agreement**
    The Board motioned to approve the Vendor Agreement.
    Motion: Arlene Nelson
    Second: May Hampton
    Arlene Nelson: Aye
    Sari Medina: Aye
    Nicole Zolfo: Absent
    Matt Phillips: Aye
    May Hampton: Aye

13. Discussion and Potential Action on the Student Smartphone Usage Policy

The Board motioned to approve the Student Smartphone Usage Policy.
Motion: Matt Phillips
Second: Arlene Nelson
Arlene Nelson: Aye
Sari Medina: Aye
Nicole Zolfo: Absent
Matt Phillips: Aye
May Hampton: Aye

14. Discussion on the Board of Directors Self-Evaluation

The Board of Directors conducted a Self-Evaluation. No action was taken.

15. Discussion and Potential Action on the Board Resolution: Stipend Expense for Travel, Internet, and Phone – 2026 – 1

The Board motioned to table the Board Resolution: Stipend Expense for Travel, Internet, and Phone – 2026 – 1 for further discussion.
Motion: Arlene Nelson
Second: Sari Medina
Arlene Nelson: Aye
Sari Medina: Aye
Nicole Zolfo: Absent
Matt Phillips: Aye
May Hampton: Aye

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

The Board motioned to approve the Next Regular Scheduled Board Meeting on June 23, 2026 at 6:00 pm.
Motion: May Hampton
Second: Matt Phillips
Arlene Nelson: Aye
Sari Medina: Aye
Nicole Zolfo: Absent
Matt Phillips: Aye
May Hampton: Aye

17. Board of Directors' Requests

None.

18. Adjournment

The Board motioned to adjourn the meeting at 7:47 pm.
Motion: May Hampton
Second: Arlene Nelson
Arlene Nelson: Absent
Sari Medina: Aye
Nicole Zolfo: Absent
Matt Phillips: Aye
May Hampton: Aye

Prepared by:
Amanda Panting

Noted by:

Board Secretary

KAISER PERMANENTE®

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

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

BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID. 653755938580
Invoice Date: 05/18/2026
Bill Period: June 2026

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

Any activity processed after 05/18/2026 will appear on your next bill.

Summary of Amount Due

Previous Balance	$146,221.58
Payments	$-146,221.58
Balance	**$0.00**
Current Activity	$145,766.06
Retro Activity	$0.00
Total Current Charges	**$145,766.06**

Total Amount Due $145,766.06

(Includes past due and current charges)

Due Before 06/01/2026

You're signed up for autopay. Your account ending in 3220 will be charged $145,766.06, on 05/28/2026.

Accounts included in this bill

Group ID	Region	Bill Group ID	Bill Group Name	Total Active Member Count	Total Charges
234945	SCR	0000	BLUE RIDGE ACADEMY	447	$145,766.06
234945	SCR	7000	BLUE RIDGE ACADEMY /COBRA	0	$0.00

Any activity processed after 05/18/2026 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	04/27/2026	ACH	6094180	$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.

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		

KAISER PERMANENTE®

BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID. 653755938580
Invoice Date: 05/18/2026
Bill Period: June 2026

Current Activity Summary

Includes membership activity and rate changes processed from 06/01/2026 – 06/30/2026

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	61	61	$27,786.72
EMPLOYEE+SPOUSE	7	14	$7,014.98
EMPLOYEE+DEPENDENTS	32	99	$26,237.76
EMPLOYEE+SPOUSE+DEPENDENTS	60	273	$84,726.60
Totals	**160**	**447**	**$145,766.06**

Total Current Dues for All Contract Options	**$145,766.06**

Any activity processed after 05/18/2026 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

KAISER PERMANENTE®

BLUE RIDGE ACADEMY
Consolidated Billing ID: 6537559739
Statement ID. 653755938580
Invoice Date: 05/18/2026
Bill Period: June 2026

Any activity processed after 05/18/2026 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 June 2026

Please pay this Amount:	$145,766.06
AMOUNT PAID:	$ _____
Due Date:	**06/01/2026**

C52026051800065375593858000653755973900000001457660620261

Bridgeway Academy

334 Second Street

Catasauqua, PA 18032

EMAIL : ccolclough@bridgewayacademy.com

INVOICE NUMBER BW-BRA-P028

INVOICE DATE 6/15/2026

Due Date 7/15/2026

ACH Info below for payment

FOR Blue Ridge Academy Stepping Stone Program

Blue Ridge Academy

955 Stanislaus Street

Maricopa, CA 93252

accountspayable@theblueridgeacademy.com

# Seats			AMOUNT
Contract Billing - Full Year	1000	850.00	$850,000.00
40 Sections of 25 seats			

TOTAL $850,000.00

Please Pay via ACH

Truist Bank

Routing # 031309123

Account # 1390008991479

If you have any questions concerning this invoice, use the following contact information:

Carol Colclough ccolclough@bridgewayacademy.com

Bridgeway Academy

334 Second Street

Catasauqua, PA 18032

EMAIL : ccolclough@bridgewayacademy.com

INVOICE NUMBER BW-BRA-P029

INVOICE DATE 6/15/2026

Due Date 7/15/2026

BILL TO

Blue Ridge Academy

955 Stanislaus Street

Maricopa, CA 93252

accountspayable@theblueridgeacademy.com

ACH Info below for payment

FOR Blue Ridge Academy MS Bridge Program

	# Seats		AMOUNT
Contract Billing - Full Year	650	850.00	$552,500.00
26 Sections of 25 Seats			

TOTAL $552,500.00

Please Pay via ACH — Truist Bank

Routing # 031309123

Account # 1390008991479

If you have any questions concerning this invoice, use the following contact information:

Carol Colclough ccolclough@bridgewayacademy.com

Bridgeway Academy

334 Second Street

Catasauqua, PA 18032

EMAIL : ccolclough@bridgewayacademy.com

INVOICE NUMBER BW-BRA-P030

INVOICE DATE 6/15/2026

Due Date 7/15/2026

BILL TO

Blue Ridge Academy

955 Stanislaus Street

Maricopa, CA 93252

accountspayable@theblueridgeacademy.com

ACH Payment info below for payment

FOR Blue Ridge Academy Elite Program

Item	# Seats		AMOUNT
Contract Billing - Full Year	750	850.00	$637,500.00
30 sections @ 25 seats			
Contract Billing - Semester	100	510.00	$51,000.00
4 sections @ 25 seats			

TOTAL $688,500.00

Please Pay via ACH — Truist Bank

Routing # 031309123

Account # 1390008991479

If you have any questions concerning this invoice, use the following contact information:

Carol Colclough ccolclough@bridgewayacademy.com

MarshMcLennan Agency

Blue Ridge Academy

Proposal for Insurance Services

PROPERTY, GENERAL LIABILITY, AUTO, EDUCATORS LEGAL LIABILITY, EXCESS LIABILITY, WORKERS' COMPENSATION, ACCIDENT, CYBER LIABILITY

EFFECTIVE: 7/1/26 - 7/1/27

PRESENTED: 6/16/26
REVISED: 6/17/26

MARSH MCLENNAN AGENCY TEAM

CLIENT ADVOCATE

Client Sales Executive	**ADAM WITZMANN** E: Adam.Witzmann@MarshMMA.com T: 760-815-4680 CA Insurance License #4292912
Client Sales Executive	**TAHJ HAYWOOD** E: Tahj.Haywood@MarshMMA.com T: 619-997-1140 CA Insurance License #4309736

WORLD CLASS SERVICE TEAM

Associate Vice President Senior Client Executive	**JESSICA BRATZ** E: Jessica.Bratz@MarshMMA.com T: 858-264-7377 CA Insurance License #0D38755
Client Manager	**MARGARITA CASILLAS** E: Margarita.Casillas@MarshMMA.com T: 858-768-4080 CA Insurance License #0L68671
Property/Casualty Claims	**KRISTINA ALEV** E: Kristina.Alev@MarshMMA.com T: 858-276-9154
Risk & Loss Advisor	**JEFF HULSON** E: Jeff.Hulson@MarshMMA.com T: 858-550-4987
Certificates	**MARGARITA CASILLAS** E: Margarita.Casillas@MarshMMA.com T: 858-768-4080 CA Insurance License #0L68671

SERVICING OFFICE

San Diego	9171 Towne Centre Dr., Ste. 100 San Diego, CA 92122 Phone: (858) 457-3414 / (800) 321-4696 Fax: (858) 452-7530 www.MarshMMA.com

REPORT ALL CLAIMS AND CIRCUMSTANCES TO

Property, Automobile General Legal Liability Educators Legal Liability **IEP Claims	**WRIGHT SPECIALTY** O: Education Claims | Wright Specialty Insurance E: claims@wrightinsurance.com T: 760-815-7670 (Adam Witzmann)
Workers' Compensation	**TRISTAR RISK MANAGEMENT** T: 877-556-5338 F: 858-715-8801 E: MMAPrograms@tristargroup.net
Accident	**CHUBB** T: 800-336-0627 O: https://www.chubb.com/us-en/claims.html
Cyber Liability	**TMHCC** T: 888-627-8995 E: cyberclaims@tmhcc.com

TABLE OF CONTENTS

EXECUTIVE OVERVIEW
- Premium Summary 3
- Marketing Summary 4

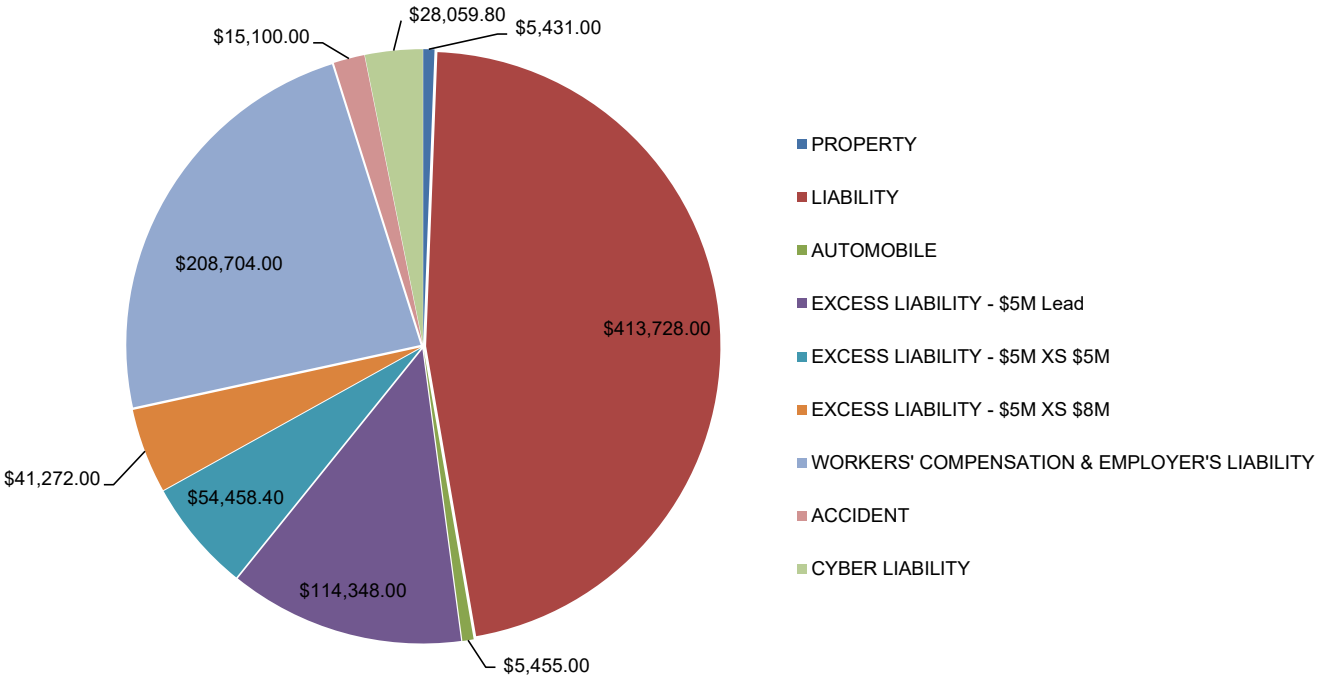
RENEWAL TERMS
- Schedule of Named Insureds & Locations 6
- Coverage Terms & Comparison 7
- Statement of Values 8
- Auto Schedule 12
- Other Coverages for Discussion 21
- Payment Terms 23
- Loss Summary 24
- WSI MVR Guidelines 26

DISCLOSURES
- Surplus Lines Disclosure Notice D1 27
- Compensation Disclosure 29

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page MMA of 3

PREMIUM SUMMARY

COVERAGE	EXPIRING	RENEWAL	CHANGE
POLICY TERM	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
PROPERTY	$ 5,287.00	$ 5,431.00	2.72%
LIABILITY	$ 367,187.00	$ 413,728.00	12.68%
AUTOMOBILE	$ 5,007.00	$ 5,455.00	8.95%
EXCESS LIABILITY - $5M Lead	$ 108,991.00	$ 114,348.00	4.92%
EXCESS LIABILITY - $5M XS $5M	$ 48,067.57	$ 54,458.40	13.30%
EXCESS LIABILITY - $5M XS $8M	$ 40,240.20	$ 41,272.00	2.56%
WORKERS' COMPENSATION & EMPLOYER'S LIABILITY	$ 198,978.00	$ 208,704.00	4.89%
ACCIDENT	$ 19,727.00	$ 15,100.00	-23.46%
CYBER LIABILITY	$ 29,093.66	$ 28,059.80	-3.55%
TOTAL PROGRAM COST	$ 822,578.43	$ 886,556.21	7.78%



MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | NPN 1417417

MARKETING SUMMARY

INSURER	STATUS	AM BEST		PREMIUM	COMMENTS	POLICY FORM
COMMERCIAL PACKAGE (Property, General Liability, Educators Legal Liability)						
American So Home Ins Co (Wright)	**Admitted**	**A+**	**XV**	**$419,159.00**	**Quoted**	**Occurr/Claims Made**
Federal Insurance Co (Chubb)	Admitted	A++	XV		Declined - Exposures	Occurrence
Philadelphia Indemnity Ins Co	Admitted	A++	XV		Pending - Not Expected to Compete	Occurrence
AUTO						
American Family Home Ins Co	**Admitted**	**A+**	**XV**	**$5,455.00**	**Quoted**	**Occurr/Claims Made**
Federal Insurance Co (Chubb)	Admitted	A++	XV		Declined - Exposures	Occurrence
Philadelphia Indemnity Ins Co	Admitted	A++	XV		Pending - Not Expected to Compete	Occurrence
EXCESS LIABILITY						
American So Home Ins Co (Wright)	**Admitted**	**A+**	**XV**	**$114,348.00**	**Quoted - $5M Lead GL, EBL, AUT, LEL, ELL, AML**	**Occurr/Claims Made**
Third Coast Insurance Co	**Non-Admitted**	**A**	**XV**	**$54,458.40**	**Pending - $5M XS $5M GL, EBL, AUT, AML**	**Occurr/Claims Made**
Ascot Specialty Insurance Co	**Non-Admitted**	**A**	**XIV**	**$41,272.00**	**Quoted - $5M XS $8M ELL**	**Claims Made**
Starr Indemnity & Liability Co	Admitted	A	XV	$10,687.00	Quoted - $1M XS $8M ELL	Claims Made
Starr Indemnity & Liability Co	Admitted	A	XV	$15,497.00	Quoted - $2M XS $8M ELL	Claims Made
Federal Insurance Co (Chubb)	Admitted	A++	XV		Declined - Exposures	Occurrence
Philadelphia Indemnity Ins Co	Admitted	A++	XV		Pending - Not Expected to Compete	Occurrence
WORKERS' COMPENSATION & EMPLOYER'S LIABILITY						
Nova Casualty Company	**Admitted**	**A**	**XV**	**$208,704.00**	**Quoted**	**Occurrence**
Cypress Insurance Co (Berkshire)	Admitted	A++	XV		Declined - Can't Compete	Occurrence
Federal Insurance Co (Chubb)	Admitted	A++	XIV		Pending - Not Expected to Compete	Occurrence
Guard Insurance Companies	Admitted	A+	XV	$350,000.00	Indication	Occurrence
Preferred Employers Ins Co	Admitted	A+	XV		Declined - Can't Compete	Occurrence
Technology Insurance Co (AmTrust)	Admitted	A-	XV		Declined - Can't Compete	Occurrence
Zenith Insurance Co	Admitted	A+	XV		Pending - Not Expected to Compete	Occurrence
ACCIDENT						
Federal Insurance Co (Chubb)	**Admitted**	**A++**	**XV**	**$15,100.00**	**Quoted - Students & Volunteers**	**Occurrence**
Philadelphia Indemnity Ins Co	Admitted	A++	XV	$17,196.00	Quoted - Students	Occurrence
Zurich American Insurance Co	Admitted	A+	XV	$15,907.00	Quoted - Students	Occurrence
CYBER LIABILITY						
Houston Casualty Co	**Admitted**	**A++**	**XV**	**$28,059.80**	**Quoted**	**Claims Made**
Arch Specialty Ins Co (Coalition)	Non-Admitted	A+	XV	$28,578.80	Quoted	Claims Made
Ace American Ins Co (Chubb)	Non-Admitted	A++	XV	$30,705.34	Quoted	Claims Made
Allied World Assurance Co	Non-Admitted	A+	XV		Pending - Not Expected to Compete	Claims Made
AxaXL Excess & Surplus Lines Ins Co	Non-Admitted	A+	XV		Declined - Can't Compete	Claims Made
Chaucer Insurance Co DAC (Cowbell)	Non-Admitted	A	XV	$58,162.57	Quoted	Claims Made
Continental Casualty Company	Admitted	A	XV	$40,000.00	Indication - Requires Updated Controls	Claims Made
Philadelphia Indemnity Ins Co	Admitted	A++	XV		Declined - Exposures	Claims Made
Starr Indemnity & Liability Co	Admitted	A	XV		Declined - Exposures	Claims Made

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Marsh & McLennan

MARKETING SUMMARY

AM BEST RATINGS AS OF: 6/1/2026

NON-ADMITTED CARRIER DISCLOSURE NOTICE

Insurer is not admitted or licensed by your home state. As such, insureds under this policy are not protected by any state guaranty fund in the event the insurer becomes insolvent. Surplus Lines taxes and fees may apply and are subject to change based upon respective Home State NRRA regulatory updates.

CLAIMS MADE POLICY

A policy providing coverage that is triggered when a claim is made against the insured during the policy period and after any applicable retroactive/continuation dates stated in the policy. All claims must be reported within a specified time as described in the policy form. Timely reporting is required to minimize claim denial for late notice. Circumstances that may lead to a claim must also be reported within a specified time as described in the policy form. Each carrier has specific claims made wording, please refer to policy form for carrier specific reporting guidelines.

KEY TO AM BEST FINANCIAL STRENGTH RATING

Superior: A++, A+ Excellent: A, A- Very Good: B++, B+

KEY TO AM BEST FINANCIAL SIZE RATING (IN $MILLIONS)

Class I	Up to $1	Class VI	$25 to 50	Class XI	$750 to 1,000
Class II	$1 to 2	Class VII	$50 to 100	Class XII	$1,000 to 1,250
Class III	$2 to 5	Class VIII	$100 to 250	Class XIII	$1,250 to 1,500
Class IV	$5 to 10	Class IX	$250 to 500	Class XIV	$1,500 to 2,000
Class V	$10 to 25	Class X	$500 to 750	Class XV	$2,000 or greater

KEY TO AM BEST OUTLOOK

Positive	Indicates possible rating upgrade due to favorable financial/market trends relative to current rating level.
Stable	Indicates low likelihood of a rating change due to stable financial/market trends.
Negative	Indicates possible rating downgrade due to unfavorable financial/market trends relative to current rating level.

DISCLAIMER

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | MarshMMA.com

SCHEDULE OF NAMED INSUREDS

NAMED INSURED AND MAILING ADDRESS

Blue Ridge Academy
625 W Covina Blvd
San Dimas, CA 91773

SCHEDULE OF NAMED INSUREDS

This is our understanding of your entire list of named insureds. This list may or may not appear on every policy. Each policy should be reviewed to confirm the appropriate list of named insureds.

Blue Ridge Academy

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 30 of 313

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
PROPERTY	**WRIGHT**	**WRIGHT**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
Blanket Business Personal Property	$ 145,000	$ 149,350	3.00%
Computers (Electronic Data Processing)	$ 60,000	$ 60,000	
Business Income	$ 2,000,000	$ 2,000,000	
Extra Expense	$ 2,000,000	$ 2,000,000	
Busines Income - Extended Period of Indemnity	180 Days	180 Days	
Equipment Breakdown	$ 145,000	$ 149,350	3.00%
Ordinance or Law - Undamaged Portion of Building	Included in Bldg	Included in Bldg	
Ordinance or Law - Demolition	$ 1,000,000	$ 1,000,000	
Ordinance or Law - Increased Cost of Construction	$ 1,000,000	$ 1,000,000	
Water Damage (Not Flood Related)	$ 100,000	$ 100,000	
Fine Arts	$ 100,000	$ 100,000	
Employee Theft	$ 1,000,000	$ 1,000,000	
Forgery or Alteration	$ 500,000	$ 500,000	
Theft of Money & Securities - Inside the Premises	$ 250,000	$ 250,000	
Robbery/Safe Burglary - Inside the Premises	$ 100,000	$ 100,000	
Money & Securities - Outside the Premises	$ 250,000	$ 250,000	
Computer Fraud & Funds Transfer Fraud	$ 500,000	$ 500,000	
Money Orders or Fraudulent Impersonation	$ 250,000	$ 250,000	
DEDUCTIBLE			
Property Damage - Each Occurrence - All Other Perils	$ 1,000	$ 1,000	
Business Income	$ -	$ -	
Computers (Electronic Data Processing)	$ 500	$ 500	
Crime	$ 2,500	$ 2,500	
RATING BASIS			
Total Insurable Values	$ 4,205,000	$ 4,209,350	0.10%
Rate for Comparison - per $100 of Values	$ 0.126	$ 0.129	2.62%
Total Annual Premium	**$ 5,287.00**	**$ 5,431.00**	2.72%

Conditions	Premium is Not Auditable	Special Form Coverage Including Theft
	Minimum Earned Premium N/A	No Coinsurance / Agreed Value
	Occurrence Form - Property	Real Property - Replacement Cost
	Loss Sustained Form - Crime	Business Income - Actual Loss Sustained
		Limitation Changes - Interior of Building
Endorsements	Honor Roll Elite Property Enhancement	
	Income Loss Changes for Educational Institutions	
Exclusions	Including But Not Limited To:	Certain Computer Related Losses
	Earthquake or Earth Movement	Contamination or Deterioration
	Earthquake Sprinkler Leakage	Economic or Trade Sanctions
	Flood	Nuclear, Chemical, Biological or Radioactive Hazard
	Mold	War & Military Action
	Asbestos	Utility Services
	Virus or Bacteria	Cyber Incident
	Pre-Existing Damage	Field Act
Subjectivities	Signed Statement of Values	
	Completed Schedule of Insured Contacts	
	Satisfactory Loss Control Survey Within 90 Days of Binding	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 31 of 313

STATEMENT OF VALUES

POLICY TERM: **7/1/26 - 7/1/27**

LOC #	BLDG #	ADDRESS	OCCUPANCY	CONSTRUCTION TYPE	# FLOORS	YEAR BUILT	SQ FEET	SPRINKLERS	ALARMS	BUILDING	PERSONAL PROPERTY	COMPUTERS (EDP)	BI / EE	TOTAL TIV
1	1	33304-33308 Santiago Rd Acton, CA 93510	School	Frame	1	1991	5,906			$ -	$ 46,350	$ 10,000	$ 1,000,000	$ 1,056,350
2	1	625 & 627 W Covina Blvd San Dimas, CA 91773	Adminstration	Frame	1	1951	6,900			$ -	$ 103,000	$ 50,000	$ 1,000,000	$ 1,153,000
Totals							**12,806**			**-**	**149,350**	**60,000**	**2,000,000**	**2,209,350**

Signature of Authorized Representative

Date

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | MarshMMA.com

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
LIABILITY	**WRIGHT**	**WRIGHT**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
GENERAL LIABILITY			
General Aggregate	$ 3,000,000	$ 3,000,000	
Products/Completed Operations Aggregate	$ 3,000,000	$ 3,000,000	
Personal & Advertising Injury	$ 1,000,000	$ 1,000,000	
Each Occurrence	$ 1,000,000	$ 1,000,000	
Damage to Premises Rented to You	$ 1,000,000	$ 1,000,000	
Medical Expense	$ 10,000	$ 10,000	
EMPLOYEE BENEFITS LIABILITY			
Aggregate	$ 2,000,000	$ 2,000,000	
Each Claim	$ 1,000,000	$ 1,000,000	
EDUCATORS LEGAL LIABILITY & EMPLOYMENT PRACTICES LIABILITY			
Aggregate	$ 3,000,000	$ 3,000,000	
Each Claim	$ 1,000,000	$ 1,000,000	
Non-Monetary Defense Expense Aggregate	$ 300,000	$ 300,000	
Non-Monetary Defense Expense Each Claim	$ 100,000	$ 100,000	
LAW ENFORCEMENT LIABILITY & EMPLOYMENT PRACTICES LIABILITY			
Aggregate	$ 3,000,000	$ 3,000,000	
Each Claim	$ 1,000,000	$ 1,000,000	
Non-Monetary Relief Aggregate	$ 100,000	$ 100,000	
ABUSE OR MOLESTATION LIABILITY			
Aggregate	$ 3,000,000	$ 3,000,000	
Each Claim	$ 1,000,000	$ 1,000,000	
Alleged Participant	$ 500,000	$ 500,000	
Special Supplementary Payment	$ 10,000	$ 10,000	
COUNSELING PROFESSIONAL LIABILITY			
Aggregate	$ 3,000,000	$ 3,000,000	
Each Claim	$ 1,000,000	$ 1,000,000	
DEDUCTIBLE			
Each Claim - ELL	$ 50,000	$ 50,000	
Each Claim - EPL	$ 50,000	$ 50,000	
Each Claim - Non-Monetary Defense Expense	$ 50,000	$ 50,000	
RATING BASIS			
Square Footage	12,806	12,806	
Number of Students	6,900	7,365	6.74%
General Liability Premium	**$ 130,450.00**	**$ 149,562.00**	14.65%
Employee Benefits Liability Premium	**$ 120.00**	**$ 166.00**	38.33%
Abuse or Molestation Liability Premium	**$ 41,311.00**	**$ 47,274.00**	14.43%
Educators Legal Liability & Employment Practices Liability	**$ 195,306.00**	**$ 216,726.00**	10.97%
Total Annual Premium	**$ 367,187.00**	**$ 413,728.00**	12.68%

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | [illegible]

COVERAGE TERMS AND COMPARISON

LIABILITY (continued)		
Conditions	Premium is Not Auditable Minimum Earned Premium N/A Occurrence Form - General Liability, Counseling Professional Liability Claims Made Form - Employee Benefits Liability, Educators Legal Liability, Employment Practices Liability, Law Enforcement Liability, Abuse or Molestation Liability Retroactive Date: 7/1/25 EBL, LEL / 7/21/14 ELL, EPL / 7/1/21 AML Defense Costs in Addition to Limits of Coverage Carrier Has Duty to Defend	
Endorsements	Honor Roll Elite General Liability Enhancement Honor Roll Elite Educators Legal Liability Enhancement Crisis Management & Public Relations Expense $300,000 Public Relations Expense From Adverse Event $25,000 Breach of Fiduciary Duty Defense Expenses $100,000	
Exclusions	Including But Not Limited To: Liquor Liability Firearms or Conducted Energy Devices Student Medical Payments Breach of Fiduciary Duty	Electronic Info Security Event w/Limited Bodily Injury Exception Professional Services w/Exception for Student Interns & Certain Medical Services Tuition & Related Costs
Claims Made	Claims under the Employee Benefits Liability and Prior Acts GL coverage of the policy must be submitted by you to the insurer during the policy period, or within a specific number of days as stated in the policy, after the expiration of the policy, for coverage to apply.	
Subjectivities	Completed Schedule of Insured Contacts Satisfactory Loss Control Survey Within 90 Days of Binding	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 34 of 313

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
AUTOMOBILE	**WRIGHT**	**WRIGHT**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
Liability - Bodily Injury & Property Damage - Any Auto	$ 1,000,000	$ 1,000,000	
Passenger Medical Payments - Owned Autos	$ 5,000	$ 5,000	
Uninsured Motorist - Owned Autos	$ 1,000,000	$ 1,000,000	
Towing & Labor - Per Disablement - Owned Autos	$ 50	$ 50	
Rental Reimbursement - Up to 30 Days - Owned Autos	$ 100	$ 100	
Physical Damage - Owned & Hired Autos	ACV	ACV	
DEDUCTIBLE			
Physical Damage - Comprehensive	$ 1,000	$ 1,000	
Physical Damage - Collision	$ 1,000	$ 1,000	
RATING BASIS			
# of Vehicles	1	1	
Average Rate Per Vehicle	$ 5,007	$ 5,455	8.95%
Total Annual Premium	**$ 5,007.00**	**$ 5,455.00**	8.95%

Conditions	Premium is Not Auditable	Defense Costs in Addition to Limits of Liability
	Minimum Earned Premium N/A	Carrier Has Duty to Defend
	Occurrence Form	
Endorsements	Honor Roll Elite Commercial Auto Enhancement	
	Amended Single Physical Damage Deductible for Loss to Multiple Autos From Single Event	
	Broadened Who Is An Insured	
Exclusions	Including but not limited to:	Mold or Fungus
	Terrorism	Workers' Compensation
	Nuclear Energy Liability	War or Military Action
	Communicable Disease	Racing
Subjectivities	Signed WSI MVR Guidelines	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131

VEHICLE SCHEDULE

POLICY TERM: 7/1/26 - 7/1/27

	YEAR	MAKE	MODEL	VIN	ZIP CODE	STATE	COST NEW
1	2018	Mercedes	Sprinter Van	WD3PG3EA4J3440570	91773	CA	$ 30,000
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							

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 36 of 313

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
EXCESS LIABILITY - $5M Lead	**WRIGHT**	**WRIGHT**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
Policy Aggregate	$ 5,000,000	$ 5,000,000	
Each Occurrence	$ 5,000,000	$ 5,000,000	
SELF INSURED RETENTION			
Each Occurrence - Uncovered Underlying Claims	$ -	$ -	
Total Annual Premium	**$ 108,991.00**	**$ 114,348.00**	4.92%

Conditions	Premium is Not Auditable Minimum Earned Premium N/A Occurrence Form - General Liability, Counseling Professional Liability Claims Made Form - Employee Benefits Liability, Educators Legal Liability, Employment Practices Liability, Law Enforcement Liability, Abuse or Molestation Liability Retroactive Date: 7/1/25 EBL, LEL / 7/21/14 ELL, EPL / 7/1/21 AML Defense Costs in Addition to Limits of Coverage Carrier Has Duty to Defend	
Excess of Primary	General Liability Employee Benefits Liability Auto Liability	Law Enforcement Liability Educators Legal Liability Abuse or Molestation Liability Counseling Professional Liability
Exclusions	Including But Not Limited To: Aircraft Liability Asbestos Damage to Real Property	Sublimited Coverages War Nuclear Energy Liability Punitive Damages
Claims Made	Claims under any claims made coverage provided by the policy must be submitted by you to the insurer during the policy period, or within a specific number of days as stated in the policy, after the expiration of the policy, for coverage to apply.	
Subjectivities	None	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | [illegible]

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
EXCESS LIABILITY - $5M XS $5M	**THIRD COAST**	**THIRD COAST**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
Policy Aggregate	$ 5,000,000	$ 5,000,000	
Each Occurrence	$ 5,000,000	$ 5,000,000	
SELF INSURED RETENTION			
Each Occurrence - Uncovered Underlying Claims	$ -	$ -	
Annual Premium	**$ 45,900.00**	**$ 52,530.00**	
Managing General Agent Fee	**$ 250.00**	**$ 250.00**	
Surplus Lines Broker Fee	**$ 450.00**	**$ -**	
Surplus Lines Tax	**$ 1,384.50**	**$ 1,583.40**	
Surplus Lines Stamping Fee	**$ 83.07**	**$ 95.00**	
Total Annual Premium	**$ 48,067.57**	**$ 54,458.40**	13.30%

Conditions	Premium is Not Auditable Minimum Earned Premium 25% Excess Follow Form of Underlying Occurrence Form - General Liability, Counseling Professional Liability Claims Made Form - Employee Benefits Liability, Abuse or Molestation Liability Retroactive Date: 7/1/25 EBL / 7/1/21 AML Defense Costs in Addition to Limits of Coverage Carrier Has Duty to Defend Non-Stacking of Limits	
Excess of Underlying	General Liability Employee Benefits Liability Auto Liability	Abuse or Molestation Liability Counseling Professional Liability
Exclusions	Including But Not Limited To: Nuclear Energy Liability Pollution Fungi or Bacteria Exterior Insulation & Finish Systems (EIFS) Silica or Silica Related Dust Communicable Disease Employment Related Practices Aircraft Liability Asbestos Lead Discrimination Punitive Damages Trade or Economic Sanctions	Perfluoroalkyl and Polyfluoroalkyl Substances (PFAS) Access or Disclosure of Confidential or Personal Info Recording & Distribution of Material or Info in Violation of Law War and Warlike Action Damage to Property in Your Care, Custody, or Control ERISA Police or Law Enforcement Activities Directors & Officers Liability Designated Exposure - Actual or Alleged Errors or Omissions or Breach of Duty Arising out of Discharge or Duties as a School Board or a Board of Education, School District, Elected or Appointed Members, Directors or Trustees Thereof
Claims Made	Claims under this policy must be submitted by you to the insurer during the policy period, or within a specific number of days as stated in the policy, after the expiration of the policy, for coverage to apply.	
Surplus Lines	This policy is quoted with a non-admitted insurance carrier. The insurer is not admitted or licensed by your Home State. As such, insureds under this policy are not protected by any state guaranty fund in the event of the insurer becomes insolvent. Surplus Lines taxes and fees may apply and are subject to change based upon respective Home State NRRA regulatory updates.	
Subjectivities	Signed Acord Application Signed Fraud Statement Signed & Dated TRIA Disclosure Notice Signed & Dated Surplus Lines Disclosure Notice D1	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | NPN 1881388

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
EXCESS LIABILITY - $5M XS $8M	**ASCOT**	**ASCOT**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
Policy Aggregate	$ 5,000,000	$ 5,000,000	
Each Occurrence	$ 5,000,000	$ 5,000,000	
SELF INSURED RETENTION			
Each Occurrence - Uncovered Underlying Claims	$ -	$ -	
Annual Premium	**$ 39,000.00**	**$ 40,000.00**	
Surplus Lines Tax	**$ 1,170.00**	**$ 1,200.00**	
Surplus Lines Stamping Fee	**$ 70.20**	**$ 72.00**	
Total Annual Premium	**$ 40,240.20**	**$ 41,272.00**	2.56%

Conditions	Premium is Not Auditable Minimum Earned Premium 25% Excess Follow Form of Underlying Claims Made Form - Educators Legal Liability Retroactive Date: 7/1/25 Defense Costs Included Within Limits of Coverage Carrier Has Duty to Defend	
Excess of Underlying	Educators Legal Liability	
Exclusions	Including But Not Limited To:	Trade or Economic Sanctions Underlying Exclusions
Claims Made	Claims under any claims made coverage provided by the policy must be submitted by you to the insurer during the policy period, or within a specific number of days as stated in the policy, after the expiration of the policy, for coverage to apply.	
Surplus Lines	This policy is quoted with a non-admitted insurance carrier. The insurer is not admitted or licensed by your Home State. As such, insureds under this policy are not protected by any state guaranty fund in the event of the insurer becomes insolvent. Surplus Lines taxes and fees may apply and are subject to change based upon respective Home State NRRA regulatory updates.	
Subjectivities	Signed & Dated Surplus Lines Disclosure Notice D1	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | NPN 1467567

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
WORKERS' COMPENSATION & EMPLOYER'S LIABILITY	**NOVA**	**NOVA**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
WORKERS' COMPENSATION	Statutory	Statutory	
States Covered	CA, NC	CA, NC	
EMPLOYER'S LIABILITY			
Bodily Injury by Accident – Each Accident	$ 1,000,000	$ 1,000,000	
Bodily Injury by Disease – Policy Limit	$ 1,000,000	$ 1,000,000	
Bodily Injury by Disease – Each Employee	$ 1,000,000	$ 1,000,000	
RATING BASIS			
Experience Modification	DNQ	DNQ	
Estimated Annual Payroll	$ 30,080,909	$ 31,081,700	3.33%
Average Rate for Comparison - per $100 / Payroll	$ 0.66	$ 0.67	1.51%
Estimated Annual Premium	$ 189,435.00	$ 198,419.00	
State Assessments	$ 9,543.00	$ 10,285.00	
Total Estimated Annual Premium	**$ 198,978.00**	**$ 208,704.00**	4.89%

Conditions	Premium is Auditable at Expiration Short Rate Penalty Applies for Mid-Term Cancellations Minimum Earned Premium $645 Defense Costs in Addition to Limits of Coverage Carrier Has Duty to Defend Claims Management Provided by TriStar Risk Management http://www.tristarrisk.com/
Endorsements	Employer's Liability Amendatory Endorsement
Exclusions	Including but not limited to: Monopolistic States: ND, OH, WA, WY Bodily Injury to Flying Crew of Aircraft USL&H Jones Act Volunteers Minors Illegally Employed Punitive or Exemplary Damages Trade or Economic Sanctions
Subjectivities	Signed & Dated Acord Application

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | NPN 1417313

WORKERS' COMPENSATION ANALYSIS

CODE	CLASSIFICATION	NOVA 2025 – 2026			NOVA 2026 – 2027		
		PAYROLL	BASE RATE	PREMIUM	PAYROLL	BASE RATE	PREMIUM
8875	Public Schools-All Employees	$ 30,000,000	$ 1.02	$ 306,000	$ 31,000,000	$ 1.22	$ 378,200
8810	Clerical Office Employees	$ 80,909	$ 0.08	$ 65	$ 81,700	$ 0.30	$ 245
	Estimated Manual Premium			$ 306,065			$ 378,445
	Increased Employer's Liability			$ 6,426			$ 7,947
	Waiver of Subrogation			$ -			$ 500
	Tier Rating Factor		25%	$ (76,500)		25%	$ (94,611)
	Scheduled Rating Factor		15%	$ (35,389)		28%	$ (81,839)
	Premium Discount		8.7%	$ (17,447)		8.8%	$ (18,519)
	Terrorism			$ 6,280			$ 6,496
	Estimated Annual Premium			$ 189,435			$ 198,419
	Taxes & Assessments			$ 9,543			$ 10,285
Total Premium & Fees				**$ 198,978**			**$ 208,704**

PAYROLL & EXPERIENCE MOD COMPARISON	2025 – 2026	2026 – 2027	% CHANGE
Total Payroll	$ 30,080,909	$ 31,081,700	3.3%
Rate per $100 Payroll	$ 0.66	$ 0.67	1.5%

BASE RATE COMPARISON		2025 – 2026	2026 – 2027	% CHANGE
8875	Public Schools-All Employees	$ 1.02	$ 1.22	19.6%

NET RATE COMPARISON (INCLUDING TAXES & FEES)		2025 – 2026	2026 – 2027	% CHANGE
8875	Public Schools-All Employees	$ 0.66	$ 0.67	1.5%

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | NPN 1411813

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
ACCIDENT	**PHILADELPHIA**	**CHUBB**	
Coverage Term	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
Policy Aggregate	$ 500,000	$ 500,000	
Accidental Death	$ 25,000	$ 25,000	
Accidental Dismemberment	$ 50,000	$ 50,000	
Accidental Paralysis	$ 50,000	$ 50,000	
Accident Medical Expense	$ 50,000	$ 50,000	
DEDUCTIBLE			
Each Accident	$ -	$ -	
Total Annual Premium	**$ 19,727.00**	**$ 15,100.00**	-23.46%
Conditions	Covering all registered students and all volunteers of the policyholder during covered activities and volunteer duties Premium is Not Auditable Minimum Earned Premium $300 Occurrence Form - Full Excess		
Exclusions	Including but not limited to: Owned Aircraft, Leased Aircraft or Operated Aircraft Aircraft Pilot or Crew Disease or Illness Felony Intoxication and Narcotics Rocket Propelled or Rocket Launched Conveyance Service in the Armed Forces Specialized Aviation Suicide or Intentional Injury War		
Subjectivities	None		

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Marsh & McLennan Agency

COVERAGE TERMS AND COMPARISON

	EXPIRING	RENEWAL	CHANGE
CYBER LIABILITY	**HCC**	**HCC**	
COVERAGE TERM	7/1/25 - 7/1/26	7/1/26 - 7/1/27	
POLICY AGGREGATE LIMIT OF LIABILITY	$ 5,000,000	$ 5,000,000	
FIRST PARTY LIABILITY			
Breach Event Costs	$ 5,000,000	$ 5,000,000	
Post Breach Remediation Costs	$ 25,000	$ 25,000	
Reputational Harm	$ 5,000,000	$ 5,000,000	
System Failure	$ 5,000,000	$ 5,000,000	
Dependent System Failure	$ 5,000,000	$ 5,000,000	
Cyber Extortion	$ 5,000,000	$ 5,000,000	
Bricking Costs / Hardware Replacement Costs	$ 5,000,000	$ 5,000,000	
Court Attendance Costs	$ 25,000	$ 25,000	
Additional Defense Costs	$ -	$ -	
THIRD PARTY LIABILITY			
Data & Network Liability	$ 5,000,000	$ 5,000,000	
Regulatory Defense & Penalties	$ 5,000,000	$ 5,000,000	
Payments Cards Liabilities & Costs	$ 5,000,000	$ 5,000,000	
Media Liability	$ 5,000,000	$ 5,000,000	
Bodily Injury	$ 250,000	$ 250,000	
Property Damage	$ 50,000	$ 50,000	
Telephone Consumer Protection Act Defense Costs	$ 50,000	$ 50,000	
Biometric Claims	$ 250,000	$ 250,000	
E-CRIME			
Financial Fraud	$ 250,000	$ 250,000	
Telecommunications & Utilities Fraud	$ 250,000	$ 250,000	
Insured Phishing Fraud	$ 250,000	$ 250,000	
Client Phishing Fraud	$ 250,000	$ 250,000	
Criminal Reward	$ 50,000	$ 50,000	
Deepfake Response	$ -	$ 250,000	100.00%
DEDUCTIBLE			
Each Incident, Claim or Loss	$ 25,000	$ 25,000	
Waiting Period - Business Interruption	8 Hours	8 Hours	
Waiting Period - Dependent Business Interruption	12 Hours	12 Hours	
Waiting Period - Reputational Harm	14 Days	14 Days	
Aggregate Deductible	$ 75,000	$ 75,000	
RATING BASIS			
Revenues	$ 94,605,000	$ 108,991,039	15.21%
Rate for Comparison - per $1,000 of Revenue	$ 0.308	$ 0.257	-16.28%
Annual Premium	**$ 28,002.00**	**$ 27,000.00**	
Carrier Policy Fee	**$ 195.00**	**$ 195.00**	
Surplus Lines Tax	**$ 845.91**	**$ 815.85**	
Surplus Lines Stamping Fee	**$ 50.75**	**$ 48.95**	
Total Annual Premium	**$ 29,093.66**	**$ 28,059.80**	-3.55%

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page MMA of 31

COVERAGE TERMS AND COMPARISON

CYBER LIABILITY (continued)		
Conditions	Premium is Not Auditable at Expiration Minimum Earned Premium N/A Claims Made Form Full Prior Acts 70% Settlement Clause	Carrier Has Duty to Defend and Right to Appoint Counsel Defense Costs Within Limits of Coverage Defense costs incurred before notice of claim to insurer, without insurer's written approval or by unapproved counsel may not be paid
Endorsements	Independent Contractors as Employees	
Exclusions	Including but not limited to: Prior Knowledge Privacy Law & Tracking Unlawful Collection of Data Nuclear Incident	Antitrust War & Cyber War False Advertising Pollution
Claims Made	Claims under this policy must be submitted by you to the insurer during the policy period, or within a specific number of days as stated in the policy, after the expiration of the policy, for coverage to apply.	
Surplus Lines	This policy is quoted with a non-admitted insurance carrier. The insurer is not admitted or licensed by your Home State. As such, insureds under this policy are not protected by any state guaranty fund in the event of the insurer becomes insolvent. Surplus Lines taxes and fees may apply and are subject to change based upon respective Home State NRRA regulatory updates.	
24/7 Breach Hotline	888-627-8995 cyberclaims@tmhcc.com	
Subjectivities	Signed & Dated Surplus Lines Disclosure Notice D1	

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page MMA of 31

OTHER COVERAGES FOR DISCUSSION

This information has been prepared using an insurance coverage checklist. These items represent some of the possible gaps or deficiencies in the coverage currently provided

PROPERTY

Unnamed Locations Coverage – Locations not scheduled on the policy, where property coverage may be necessary.
Business Income / Extra Expense – Determine adequate limits of each by use of a Business Income worksheet.
Agreed Amount / Waiver of Coinsurance – With a signed Statement of Values, coinsurance penalties can be avoided.
Building Ordinance Coverage – **Sufficient Limits** – Covers costs to repair and/or rebuild to current building codes including Increased Cost of Construction and Demolition.
Earthquake / Flood / Wind – Perils typically excluded from Property policy.
Blanket Limits – All locations share the blanket limit to avoid being underinsured at any given location.
Change in Temperature – Coverage provided for property that is temperature sensitive in nature. (spoilage)

INLAND MARINE

Rented Equipment – Sublimit of insurance designed to cover temporarily rented equipment.
Computer Equipment / Media – Additional coverage grant designed to specifically cover your electronic data processing equipment and software including additional expenses for data restoration.
Installation – Covers your property while on a job site while awaiting final installation and release to job owner.
Tools / Equipment – Covers your tools and equipment whether on or off premises, can also be extended to employee owned tools.

MISCELLANEOUS LIABILITY

Workplace Violence – 1st and 3rd party liability related to acts of workplace violence and deadly weapon events, including business interruption and extra expense, temporary security staff, public relations, counseling and crisis management, victim emergency medical care and victim death/funeral benefits.
Watercraft / Aircraft – Owned watercraft and aircraft typically excluded from the General Liability policy.
Pollution Legal Liability – Damage and costs of pollution cleanup are typically excluded or covered on a very limited basis on the General Liability policy.
Storage Tanks (above and under ground) – Separate policy is required for this coverage for Pollution Legal Liability and Cleanup.
Professional Liability / Errors & Omissions – Coverage for financial loss for which you are legally liable due to your professional services is typically excluded on the General Liability policy; separate coverage is required.
Foreign Difference in Conditions – Coverage for foreign exposures including Property, GL, Auto, Workers'
Privacy Liability Network Security – First and Third party coverage for theft of personal information and/or security breaches.
Product Recall – Insurance that covers expenses associated with recalling a product from the market.
Trade Credit Insurance – Protects sellers of goods and services on **credit** against the risk of customer non-payment due to customer insolvency, protracted default, political events, or acts of war that prevent contract performance.

AUTOMOBILE

Drive Other Car Coverage – Extends coverage to specifically named drivers who rely solely on the Business Auto policy for coverage when they are driving vehicles not scheduled in the policy.
Hired and Non-owned Liability – Provides coverage to the Named Insured for autos used in the course of business that are not owned by the business, i.e. hired / rented temporarily or owned by employees.
Hired Auto Physical Damage – Physical Damage for a hired / rented vehicles. (verify carrier's coverage grant when vehicles are rented by someone other than "insured," such as an employee)
Loss of Use – Coverage pays for Rental company's loss of use of a vehicle rented by you if damaged.

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | [illegible]

OTHER COVERAGES FOR DISCUSSION

WORKERS' COMPENSATION

Foreign Voluntary Compensation – Supplemental WC coverage when employees are outside the policy coverage territory. See Foreign DIC.
Defense Base Act – Federal Act requires employers to provide WC coverage with enhanced benefits to those employees working on military bases as defined by the Act.
U.S. Longshoremen & Harborworkers – Federal Act requires employers to provide WC coverage with enhanced benefits to those employees working on or about U.S. navigable waterways as defined by the Act.
Jones Act – Federal Act requires employers to provide WC coverage with enhanced benefits to those employees working on or about vessels as defined by the Act.
Business Travel Accident – Supplemental coverage for employees while on business travel.

EXECUTIVE RISK

Directors & Officers Liability – Provides financial protection for Directors & Officers in the event they are sued in conjunction with the performance of their duties on behalf of the company and stakeholders.
Fiduciary Liability – Liability for those accused of wrongdoing in their capacity as a fiduciary, related to ERISA plans.

Employment Practices Liability – Coverage for Wrongful Termination, Sexual Harassment, Discrimination and other Wrongful employment practices. Third Party is available.
Kidnap / Ransom – Coverage provided in the event of kidnapping, extortion and various threats against the company and its employees.

CRIME

Employee Dishonesty – Coverage for theft from the Company, committed by your Employees.
Third Party Coverage – Coverage for theft from a Client / Third Party by your Employee.
Forgery / Alteration – Additional coverage grant in the Crime policy affording coverage specifically relating to forgery or alteration.
Money & Securities – **Inside & Outside Premises** – Additional coverage grant in the Crime policy affording coverage specifically relating to money and securities whether on premises or in transit.
Electronic Funds Transfer – An electronic, telegraphic, cable, teletype or telephone instruction fraudulently transmitted to a Financial Institution.
Computer Fraud – Coverage for loss from damage to Money, Securities and Other Property fraudulently transferred from inside the Premises or Bank to another person or place outside the Premises or Bank.
Social Engineering - Fraudulent instructions by outside party resulting in fraudulent transfer of money.
ERISA – Coverage for theft of Money, Securities and Other Property from covered Employee Benefits Plans. Also used to satisfy ERISA bond requirements.

EXCESS LIABILITY

Explore additional limits

MarshMcLennan Agency
This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 46 of 313

PAYMENT TERMS

COVERAGE	PAYMENT PLAN	DEPOSIT	INSTALLMENT	BILL TYPE
Commercial Package	4 Equal Quarterly Installments	$ 104,789.75	$ 104,789.75	Agency
Automobile	4 Equal Quarterly Installments	$ 1,363.75	$ 1,363.75	Agency
Excess Liability - $5M Lead	4 Equal Quarterly Installments	$ 28,587.00	$ 28,587.00	Agency
Excess Liability - $5M XS $5M	Annual	$ 54,458.40	$ -	Agency
Excess Liability - $5M XS $8M	Annual	$ 41,272.00	$ -	Agency
Workers' Compensation	20% Deposit + 9 Equal Monthly Installments	$ 49,971.00	$ 17,637.00	Agency
Accident	Annual	$ 15,100.00	$ -	Carrier
Cyber Liability	Annual	$ 28,059.80	$ -	Agency
Total Deposit and Installments		**$ 323,601.71**	**$ 152,377.50**	

Premium finance options are available through First Insurance Funding.

Carrier Bill Policies: Notices you receive from your insurer regarding past due premiums or cancellation due to non-payment of premium shall be considered notice from Marsh & McLennan Agency LLC (MMA). As a matter of general practice, MMA does not provide notice of a potential lapse of coverage due to non-payment of premium to clients where coverage is written on a direct bill basis.

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 47 of 313

LOSS SUMMARY

PROPERTY

POLICY TERM	CARRIER	ANNUAL PREMIUM	CLAIMS			LOSSES			LOSS RATIO	VALUATION DATE
			OPEN	CLOSED	TOTAL	PAID	RESERVES	TOTAL INCURRED		
7/1/25 - 7/1/26	Wright	$ 5,287	0	0	0	$ -	$ -	$ -	0%	5/6/26
7/1/24 - 7/1/25	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/23 - 7/1/24	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/22 - 7/1/23	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/21 - 7/1/22	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
Totals		**$ 5,287**				**$ -**	**$ -**	**$ -**		

LIABILITY

POLICY TERM	CARRIER	ANNUAL PREMIUM	CLAIMS			LOSSES			LOSS RATIO	VALUATION DATE
			OPEN	CLOSED	TOTAL	PAID	RESERVES	TOTAL INCURRED		
7/1/25 - 7/1/26	Wright	$ 367,187	1	2	3	$ -	$ 10,000	$ 10,000	3%	5/6/26
7/1/24 - 7/1/25	CharterSafe		0	3	3	$ 6,698	$ -	$ 6,698		4/23/26
7/1/23 - 7/1/24	CharterSafe		0	4	4	$ 2,587	$ -	$ 2,587		4/23/26
7/1/22 - 7/1/23	CharterSafe		0	4	4	$ 5,076	$ -	$ 5,076		4/23/26
7/1/21 - 7/1/22	CharterSafe		0	8	8	$ 62,686	$ -	$ 62,686		4/23/26
Totals		**$ 367,187**				**$ 77,046**	**$ 10,000**	**$ 87,046**		

AUTOMOBILE

POLICY TERM	CARRIER	ANNUAL PREMIUM	CLAIMS			LOSSES			LOSS RATIO	VALUATION DATE
			OPEN	CLOSED	TOTAL	PAID	RESERVES	TOTAL INCURRED		
7/1/25 - 7/1/26	Wright	$ 5,007	0	0	0	$ -	$ -	$ -	0%	5/6/26
7/1/24 - 7/1/25	CharterSafe		0	1	1	$ 1,653	$ -	$ 1,653		4/23/26
7/1/23 - 7/1/24	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/22 - 7/1/23	CharterSafe		0	1	1	$ -	$ -	$ -	0%	4/23/26
7/1/21 - 7/1/22	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
Totals		**$ 5,007**				**$ 1,653**	**$ -**	**$ 1,653**		

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

POLICY TERM	CARRIER	ANNUAL PREMIUM	CLAIMS			LOSSES			LOSS RATIO	VALUATION DATE
			OPEN	CLOSED	TOTAL	PAID	RESERVES	TOTAL INCURRED		
7/1/25 - 7/1/26	Nova	$ 189,435	0	0	0	$ -	$ -	$ -	0%	5/1/26
7/1/24 - 7/1/25	CharterSafe		0	2	2	$ 9,102	$ -	$ 9,102		4/23/26
7/1/23 - 7/1/24	CharterSafe		4	0	4			$ 98,928		4/23/26
7/1/22 - 7/1/23	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/21 - 7/1/22	CharterSafe		0	2	2	$ 4,314	$ -	$ 4,314		4/23/26
Totals		**$ 189,435**				**$ 13,416**	**$ -**	**$ 112,344**		

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | [illegible]

LOSS SUMMARY (continued)

ACCIDENT

POLICY TERM	CARRIER	ANNUAL PREMIUM	CLAIMS			LOSSES			LOSS RATIO	VALUATION DATE
			OPEN	CLOSED	TOTAL	PAID	RESERVES	TOTAL INCURRED		
7/1/25 - 7/1/26	Philadelphia	$ 19,727	0	0	0	$ -	$ -	$ -	0%	4/31/26
7/1/24 - 7/1/25	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/23 - 7/1/24	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/22 - 7/1/23	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/21 - 7/1/22	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
Totals		**$ 19,727**				**$ -**	**$ -**	**$ -**	0%	

CYBER LIABILITY

POLICY TERM	CARRIER	ANNUAL PREMIUM	CLAIMS			LOSSES			LOSS RATIO	VALUATION DATE
			OPEN	CLOSED	TOTAL	PAID	RESERVES	TOTAL INCURRED		
7/1/25 - 7/1/26	Houston Casualty	$ 28,002	0	0	0	$ -	$ -	$ -	0%	4/24/26
7/1/24 - 7/1/25	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/23 - 7/1/24	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/22 - 7/1/23	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
7/1/21 - 7/1/22	CharterSafe		0	0	0	$ -	$ -	$ -	0%	4/23/26
Totals		**$ 28,002**				**$ -**	**$ -**	**$ -**	0%	

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 49 of 313

WSI MVR GUIDELINES

Number of minor violations	Number of At-Fault Accidents				
		0	1	2	3
	0	Clear	Acceptable	Borderline	Unacceptable
	1	Acceptable	Borderline	Unacceptable	Unacceptable
	2	Borderline	Unacceptable	Unacceptable	Unacceptable
	3 or more	Unacceptable	Unacceptable	Unacceptable	Unacceptable
	Any major violations	Unacceptable	Unacceptable	Unacceptable	Unacceptable

Major Violations (within last five years of violation date) include:

- A violation in connection with a fatal accident.
- Any felony involving the use of an automobile.
- Driving under a suspended, revoked, or expired license
- Driving under the influence of drugs or alcohol and/or the refusal to take a blood/breath test.
- Fleeing or attempting to elude the police; failure to stop and report an accident in which the driver was involved.
- Negligent vehicular homicide.
- Operating a motor vehicle without the owner's permission.
- Permitting an unlicensed person to drive.
- Reckless, negligent, careless driving or racing.
- Speeding in excess of 20 mph over the speed limit.

The following are not considered as a violation:

- Defective equipment (lights, brakes, etc.)
- Oversize or over weight
- Seatbelt violations

Borderline Drivers

Borderline drivers include "borderline" situations as noted in the above chart and the following:

- Past suspensions with reinstatements shown on the MVR.
- Drivers 18-21 with one or more violations/accidents within the last three years.

***Compliance with the guidelines above is a condition of the Commercial Automobile Policy if bound. Sign below to acknowledge receipt and indicate the status of compliance.**

MVR guidelines are currently in place that are in compliance with WSI MVR Guidelines ☐
MVR guidelines will be implemented that are in compliance with WSI MVR Guidelines ☐

_____ _____

Signature Date

SURPLUS LINES DISCLOSURE NOTICE | D-1 (Effective January 1, 2020)

1. THE INSURANCE POLICY THAT YOU ARE APPLYING TO PURCHASE IS BEING ISSUED BY AN INSURER THAT IS NOT LICENSED BY THE STATE OF CALIFORNIA. THESE COMPANIES ARE CALLED "NONADMITTED" OR "SURPLUS LINE" INSURERS.

2. THE INSURER IS NOT SUBJECT TO THE FINANCIAL SOLVENCY REGULATION AND ENFORCEMENT THAT APPLY TO CALIFORNIA LICENSED INSURERS.

3. THE INSURER DOES NOT PARTICIPATE IN ANY OF THE INSURANCE GUARANTEE FUNDS CREATED BY CALIFORNIA LAW. THEREFORE, THESE FUNDS WILL NOT PAY YOUR CLAIMS OR PROTECT YOUR ASSETS IF THE INSURER BECOMES INSOLVENT AND IS UNABLE TO MAKE PAYMENTS AS PROMISED.

4. THE INSURER SHOULD BE LICENSED EITHER AS A FOREIGN INSURER IN ANOTHER STATE IN THE UNITED STATES OR AS A NON-UNITED STATES (ALIEN) INSURER. YOU SHOULD ASK QUESTIONS OF YOUR INSURANCE AGENT, BROKER, OR "SURPLUS LINE" BROKER OR CONTACT THE CALIFORNIA DEPARTMENT OF INSURANCE AT THE TOLL-FREE NUMBER 1-800-927-4357 OR INTERNET WEBSITE WWW.INSURANCE.CA.GOV. ASK WHETHER OR NOT THE INSURER IS LICENSED AS A FOREIGN OR NON-UNITED STATES (ALIEN) INSURER AND FOR ADDITIONAL INFORMATION ABOUT THE INSURER. YOU MAY ALSO VISIT THE NAIC'S INTERNET WEBSITE AT WWW.NAIC.ORG. THE NAIC—THE NATIONAL ASSOCIATION OF INSURANCE COMMISSIONERS—IS THE REGULATORY SUPPORT ORGANIZATION CREATED AND GOVERNED BY THE CHIEF INSURANCE REGULATORS IN THE UNITED STATES.

5. FOREIGN INSURERS SHOULD BE LICENSED BY A STATE IN THE UNITED STATES AND YOU MAY CONTACT THAT STATE'S DEPARTMENT OF INSURANCE TO OBTAIN MORE INFORMATION ABOUT THAT INSURER. YOU CAN FIND A LINK TO EACH STATE FROM THIS NAIC INTERNET WEBSITE: HTTPS://NAIC.ORG/STATE_WEB_MAP.HTM.

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131

6. FOR NON-UNITED STATES (ALIEN) INSURERS, THE INSURER SHOULD BE LICENSED BY A COUNTRY OUTSIDE OF THE UNITED STATES AND SHOULD BE ON THE NAIC'S INTERNATIONAL INSURERS DEPARTMENT (IID) LISTING OF APPROVED NONADMITTED NON-UNITED STATES INSURERS. ASK YOUR AGENT, BROKER, OR "SURPLUS LINE" BROKER TO OBTAIN MORE INFORMATION ABOUT THAT INSURER.

7. CALIFORNIA MAINTAINS A "LIST OF APPROVED SURPLUS LINE INSURERS (LASLI)." ASK YOUR AGENT OR BROKER IF THE INSURER IS ON THAT LIST, OR VIEW THAT LIST AT THE INTERNET WEBSITE OF THE CALIFORNIA DEPARTMENT OF INSURANCE: WWW.INSURANCE.CA.GOV/01-CONSUMERS/120-COMPANY/07LASLI/LASLI.CFM.

8. IF YOU, AS THE APPLICANT, REQUIRED THAT THE INSURANCE POLICY YOU HAVE PURCHASED BE EFFECTIVE IMMEDIATELY, EITHER BECAUSE EXISTING COVERAGE WAS GOING TO LAPSE WITHIN TWO BUSINESS DAYS OR BECAUSE YOU WERE REQUIRED TO HAVE COVERAGE WITHIN TWO BUSINESS DAYS, AND YOU DID NOT RECEIVE THIS DISCLOSURE FORM AND A REQUEST FOR YOUR SIGNATURE UNTIL AFTER COVERAGE BECAME EFFECTIVE, YOU HAVE THE RIGHT TO CANCEL THIS POLICY WITHIN FIVE DAYS OF RECEIVING THIS DISCLOSURE. IF YOU CANCEL COVERAGE, THE PREMIUM WILL BE PRORATED AND ANY BROKER'S FEE CHARGED FOR THIS INSURANCE WILL BE RETURNED TO YOU.

Date: _____

Insured: _____

D-1 (Effective January 1, 2020)

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131

Marsh & McLennan Insurance Agency LLC
www.marshmma.com
CA Insurance Lic. 0H18131

COMPENSATION DISCLOSURE

Marsh & McLennan Agency LLC dba Marsh & McLennan Insurance Agency LLC ("MMA") prides itself on being an industry leader in the area of transparency and compensation disclosure. We believe you should understand how we are paid for the services we are providing to you. We are committed to compensation transparency and to disclosing to you information that will assist you in evaluating potential conflicts of interest.

As a professional insurance producer, MMA and its subsidiaries facilitate the placement of insurance coverage on behalf of our clients. As an independent insurance agent, MMA may have authority to obligate an insurance company on behalf of our clients and as a result, we may be required to act within the scope of the authority granted to us under our contract with the insurer. In accordance with industry custom, we are compensated either through commissions that are calculated as a percentage of the insurance premiums charged by insurers, or fees agreed to with our clients.

MMA engages with clients on behalf of itself and in some cases as agent on behalf of its non-US affiliates with respect to the services we may provide. For a list of our non-US affiliates, please visit: https://mma.marshmma.com/non-us-affiliates . In those instances, MMA will bill and collect on behalf of the non-US Affiliates amounts payable to them for placements made by them on your behalf and remit to them any such amounts collected on their behalf;

MMA receives compensation through one or a combination of the following methods:

· **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client. If MMA places business through an affiliated wholesale broker or managing general agent, MMA will advise the client of this at or prior to placement.

· **Client Fees** – Some clients may negotiate a fee for MMA's services in lieu of, or in addition to, retail commissions paid by insurance companies. Fee agreements are in writing, typically pursuant to a Client Service Agreement, which sets forth the services to be provided by MMA, the compensation to be paid to MMA, and the terms of MMA's engagement. The fee may be collected in whole, or in part, through the crediting of retail commissions collected by MMA for the client's placements.

· **Contingent Commissions** – Many insurers agree to pay contingent commissions to insurance producers who meet set goals for all or some of the policies the insurance producers place with the insurer during the current year. The set goals may include volume, profitability, retention and/or growth thresholds. Because the amount of contingent commission earned may vary depending on factors relating to an entire book of business over the course of a year, the amount of contingent commission attributable to any given policy typically will not be known at the time of placement.

· **Supplemental Commissions** – Certain insurers and wholesalers agree to pay supplemental commissions, which are based on an insurance producer's performance during the prior year. Supplemental commissions are paid as a percentage of premium that is set at the beginning of the calendar year. This percentage remains fixed for all eligible policies written by the insurer during the ensuing year. Unlike contingent commissions, the amount of supplemental commission is known at the time of insurance placement. Like contingent commissions, they may be based on volume, profitability, retention and/or growth.

· **Wholesale Broking Commissions** – Sometimes MMA acts as a wholesale insurance broker. In these placements, MMA is engaged by a retail agent that has the direct relationship with the insured. As the wholesaler, MMA may have specialized expertise, access to surplus lines markets, or access to specialized insurance facilities that the retail agent does not have. In these transactions, the insurer typically pays a commission that is divided between the retail and wholesale broker pursuant to arrangements made between them.

· **Medallion Program and Sponsorships** –Pursuant to MMA's Medallion Program, participating carriers sponsor educational programs, MMA events and other initiatives. Depending on their sponsorship levels, participating carriers are invited to attend meetings and events with MMA executives, have the opportunity to provide education and training to MMA colleagues and receive data reports from MMA. Insurers may also sponsor other national and regional programs and events.

· **Other Compensation & Sponsorships** – – From time to time, MMA may be compensated by insurers for providing administrative services on behalf of those insurers. Such amounts are typically calculated as a percentage of premium or are based on the number of insureds. Additionally, insurers may sponsor MMA training programs and events. MMA may also have arrangements with vendors who compensate MMA for referring clients for vendor services.

We will be pleased to provide you additional information about our compensation and information about alternative quotes upon your request. For more detailed information about the forms of compensation we receive please refer to our Marsh & McLennan Agency Compensation Guide at https://www.marshmma.com/us/compensation-guide.html

MMA's aggregate liability arising out of or relating to any services on your account shall not exceed ten million dollars ($10,000,000), and in no event shall we be liable for any indirect, special, incidental, consequential or punitive damages or for any lost profits or other economic loss arising out of or relating to such services. In addition, you agree to waive your right to a jury trial in any action or legal proceeding arising out of or relating to such services. The foregoing limitation of liability and jury waiver shall apply to the fullest extent permitted by law.

We appreciate your business!

MarshMcLennan Agency

This document is for presentation purposes only. The precise coverage afforded is subject to the terms, conditions and exclusions of the policies as issued. Marsh & McLennan Insurance Agency LLC makes no representations, either expressed or implied, as to the adequacy of any limits of protection. Determination of the adequacy of the limits of protection is your responsibility. CA Insurance Lic. 0H18131 | Page 53 of 313



Marsh & McLennan Insurance Agency LLC
9171 Towne Centre Dr., Ste. 100
San Diego, CA 92122
Phone: (858) 457-3414 / (800) 321-4696
Fax: (858) 452-7530
www.MarshMMA.com

This document is not intended to be taken as advice regarding any individual situation and should not be relied upon as such. Marsh & McLennan Agency LLC shall have no obligation to update this publication and shall have no liability to you or any other party arising out of this publication or any matter contained herein. Any statements concerning actuarial, tax, accounting or legal matters are based solely on our experience as consultants and are not to be relied upon as actuarial, accounting, tax or legal advice, for which you should consult your own professional advisors. Any modeling analytics or projections are subject to inherent uncertainty and the analysis could be materially affected if any underlying assumptions, conditions, information or factors are inaccurate or incomplete or should change. d/b/a in California as Marsh & McLennan Insurance Agency LLC; CA Insurance Lic: 0H18131. Copyright © 2021 Marsh & McLennan Agency LLC. All rights reserved. MarshMMA.com

CHARTER IMPACT

Blue Ridge Academy

Monthly Financial Presentation

As of May 31, 2026

BLUE RIDGE ACADEMY – Highlights

- Budget process in the Legislature is largely complete. There are still some items related to Education and Prop 98 funding that are still up for debate.
- Current Surplus forecasted to be about $4.66 million

SB740 Compliance Notes

40/80 Compliance ✓

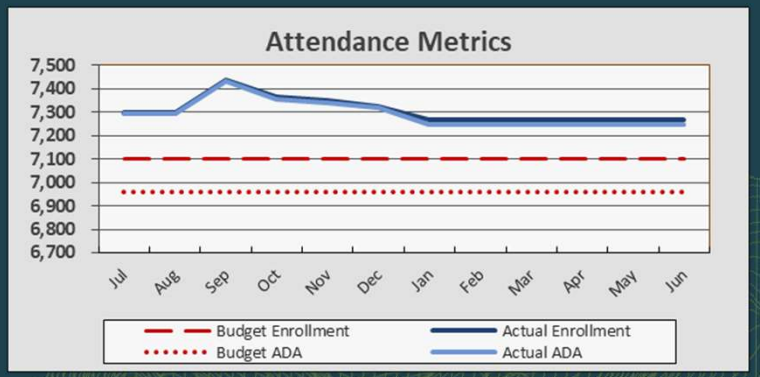
Cert.	Instr.
53.5%	85.9%
14,461,893	6,345,439

Pupil-Teacher Ratio ✓

Pupil:Teacher Ratio
19.83 :1

BLUE RIDGE ACADEMY – Data Metrics

Enrollment & Per Pupil Data			
	Actual	**Forecast**	**Budget**
Average Enrollment	*7306*	*7286*	*7100*
ADA	*7291*	*7236*	*6958*
Attendance Rate	*99.8%*	*99.3%*	*98.0%*
Unduplicated %	*39.7%*	*39.7%*	*41.1%*
Revenue per ADA		*$14,773*	*$14,530*
Expenses per ADA		*$14,128*	*$14,157*



BLUE RIDGE ACADEMY - Revenue

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 72,756,805	$ 70,642,552	$ 2,114,253	$ 89,663,208	$ 86,216,912	$ 3,446,296
Federal Revenue	9,226	-	9,226	1,139,550	1,155,596	(16,046)
Other State Revenue	13,459,668	10,334,646	3,125,022	15,682,373	13,727,218	1,955,155
Other Local Revenue	406,677	-	406,677	415,903	-	415,903
Total Revenue	**$ 86,632,376**	**$ 80,977,198**	**$ 5,655,178**	**$ 106,901,034**	**$ 101,099,726**	**$ 5,801,308**

- LCFF Revenues higher due to increases in ADA compared to budget
- Federal Revenue lower due to lower $ amounts per ADA
- Other State Revenues higher due to increases in Restricted Revenue Recognition. However, the amount of Restricted Revenue available is dropping quickly.
- Local Revenue due to Insurance Reimbursements and Federal Payroll Tax refunds

BLUE RIDGE ACADEMY - Expenses

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Expenses						
Certificated Salaries	$ 34,363,568	$ 34,248,800	$ (114,768)	$ 37,500,557	$ 37,362,328	$ (138,229)
Classified Salaries	6,263,736	6,133,551	(130,185)	6,866,544	6,691,147	(175,397)
Benefits	15,224,785	15,729,218	504,433	16,604,688	17,150,024	545,337
Books and Supplies	8,897,724	8,677,842	(219,883)	9,847,648	9,572,999	(274,650)
Subagreement Services	23,063,546	18,774,951	(4,288,595)	24,111,835	20,721,634	(3,390,201)
Operations	1,379,646	1,230,038	(149,607)	1,486,217	1,341,860	(144,357)
Facilities	167,714	183,722	16,008	183,487	200,424	16,937
Professional Services	5,764,352	4,913,060	(851,292)	5,635,054	5,461,122	(173,932)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	**$ 95,125,071**	**$ 89,891,183**	**$ (5,233,888)**	**$ 102,236,030**	**$ 98,501,537**	**$ (3,734,493)**

- Subagreement Services largely higher due to Student Spend amounts offset by lower amounts spent for Books and Supplies.
- Operations Expenses higher due to higher General Liability Insurance.
- Professional Services higher due to Special Activities as a part of the Student Spend.

BLUE RIDGE ACADEMY - Fund Balance

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Total Surplus(Deficit)	**$ (8,492,695)**	**$ (8,913,985)**	**$ 421,290**	**$ 4,665,004**	**$ 2,598,189**	**$ 2,066,815**
Beginning Fund Balance	13,750,118	13,750,118		13,750,118	13,750,118	
Ending Fund Balance	**$ 5,257,423**	**$ 4,836,133**		**$ 18,415,122**	**$ 16,348,307**	
As a % of Annual Expenses	*5.1%*	*4.9%*		*18.0%*	*16.6%*	

- Projected current year-end surplus represents about 4.56% of annual expenses.
- Total Fund Balance projected to be 18.0%.

BLUE RIDGE ACADEMY - Cash Balance

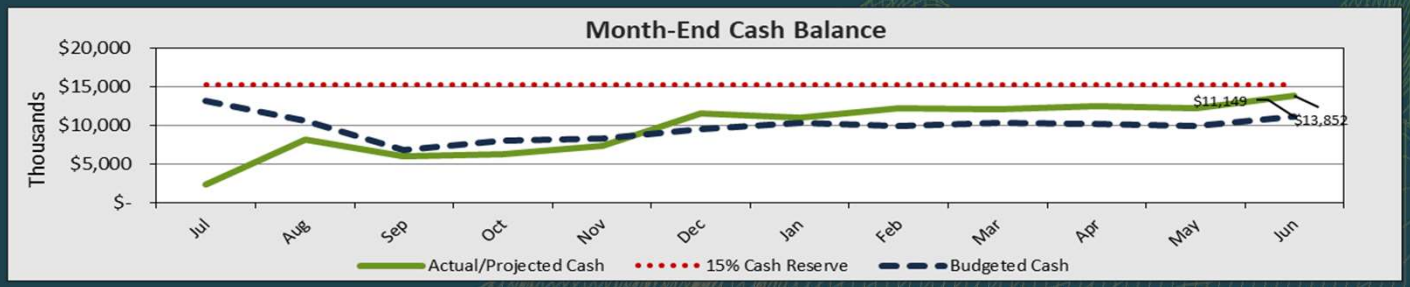
Year-end total cash balance now projected to be $12.17M

Cash growth projected to be $1.4 MM in FY 25-26

Current Days Cash on Hand = 40.45 Days. This will increase to more than 43.45 days by end of year.

Restricted Cash currently at $2,377,474 23.14% (includes SSPDDBG issued in December)

Unrestricted Cash currently at $7,898,376 76.86%



BLUE RIDGE ACADEMY – Compliance Reports

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	**Local Control and Accountability Plan** - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026-2027 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-Income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget approval.** **Local Indicators Report - Information Item** **LCAP Public Hearing** **Approval of the LCAP (Adoption)** **Approval of the Budget (Adoption)**	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer** - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/ft/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan** - The governing board is required to approve a spending plan for EPA funds prior to recording any applicable expenditures for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment** - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-26	**Special Education Low Incidence Reimbursement Request due to SELPA** - Report are due to Los Angeles County Charter SELPA.	Client	No	No	https://www.lacountycharterselpa.org/
FINANCE	Jun-30	**Prop 28 Annual Certification** - Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education, including core assurances.	Charter Impact with Client support	No	No	https://www8.cde.ca.gov/ams
DATA	Jun-30	**Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with Client support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes** - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten – 600 hours; Grades 1-3 – 840 hours; Grades 4-8 – 900 hours; Grades 9-12 – 1080 hours	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/cffirtfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation** – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Client	Yes	No	This is an IRS requirement for executive director positions if needed. Charter Impact can provide data on comparable salaries for your organization's board of directors.
GOVERNANCE	Jun-30	**Review your Homeless Education Policy** - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the McKinney-Vento Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	Client	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy** - Every local educational agency (LEA) in California must have a parental involvement policy. Federal requirements (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	Client	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
DATA TEAM	Jul-31	**2025-26 Local Indicators Dashboard deadline** - The 2026 Dashboard reporting window will be open from June 3, 2026 through July 31, 2026. California School Dashboard Coordinators report their LEA's 2025–26 Local Indicators to the Dashboard on the myCDEConnect unified system. These are the local indicators that will be reported on the 2026 Dashboard. This includes reporting the date that the 2026 local indicator results were reported to the local governing board/body on or before July 1, 2026, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2026 Dashboard. For questions regarding Dashboard Coordinators or Local Indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	Client	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Client with Charter Impact support	Yes	No	
DATA TEAM	Aug-17	**CALPADS End-of-Year 1 and 2 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student essence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cd/ciptcalendar.asp
FINANCE	Aug-30	**Mandate Block Grant Application** - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2026/27 forecast funding per PY ADA K-8 $20.52, 9-12 $58.21).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandateblp.asp
DATA TEAM	Aug-31	**Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment** - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' assessment performance and state and federal accountability reporting requirements.	Client	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/ft/csalternative.asp
FINANCE	Board approval before Sept 30	**Prop 28 Annual Report** - This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools portal, and posted to the school website. The report includes information for the reporting year, such as the number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with Client support	Yes	No	https://www.cde.ca.gov/ep/in/prop28artsandmusicedfunding.asp

Highlights:

- Review all school-related policies (calendar, fiscal, homeless education, parental involvement, etc…)
- Mandate Block Grant (August)
- Unaudited Actuals (September)
- Many others…..

CHARTER IMPACT

BLUE RIDGE ACADEMY – Appendix

- Monthly Cash Flow / Forecast 25-26
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Report

FY25-26 Blue Ridge Academy

Monthly Cash Flow/Forecast FY25-26

Revised 06/09/2026

Actuals Through: 5/31/2026

ADA = 7236.29

CHARTER IMPACT

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
LCFF State Aid		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
New School/New Grade Apportionment		0.0%	0.0%	0.0%	37.0%	0.0%	0.0%	18.0%	0.0%	n/a	n/a	n/a	n/a	n/a			
In Lieu of Property Taxes		0.0%	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	33.3%	16.7%	16.7%	16.7%	16.7%			
New School In Lieu of Property Taxes		0.0%	0.0%	0.0%	26.0%	8.0%	8.0%	8.0%	8.0%	n/a	n/a	n/a	n/a	n/a			
Special Education		0.0%	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	20.0%	20.0%	20.0%	20.0%	20.0%			
Revenues																ADA =	6958.00
State Aid - Revenue Limit																	
	LCFF - New Grade	-	-	-	-	-	-	-	-	-	-	-			-	-	-
	LCFF - Continuing Charters	-	4,534,335	4,534,335	8,161,803	8,161,803	8,161,803	8,161,803	8,161,803	7,021,895	7,021,895	7,021,895	7,021,895	9,407,474	**87,372,739**	83,772,914	3,599,825
8011	LCFF State Aid	-	4,534,335	4,534,335	8,161,803	8,161,803	8,161,803	8,161,803	8,161,803	7,021,895	7,021,895	7,021,895	7,021,895	9,407,474	**87,372,739**	83,772,914	3,599,825
8012	Education Protection Account	-	-	-	377,359	-	-	377,358	-	-	331,042	-	-	361,499	**1,447,258**	1,391,600	55,658
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(10,702)	(10,702)	(10,702)	(10,702)	(10,702)	**(53,510)**	-	(53,510)
8096	In Lieu of Property Taxes	-	-	64,311	128,622	85,748	171,496	-	85,748	85,748	92,073	46,036	60,328	76,611	**896,721**	1,052,398	(155,677)
		-	4,534,335	4,598,646	8,667,784	8,247,551	8,333,299	8,539,161	8,247,551	7,096,941	7,434,308	7,057,229	7,071,521	9,834,882	**89,663,208**	**86,216,912**	**3,446,296**
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	1,139,550	**1,139,550**	1,155,596	(16,046)
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220	Federal Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293	Title III - Limited English	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8294	Title V, Part B - PCSG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295	Charter Facility Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8296	Other Federal Revenue	-	-	-	-	-	3,713	33,897	(37,609)	-	-	9,226	-	-	**9,226**	-	9,226
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	3,713	33,897	(37,609)	-	-	9,226	-	1,139,550	**1,148,776**	**1,155,596**	**(6,820)**
Other State Revenue																	
8311	State Special Education	-	330,850	330,850	595,531	595,531	595,531	595,531	595,531	598,629	598,629	598,629	657,080	832,435	**6,924,755**	6,262,200	662,555
8520	Child Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8545	School Facilities (SB740)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	Mandated Cost	-	-	-	-	-	191,082	-	-	-	-	-	-	-	**191,082**	176,415	14,667
8560	State Lottery	-	-	-	-	-	-	622,361	-	-	647,817	-	-	690,856	**1,961,035**	1,899,534	61,501
8598	Prior Year Revenue	0	(0)	0	(251,328)	-	-	187,496	-	-	19,839	-	-	-	**(43,993)**	-	(43,993)
8599	Other State Revenue	499,830	380,585	363,124	369,088	372,960	823,577	422,820	2,832,374	247,436	149,149	146,219	42,332	0	**6,649,494**	5,389,068	1,260,425
		499,831	711,434	693,974	713,291	968,491	1,610,189	1,828,207	3,427,905	846,065	1,415,434	744,848	699,413	1,523,292	**15,682,373**	**13,727,218**	**1,955,155**
Other Local Revenue																	
8634	Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Lease and Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689	Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	Other Local Revenue	-	6,698	-	-	-	-	362,370	37,609	-	-	-	-	-	**406,677**	-	406,677
8698	ASB Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		-	6,698	-	-	-	-	362,370	37,609	-	-	-	-	-	**406,677**	**-**	**406,677**
Total Revenue		**499,831**	**5,252,467**	**5,292,620**	**9,381,075**	**9,216,042**	**9,947,201**	**10,763,635**	**11,675,456**	**7,943,006**	**8,849,742**	**7,811,303**	**7,770,933**	**12,497,724**	**106,901,034**	**101,099,726**	**5,801,308**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	2,536,631	2,571,401	2,597,324	2,598,578	2,593,536	2,585,045	2,645,390	2,544,306	2,542,154	2,549,760	2,552,165	2,592,876	-	**30,909,167**	30,197,902	(711,265)
1170	Teachers' Substitute Hours	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	103,800	105,200	105,000	109,300	105,269	105,300	105,200	103,600	102,900	103,400	103,800	105,600	-	**1,258,369**	1,650,000	391,631
1200	Pupil Support Salaries	236,761	252,002	253,626	249,909	253,626	254,090	263,624	263,165	249,764	263,768	264,371	253,626	-	**3,058,333**	3,170,785	112,452
1300	Administrators' Salaries	221,714	178,624	178,624	178,624	178,624	178,624	181,624	178,624	178,624	178,624	178,625	177,736	-	**2,188,692**	2,257,829	69,137
1900	Other Certificated Salaries	7,151	7,151	7,151	7,151	7,151	7,151	7,335	7,151	7,151	7,151	7,151	7,151	-	**85,996**	85,812	(184)
		3,106,057	3,114,379	3,141,725	3,143,563	3,138,207	3,130,210	3,203,173	3,096,846	3,080,593	3,102,704	3,106,111	3,136,989	-	- **37,500,557**	**37,362,328**	**(138,229)**
Classified Salaries																	
2100	Instructional Salaries	4,131	4,142	3,946	4,125	3,654	4,125	3,946	3,587	4,560	3,945	3,767	4,110	-	**48,038**	46,634	(1,405)
2200	Support Salaries	437,742	292,412	304,394	306,349	294,119	319,753	298,296	257,429	288,287	285,387	270,976	332,450	-	**3,687,593**	4,468,488	780,895
2300	Classified Administrators' Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical and Office Staff Salaries	111,625	183,905	193,403	199,705	154,261	177,341	182,425	178,137	193,399	197,039	188,219	189,132	-	**2,148,590**	1,201,191	(947,398)
2900	Other Classified Salaries	84,531	76,922	82,359	85,148	76,365	87,960	84,475	76,715	85,123	85,147	80,463	77,116	-	**982,323**	974,834	(7,489)
		638,028	557,380	584,101	595,327	528,400	589,179	569,141	515,868	571,368	571,518	543,425	602,808	-	- **6,866,544**	**6,691,147**	**(175,397)**

FY25-26 Blue Ridge Academy

Monthly Cash Flow/Forecast FY25-26

Revised 06/09/2026

Actuals Through: 5/31/2026

ADA = 7236.29

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Benefits																	
3101	STRS	551,514	565,352	572,089	571,584	571,109	470,896	580,429	563,679	560,452	564,911	564,854	571,262	-	**6,708,131**	6,762,581	54,450
3202	PERS	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
3301	OASDI	41,736	35,835	38,811	37,460	33,367	37,115	35,814	32,474	35,854	35,930	34,215	38,685	-	**437,294**	414,851	(22,443)
3311	Medicare	52,592	51,506	52,235	52,456	51,410	52,186	52,926	50,628	51,135	51,500	51,145	54,551	-	**624,269**	638,775	14,506
3401	Health and Welfare	583,004	533,723	568,695	668,949	670,681	518,267	669,397	621,349	613,037	613,245	609,378	598,500	-	**7,268,225**	7,450,380	182,155
3501	State Unemployment	1,614	1,388	142	36	81	41,570	38,390	964	382	336	193	144	-	**85,240**	250,880	165,640
3601	Workers' Compensation	47,394	-	-	-	47,557	207	28	-	-	-	-	1,542	-	**96,729**	361,238	264,510
3901	Other Benefits	111,252	111,481	113,727	114,325	112,535	116,848	119,757	116,077	117,407	118,303	117,869	115,219	-	**1,384,799**	1,271,318	(113,481)
		1,389,106	1,299,285	1,345,699	1,444,811	1,486,740	1,237,089	1,496,741	1,385,170	1,378,267	1,384,225	1,377,654	1,379,903	-	**16,604,688**	**17,150,024**	**545,337**
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	108,000	108,000
4200	Books and Other Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4302	School Supplies	445,225	545,785	680,646	609,597	456,645	288,152	668,483	521,224	710,064	538,242	858,786	246,874	-	**6,569,722**	5,160,445	(1,409,278)
4305	Software	694,381	189,246	243,829	65,671	54,089	140,165	261,910	142,363	4,255	94,300	6,663	106,250	-	**2,003,121**	1,950,000	(53,121)
4310	Office Expense	841	3,900	58,121	8,568	(48,153)	3,367	13,979	4,631	30,523	26,255	34,241	124,055	-	**260,329**	634,800	374,471
4311	Business Meals	659	9,267	2,458	7,833	5,636	10,155	9,092	4,492	13,330	43,742	19,311	3,379	-	**129,355**	97,900	(31,455)
4312	School Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
4400	Noncapitalized Equipment	-	-	60,682	54,152	216,743	658	27,066	250	30,772	44	25,388	383,924	-	**799,681**	1,621,854	822,173
4700	Food Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		1,141,105	748,198	1,045,736	745,820	684,961	442,498	980,531	672,960	788,944	702,583	944,389	864,483	-	**9,762,207**	**9,572,999**	**(189,209)**
Subagreement Services																	
5101	Nursing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5102	Special Education	5,380	156,782	381,887	322,382	438,237	529,625	559,732	626,857	840,668	426,175	804,079	324,020	-	**5,415,823**	5,400,000	(15,823)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	5,200	5,200
5104	Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5105	Security	371	205	368	252	333	215	245	-	448	272	-	400	-	**3,109**	6,600	3,491
5106	Other Educational Consultants	2,149,420	1,561,067	1,828,923	2,011,548	1,002,320	1,156,939	1,356,590	2,149,293	1,579,207	1,492,767	1,680,962	723,869	-	**18,692,904**	15,309,834	(3,383,070)
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		2,155,171	1,718,053	2,211,178	2,334,182	1,440,890	1,686,779	1,916,566	2,776,149	2,420,323	1,919,214	2,485,041	1,048,289	-	**24,111,835**	**20,721,634**	**(3,390,201)**
Operations and Housekeeping																	
5201	Auto and Travel	246	4,676	8,137	4,340	4,418	4,498	5,079	5,391	12,061	11,557	12,118	4,530	-	**77,050**	54,360	(22,690)
5300	Dues & Memberships	-	8,132	37,741	-	-	-	-	-	(1,657)	-	-	-	-	**44,216**	32,300	(11,916)
5400	Insurance	240,529	19,727	138,446	50,484	17,398	-	155,274	16,828	28,500	109,946	-	51,000	-	**828,132**	642,000	(186,132)
5501	Utilities	-	1,167	1,208	652	739	839	857	1,102	1,009	560	768	1,400	-	**10,302**	16,800	6,498
5502	Janitorial Services	1,314	2,067	1,817	1,817	1,817	1,454	2,334	965	2,704	1,840	1,834	1,292	-	**21,253**	16,200	(5,053)
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5531	ASB Fundraising Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5900	Communications	28,151	857	26,434	25,856	26,625	24,305	49,286	857	26,194	25,139	15,212	26,750	-	**275,665**	321,000	45,335
5901	Postage and Shipping	16,558	26,289	23,743	37,324	10,335	16,371	13,578	16,078	14,913	27,314	5,497	21,600	-	**229,599**	259,200	29,601
		286,798	62,914	237,526	120,472	61,331	47,466	226,409	41,221	83,722	176,356	35,429	106,572	-	**1,486,217**	**1,341,860**	**(144,357)**
Facilities, Repairs and Other Leases																	
5601	Rent	13,542	13,702	13,702	13,702	13,702	13,702	14,074	14,074	14,074	17,654	14,074	14,074	-	**170,076**	162,504	(7,572)
5602	Additional Rent	699	699	-	699	699	699	699	1,399	-	699	699	699	-	**7,692**	16,200	8,508
5603	Equipment Leases	143	155	176	305	155	312	180	238	210	172	165	500	-	**2,711**	6,000	3,289
5604	Other Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5605	Real/Personal Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5610	Repairs and Maintenance	332	-	494	245	742	147	147	-	(240)	444	197	500	-	**3,009**	15,720	12,711
		14,717	14,556	14,372	14,951	15,298	14,860	15,101	15,711	14,045	18,969	15,135	15,773	-	**183,487**	**200,424**	**16,937**

FY25-26 Blue Ridge Academy

Monthly Cash Flow/Forecast FY25-26

Revised 06/09/2026

Actuals Through: 5/31/2026

ADA = 7236.29

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Professional/Consulting Services																	
5801	IT	42,375	42,375	46,189	43,646	43,646	43,646	43,646	43,646	43,646	43,646	43,646	43,646	-	**523,752**	490,500	(33,252)
5802	Audit & Taxes	-	-	-	-	-	3,675	-	2,100	-	-	1,375	10,225	-	**17,375**	24,000	6,625
5803	Legal	-	22,158	52,872	34,843	23,920	48,262	103,339	24,180	14,844	3,163	63,217	35,000	-	**425,797**	420,000	(5,797)
5804	Professional Development	439,942	42,027	1,034	12,767	24,299	50,597	(35,046)	14,592	5,678	27,052	2,653	7,681	-	**593,278**	780,000	186,722
5805	General Consulting	-	3,400	24,027	14,213	11,213	1,800	25,427	16,213	5,000	14,213	42,955	23,000	-	**181,461**	276,000	94,539
5806	Special Activities/Field Trips	10,240	59,572	99,776	118,022	45,262	61,905	145,593	106,261	249,523	37,554	65,838	27,121	-	**1,026,666**	770,907	(255,759)
5807	Bank Charges	982	1,488	716	1,297	2,724	1,340	1,374	2,009	2,204	2,764	1,961	1,400	-	**20,259**	1,700	(18,559)
5808	Printing	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	2,000	2,000
5809	Other taxes and fees	3,762	352	198	7,552	934	9,205	5,491	15,674	10,625	2,235	4,527	5,158	-	**65,713**	64,600	(1,113)
5810	Payroll Service Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5811	Management Fee	151,650	151,650	151,650	151,650	151,650	151,650	198,975	151,650	151,650	151,650	151,650	155,897	(604)	**1,870,768**	1,769,245	(101,523)
5812	District Oversight Fee	-	-	-	-	-	7,870	896,317	-	-	443,620	-	70,715	(521,890)	**896,632**	862,169	(34,463)
5813	County Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		648,950	323,022	376,460	383,990	303,650	379,949	1,385,116	376,327	483,170	725,897	377,822	379,844	(522,494)	**5,621,702**	**5,461,122**	**(160,580)**
Depreciation																	
6900	Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Interest																	
7438	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-	**-**	-	-
Total Expenses		**9,379,933**	**7,837,788**	**8,956,798**	**8,783,116**	**7,659,476**	**7,528,029**	**9,792,778**	**8,880,251**	**8,820,431**	**8,601,466**	**8,885,006**	**7,534,660**	**(522,494)**	**102,137,237**	**98,501,537**	**(3,635,700)**
Monthly Surplus (Deficit)		**(8,880,102)**	**(2,585,321)**	**(3,664,177)**	**597,958**	**1,556,566**	**2,419,172**	**970,857**	**2,795,205**	**(877,425)**	**248,276**	**(1,073,703)**	**236,273**	**13,020,218**	**4,763,797**	**2,598,189**	**2,165,608**
														-	4.5%		
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(8,880,102)	(2,585,321)	(3,664,177)	597,958	1,556,566	2,419,172	970,857	2,795,205	(877,425)	248,276	(1,073,703)	236,273	13,020,218	**4,763,797**		
	Cash flows from operating activities																
	Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Public Funding Receivables	184,168	9,129,925	1,073,203	652,056	(85,748)	85,748	-	-	-	-	-	-	(12,497,724)	**(1,458,372)**		
	Grants and Contributions Rec.	3,514	-	-	-	(73)	-	(877,139)	877,212	-	3,580	-	-	-	**7,094**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	2,028,038	135,696	(53,909)	(349,711)	245,446	6,825	(145,017)	128,355	(246,659)	86,078	(31,513)	-	-	**1,803,629**		
	Other Assets	-	-	-	-	-	200	-	-	-	-	-	-	-	**200**		
	Accounts Payable	(1,212,059)	(915,200)	816,240	(444,372)	(442,263)	762,785	(325,012)	3,681	(96,212)	(202,018)	73,824	-	(522,494)	**(2,503,100)**		
	Accrued Expenses	(25,056)	171,085	(28,063)	36,731	54,672	(511,227)	26,738	(2,442,490)	(54,452)	(135,739)	(135,323)	-	-	**(3,043,124)**		
	Other Liabilities	-	-	-	-	-	-		-	-	-	-	-	-	**-**		
	Deferred Revenue	(499,831)	(202,318)	(271,013)	(203,289)	(207,162)	1,409,991	(257,020)	(101,042)	503,961	11,529	14,460	1,757,668	-	**1,955,934**		
	Cash flows from investing activities																
	Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Cash flows from financing activities																
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		(8,401,328)	5,733,867	(2,127,719)	289,373	1,121,438	4,173,494	(606,593)	1,260,921	(770,787)	11,706	(1,152,255)	1,993,941				
Cash, Beginning of Month		10,743,734	2,342,406	8,076,273	5,948,554	6,237,927	7,359,365	11,532,859	10,926,265	12,187,186	11,416,399	11,428,105	10,275,850				
Cash, End of Month		**2,342,406**	**8,076,273**	**5,948,554**	**6,237,927**	**7,359,365**	**11,532,859**	**10,926,265**	**12,187,186**	**11,416,399**	**11,428,105**	**10,275,850**	**12,269,791**				
	15%	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*	*15,320,586*				
		8.37	**28.86**	**21.26**	**22.29**	**26.30**	**41.21**	**39.05**	**43.55**	**40.80**	**40.84**	**36.72**	**43.85**	**DCOH**			

Cert.	Instr.
53.5%	85.9%
14,461,893	6,345,439

Pupil:Teacher Ratio
19.83

Blue Ridge Academy

Budget vs Actual

For the period ended May 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 7,021,895	$ 7,539,562	$ (517,667)	$ 70,943,370	$ 68,693,789	$ 2,249,581	$ 83,772,914
Economic Protection Account Funding	0	0	0	1,085,759	1,043,700	42,059	1,391,600
State Aid - Prior Year	(10,702)	0	(10,702)	(32,106)	0	(32,106)	0
In Lieu of Property Taxes	46,036	73,668	(27,632)	759,782	905,063	(145,281)	1,052,398
Total State Aid - Revenue Limit	7,057,229	7,613,230	(556,001)	72,756,805	70,642,552	2,114,253	86,216,912
Federal Revenue							
Federal Special Education - IDEA	0	0	0	0	0	0	1,155,596
Other Federal Revenue	9,226	0	9,226	9,226	0	9,227	0
Total Federal Revenue	9,226	0	9,226	9,226	0	9,227	1,155,596
Other State Revenue							
State Special Education - AB602	598,629	563,598	35,031	5,435,240	5,135,004	300,235	6,262,200
State - Mandated Cost Reimbursement	0	0	0	191,082	176,415	14,667	176,415
State - State Lottery	0	0	0	1,270,178	949,767	320,411	1,899,534
Prior Year Revenues	0	0	0	(43,992)	0	(43,992)	0
State - Other State Revenue	146,219	40,704	105,515	6,607,160	4,073,460	2,533,700	5,389,069
Total Other State Revenue	744,848	604,302	140,546	13,459,668	10,334,646	3,125,021	13,727,218
Other Local Revenue							
Other Local Revenue	0	0	0	406,677	0	406,677	0
Total Other Local Revenue	0	0	0	406,677	0	406,677	0
Total Revenue	7,811,303	8,217,532	(406,229)	86,632,376	80,977,198	5,655,178	101,099,726
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	2,552,165	2,516,491	(35,673)	28,316,291	27,681,410	(634,881)	30,197,902
Certificated Teachers' Extra Duties/Stipends	103,800	137,500	33,700	1,152,769	1,512,500	359,731	1,650,000
Certificated Pupil Support Salaries	264,371	264,232	(139)	2,804,707	2,906,553	101,846	3,170,785
Certificated Supervisors' and Administrators' Salaries	178,624	188,153	9,528	2,010,956	2,069,676	58,721	2,257,829
Other Certificated Salaries	7,151	7,151	0	78,844	78,661	(184)	85,812
Total Certificated Salaries	3,106,111	3,113,527	7,416	34,363,567	34,248,800	(114,767)	37,362,328
Classified Salaries							
Classified Instructional Salaries	3,767	3,886	119	43,929	42,748	(1,181)	46,634
Classified Support Salaries	270,976	372,374	101,398	3,355,143	4,096,114	740,971	4,468,488
Clerical, Technical, and Office Staff Salaries	188,219	100,099	(88,119)	1,959,458	1,101,092	(858,366)	1,201,191
Other Classified Salaries	80,463	81,236	773	905,206	893,597	(11,609)	974,834
Total Classified Salaries	543,425	557,595	14,171	6,263,736	6,133,551	(130,185)	6,691,147
Benefits							
State Teachers' Retirement System, certificated positi	564,854	563,549	(1,306)	6,136,869	6,199,033	62,164	6,762,581
OASDI/Medicare/Alternative, certificated positions	34,215	34,571	355	398,611	380,280	(18,331)	414,851
Medicare certificated positions	51,145	53,231	2,087	569,718	585,544	15,827	638,775
Health and Welfare Benefits, certificated positions	609,378	620,865	11,487	6,669,725	6,829,515	159,790	7,450,380
State Unemployment Insurance, certificated positions	193	12,544	12,351	85,095	238,336	153,240	250,880
Workers' Compensation Insurance, certificated positic	0	30,103	30,103	95,187	331,136	235,949	361,239
Other Benefits, certificated positions	117,869	105,943	(11,925)	1,269,580	1,165,374	(104,206)	1,271,318
Total Benefits	1,377,654	1,420,806	43,152	15,224,785	15,729,218	504,433	17,150,024
Books & Supplies							
Textbooks and Core Curricula Materials	0	9,000	9,000	0	99,000	99,000	108,000
School Supplies	858,786	476,452	(382,335)	6,322,849	4,656,294	(1,666,555)	5,160,444
Software	6,663	162,500	155,837	1,896,872	1,787,500	(109,372)	1,950,000
Office Expense	34,241	52,900	18,659	136,273	581,900	445,626	634,800
Business Meals	19,311	8,158	(11,153)	125,975	89,741	(36,233)	97,900
Noncapitalized Equipment	25,388	149,742	124,355	415,757	1,463,407	1,047,650	1,621,854
Total Books & Supplies	944,389	858,752	(85,637)	8,897,726	8,677,842	(219,884)	9,572,998
Subagreement Services							
Special Education	804,079	450,000	(354,080)	5,091,803	4,950,000	(141,803)	5,400,000
Substitute Teacher	0	434	434	0	4,766	4,766	5,200
Security	0	550	550	2,709	6,050	3,341	6,600
Other Educational Consultants	1,680,962	1,413,520	(267,442)	17,969,035	13,814,135	(4,154,900)	15,309,834
Total Subagreement Services	2,485,041	1,864,504	(620,538)	23,063,547	18,774,951	(4,288,596)	20,721,634
Professional/Consulting Services							
IT	43,646	40,875	(2,771)	480,106	449,625	(30,481)	490,500

Blue Ridge Academy

Budget vs Actual

For the period ended May 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Audit and Tax	1,375	0	(1,375)	7,150	24,000	16,850	24,000
Legal	63,217	35,000	(28,217)	390,797	385,000	(5,798)	420,000
Professional Development	2,653	65,000	62,347	585,596	715,000	129,405	780,000
General Consulting	42,955	23,000	(19,955)	158,461	253,000	94,538	276,000
Special Activities	65,838	71,176	5,338	999,546	695,593	(303,952)	770,907
Bank Charges	1,961	142	(1,819)	18,859	1,558	(17,301)	1,700
Printing	0	166	166	0	1,833	1,833	2,000
Other Taxes and Fees	4,527	5,384	857	60,554	59,217	(1,337)	64,600
Management Fee	151,650	147,437	(4,213)	1,715,475	1,621,808	(93,667)	1,769,245
District Oversight Fee	0	76,132	76,132	1,347,807	706,426	(641,381)	862,170
Total Professional/Consulting Services	377,822	464,312	86,490	5,764,351	4,913,060	(851,291)	5,461,122
Facilities, Repairs & Other Leases							
Rent	14,074	13,542	(532)	156,002	148,962	(7,040)	162,504
Additional Rent	699	1,350	651	6,993	14,850	7,857	16,200
Equipment Leases	165	500	335	2,211	5,500	3,289	6,000
Repairs and Maintenance	197	1,310	1,113	2,508	14,410	11,901	15,720
Total Facilities, Repairs & Other Leases	15,135	16,702	1,567	167,714	183,722	16,007	200,424
Operations & Housekeeping							
Auto and Travel Expense	12,118	4,530	(7,588)	72,520	49,830	(22,689)	54,360
Dues & Memberships	0	2,692	2,691	44,216	29,608	(14,608)	32,300
Insurance	0	53,500	53,500	777,132	588,500	(188,632)	642,000
Utilities	768	1,400	633	8,902	15,400	6,498	16,800
Janitorial/Trash Removal	1,834	1,350	(484)	19,962	14,850	(5,112)	16,200
Communications	15,212	26,750	11,538	248,914	294,250	45,336	321,000
Postage and Shipping	5,497	21,600	16,103	207,999	237,600	29,601	259,200
Total Operations & Housekeeping	35,429	111,822	76,393	1,379,645	1,230,038	(149,606)	1,341,860
Total Expenses	8,885,006	8,408,020	(476,986)	95,125,071	89,891,182	(5,233,889)	98,501,537
Change in Net Assets	**(1,073,703)**	**(190,488)**	**883,215**	**(8,492,695)**	**(8,913,984)**	**(421,289)**	**2,598,189**
Net Assets, Beginning of Period	**6,331,126**			**13,750,118**			
Net Assets, End of Period	**$ 5,257,423**			**$ 5,257,423**			

Blue Ridge Academy

Statement of Cash Flows

For the period ended May 31, 2026

	Month Ended 05/31/26	YTD Ended 05/31/26
Cash Flows from Operating Activites		
Change in Net Assets	$ (1,073,703)	$ (8,492,695)
(Increase) Decrease in Operating Assets		
Public Funding Receivables	0	11,039,351
Grants, Contributions & Pledges Receivable	0	7,095
Prepaid Expenses	(31,513)	1,803,628
Other Assets	0	200
Increase (Decrease) in Operating Liabilities		
Accounts Payable	73,824	(1,980,606)
Accrued Expenses	(135,323)	(3,043,123)
Deferred Revenue	14,460	198,266
Total Cash Flows from Operating Activites	**(1,152,255)**	**(467,884)**
Change in Cash and Cash Equivalents	**(1,152,255)**	**(467,884)**
Cash & Cash Equivalents, Beginning of Period	**11,428,105**	**10,743,734**
Cash & Cash Equivalents, End of Period	**$ 10,275,850**	**$ 10,275,850**

Blue Ridge Academy

Statement of Financial Position

For the period ended May 31, 2026

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	$ 10,275,850	$ 10,743,734	$ (467,884)	(4) %
Accounts Receivable	0	7,094	(7,094)	(100) %
Public Funding Receivables	289,732	11,329,084	(11,039,351)	(97) %
Due To/From Related Parties	(556,377)	(556,378)	0	0 %
Prepaid Expenses	558,306	2,361,935	(1,803,629)	(76) %
Total Current Assets	10,567,511	23,885,469	(13,317,958)	(56) %
Long-term Assets				
Right-of-Use Asset, Net	41,765	41,765	0	0 %
Deposits	210,755	210,955	(200)	(0) %
Total Long-term Assets	252,520	252,720	(200)	(0) %
Total Assets	**$ 10,820,031**	**$ 24,138,189**	**$ (13,318,158)**	**(55) %**
Liabilities				
Current Liabilities				
Accounts Payable	$ 255,274	$ 2,235,879	$ (1,980,606)	(89) %
Accrued Liabilities	2,873,389	5,916,513	(3,043,123)	(51) %
Deferred Revenue	2,377,474	2,179,207	198,267	9 %
Operating Lease Liability, Current Porti	56,471	56,471	0	0 %
Total Current Liabilities	5,562,608	10,388,070	(4,825,462)	(46) %
Total Liabilities	**5,562,608**	**10,388,070**	**(4,825,462)**	**(46) %**
Net Asset	**5,257,423**	**13,750,118**	**(8,492,695)**	**(62) %**
Liabilities & Net Assets	**$ 10,820,031**	**$ 24,138,189**	**$ (13,318,158)**	**(55) %**

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
43613	ACTI000--Activities for Learning, Inc.	School Supplies	04/01/2026	$ 71.00
43614	ADTS0357--ADT Security Services	Security Svcs - 04/05/26 - 05/04/26	04/01/2026	120.13
43615	ADTS1211--ADT Security Services	Security Svcs - 04/09/26 - 05/08/26	04/01/2026	80.35
43616	ALLA000--All About Learning Press, Inc.	School Supplies	04/01/2026	698.17
43617	BOAT000--Annie Boateng	Reimb. - Meals - 03/03/26 - 03/05/26	04/01/2026	234.56
43618	ANTH001--Anthem Music Lessons	Substitute Svcs - 03/26	04/01/2026	210.00
43619	ARTW003--Art With Aunt Jes	Enrichment Svcs - 01/26 - 05/26	04/01/2026	27,794.00
43620	BEAU000--Beautiful Feet Books, Inc.	School Supplies	04/01/2026	962.73
43621	BUTT002--Ben Buttner	Enrichment Svcs - 11/25 - 01/26	04/01/2026	720.00
43622	MOVI002--Beyond the Page	School Supplies	04/01/2026	53.63
43623	BIGL000--Big Little Ones LLC	School Supplies	04/01/2026	94.85
43624	MATH064--Biz Global LLC for Mathnasium of Ventura	Enrichment Svcs - 03/26 - 06/26	04/01/2026	1,107.00
43625	BOOK001--BookShark	School Supplies	04/01/2026	180.68
43626	BRIG002--Bright Solutions For Dyslexia, LLC.	School Supplies	04/01/2026	1,486.55
43627	BRIT001--British Swim School of East Pasadena	Enrichment Svcs - 03/26	04/01/2026	359.10
43628	CALI020--California Dance Theatre	Enrichment Svcs - 03/26	04/01/2026	408.00
43629	KAZO000--Cecilia Kazol	Enrichment Svcs - 03/26 - 06/26	04/01/2026	3,375.00
43630	CHAM007--Champion's Quest, Inc.	Enrichment Svcs - 03/26 - 06/26	04/01/2026	1,794.00
43631	PARI004--Christopher Parise	Enrichment Svcs - 04/25 - 05/25	04/01/2026	750.00
43632	CODE012--Code Ninjas, Cerritos, CA	Enrichment Svcs - 02/26	04/01/2026	598.00
43633	DELA001--Delano Athletica Gymnastics	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,260.00
43634	DOLL003--Doll House Productions LLC	Enrichment Svcs - 03/26	04/01/2026	850.00
43635	DRAW001--Drawn2Art	Enrichment Svcs - 03/26 - 06/26	04/01/2026	360.00
43636	DRAW002--Drawn2Art	Enrichment Svcs - 02/26 - 03/26	04/01/2026	120.00
43637	ARTH000--Dustin Arth	Enrichment Svcs - 11/25 - 03/26	04/01/2026	655.00
43638	EAST001--East West Ice Palace	Enrichment Svcs - 01/26	04/01/2026	160.00
43639	ECFI000--EC Fitness & Nutrition LLC	Enrichment Svcs - 01/26 - 02/26	04/01/2026	180.00
43640	ELEM001--Elemental Science	School Supplies	04/01/2026	28.59
43641	EMPO002--Empowered Minds CC c/o Janine Stewart	Enrichment Svcs - 03/26	04/01/2026	250.00
43642	GARD001--Gardena Kumon	Enrichment Svcs - 01/26 - 03/26	04/01/2026	2,280.00
43643	GRAC017--Gracie Barra Long Beach	Enrichment Svcs - 03/26 - 06/26	04/01/2026	657.00
43644	HEAL003--Healthy Footprints Adventure	Enrichment Svcs - 02/26 - 05/26	04/01/2026	1,550.00
43645	HOME014--Homeschool Art Box	School Supplies	04/01/2026	294.00
43646	HONE000--Honest History Co.	School Supplies	04/01/2026	356.88
43647	IMAG004--Imagine Learning LLC	School Supplies	04/01/2026	9,100.00
43648	INSE000--Insect Lore	School Supplies	04/01/2026	205.89
43649	INST003--Institute for Educational Advancement	Enrichment Svcs - 01/26 - 04/26	04/01/2026	780.00
43650	JACK000--JacKris Publishing, LLC	School Supplies	04/01/2026	223.04
43651	SAMA003--Jessica Samaniego	Enrichment Svcs - 03/26 - 04/26	04/01/2026	640.00
43652	TREN000--Jessica Trent	Reimb. - Meals - 02/22/26 - 02/23/26	04/01/2026	148.43
43653	KIDS029--Kids Art Box	School Supplies	04/01/2026	85.00
43654	KNOW001--Knowledge and Wisdom Tutoring	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,640.00
43655	KSKM000--KSK Martial Arts Woodland Hills Best LLC	Enrichment Svcs - 03/26 - 05/26	04/01/2026	567.00
43656	LAVA001--LAVA	Enrichment Svcs - 06/25	04/01/2026	100.00
43657	LEGO000--LEGO Education	School Supplies	04/01/2026	1,150.19
43658	LESC000--Les Counts	Enrichment Svcs - 03/26 - 05/26	04/01/2026	960.00
43659	LIBE001--Libertas Network	School Supplies	04/01/2026	786.96
43660	LIFT000--Lift Legion Strength & Fitness	Enrichment Svcs - 03/26 - 04/26	04/01/2026	2,232.00
43661	LIME000--Limelight Acting Studio	Enrichment Svcs - 03/26 - 05/26	04/01/2026	885.00
43662	LOGI000--Logic of English Inc	School Supplies	04/01/2026	179.27
43663	MAKE000--Maker Empire, Inc. dba Elements Dance Space	Enrichment Svcs - 11/25 - 12/25	04/01/2026	2,561.00
43664	MOOR006--Moorpark Baseball Academy	Enrichment Svcs - 02/26 - 03/26	04/01/2026	1,250.00
43665	MORE001--Morey's Music Store, Inc	Enrichment Svcs - 03/26 - 06/26	04/01/2026	91.59
43666	MOXI000--MoxieBox Art	School Supplies	04/01/2026	430.40
43667	MUSI016--Musicland	Enrichment Svcs - 02/26 - 04/26	04/01/2026	396.00
43668	NICK002--Nick Rail Music	Enrichment Svcs - 04/26 - 06/26	04/01/2026	53.66
43669	FUTB001--Progressive Soccer	Enrichment Svcs - 02/26 - 05/26	04/01/2026	400.00
43670	RAIN000--Rainbow Resource Center	School Supplies	04/01/2026	979.49
43671	MENC000--Rebecca Menco	Enrichment Svcs - 03/26	04/01/2026	475.00
43672	REDD001--Red Dragon Karate	Enrichment Svcs - 02/26 - 04/26	04/01/2026	1,096.00
43673	RIVE007--Riverside County Office of Education	FY 25/26 - CTI Induction Program	04/01/2026	10,625.00
43674	ROCK003--Rockstars of Tomorrow	Enrichment Svcs - 12/25	04/01/2026	2,475.00
43675	SAMA000--Samara Rice	Enrichment Svcs - 02/26 - 04/26	04/01/2026	5,220.00
43676	SANT029--Santa Paula Art Museum	Enrichment Svcs - 10/25	04/01/2026	575.00
43677	SCOU000--Scout	Enrichment Svcs	04/01/2026	399.00
43678	SIMI001--Simi Valley Jiu Jitsu LLC	Enrichment Svcs - 02/26 - 03/26	04/01/2026	1,859.69
43679	MATH063--SoCal Math LLC	Enrichment Svcs - 01/26 - 02/26	04/01/2026	778.00
43680	SOCA025--SOCAL Strength & Movement	Enrichment Svcs - 03/26 - 06/26	04/01/2026	450.00
43681	SOUT025--South Bay Aquatics	Enrichment Svcs - 05/26	04/01/2026	580.00
43682	STAR018--Start ASL	Enrichment Svcs	04/01/2026	73.50
43683	STEP005--Stephanie Doell Barrett Music Studio	Substitute Svcs - 03/26 - 04/26	04/01/2026	480.00
43684	STRI000--Strike One	Enrichment Svcs - 02/26 - 04/26	04/01/2026	495.00
43685	SUNS000--Sunset Learning Studio	Enrichment Svcs - 03/26 - 04/26	04/01/2026	2,388.00
43686	SUPE006--Superpowers Music Academy	Enrichment Svcs - 03/26 - 06/26	04/01/2026	699.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
43687	SELF001--Susan Wang Selfridge	Enrichment Svcs - 03/26 - 04/26	04/01/2026	800.00
43688	TEAC004--Teacher Synergy, LLC	School Supplies	04/01/2026	627.58
43689	ARTA005--The Art and Wilderness Institute Community Inc	Enrichment Svcs - 01/26 - 05/26	04/01/2026	28,280.00
43690	DIAM004--The Diamond Club LLC	Enrichment Svcs - 02/26 - 03/26	04/01/2026	900.00
43691	ELIT008--The Elite Dance & Performing Arts Center	Enrichment Svcs - 03/26 - 05/26	04/01/2026	246.00
43692	LAMP001--The Lampo Group, LLC	School Supplies	04/01/2026	29.99
43693	SALV001--The Salvation Army	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,620.00
43694	THIN002--Think Outside, LLC	School Supplies	04/01/2026	1,226.00
43695	STAR016--Tiffany Stark	Reimb. - Office Supplies - 02/12/26	04/01/2026	44.61
43696	OAKC000--Tracy Boldroff - Oak Creek Corral	Enrichment Svcs - 02/26 - 03/26	04/01/2026	220.00
43697	VICT005--Victory Tae Kwon Do USA	Enrichment Svcs - 03/26 - 06/26	04/01/2026	1,200.00
43698	VIRI000--Viridian Art Academy LLC	Enrichment Svcs - 03/26 - 05/26	04/01/2026	330.00
43699	JORD003--Vocals by Vi - Ivana Cespedes Jordan	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,760.00
43700	WELL000--Well-Trained Mind Press	School Supplies	04/01/2026	75.85
43701	ZULT000--Z Ultimate Self Defense Studios	Enrichment Svcs - 03/26 - 04/26	04/01/2026	675.00
43702	360S000--360 Self Defense & Fighting Inc	Enrichment Svcs - 12/26 - 02/26	04/08/2026	900.00
43703	ABCC000--ABC Crate	School Supplies	04/08/2026	549.00
43704	ACTI000--Activities for Learning, Inc.	School Supplies	04/08/2026	178.18
43705	ALLA000--All About Learning Press, Inc.	School Supplies	04/08/2026	80.58
43706	ALLE000--Allegretto Music School	Enrichment Svcs - 01/26 - 04/26	04/08/2026	1,410.00
43707	SANT019--Alma Santana	Reimb - SpEd Svcs - 09/25	04/08/2026	358.40
43708	LEUV000--Amy Van Leuven	Enrichment Svcs - 01/26 - 02/26	04/08/2026	3,055.00
43709	ARTS000--Art Steps, Inc.	Enrichment Svcs - 02/26 - 04/26	04/08/2026	1,344.00
43710	BAMB000--B.A.M. Basketball & Mentorship Academy	Enrichment Svcs - 03/26 - 05/26	04/08/2026	140.00
43711	BALL002--Ballet Academy Ventura	Enrichment Svcs - 03/26	04/08/2026	132.00
43712	BEAU000--Beautiful Feet Books, Inc.	School Supplies	04/08/2026	557.50
43713	BULL000--Bullock's Archery	Enrichment Svcs - 03/26 - 04/26	04/08/2026	1,550.00
43714	CERT000--Certified Interpreting Services LLC	SpEd Svcs - 03/26	04/08/2026	4,800.00
43715	CHAR7510--Charter Communications	Communication Svcs - 03/22/26 - 04/21/26	04/08/2026	126.74
43716	NGUY006--Chelsey Nguyen	Reimb - 03/26 - Mileage	04/08/2026	203.31
43717	CHIL001--Children's Therapy Network, Inc.	SpEd Svcs - 02/26	04/08/2026	509.25
43718	PHIL009--Christina Philips	Reimb - 03/26 - Business Meals	04/08/2026	131.84
43719	BEJM000--Claudia Bejmuk	Reimb - 03/26 - Mileage	04/08/2026	92.56
43720	CONE001--Conejo Recreation and Park District	Enrichment Svcs - 01/26 - 03/26	04/08/2026	476.00
43721	COZY000--Cozy Crafter Crates	School Supplies	04/08/2026	273.50
43722	BECK003--Craig Beck	Enrichment Svcs - 02/26 - 04/26	04/08/2026	2,900.00
43723	QUEN000--Culligan Quench	Office Water - 04/01/26 - 04/30/26	04/08/2026	58.02
43724	DOLL001--Dollar Driving School of Ventura	Enrichment Svcs - 03/26 - 04/26	04/08/2026	910.00
43725	DRAG002--Dragonfly Studios LA	Enrichment Svcs - 01/26 - 02/26	04/08/2026	3,600.00
43726	MOSC000--Emily Moscoe	Enrichment Svcs - 12/25 - 02/26	04/08/2026	4,896.00
43727	NIMM000--Emily Nimmons	Reimb - 03/26 - Student Snacks	04/08/2026	160.89
43728	ESTF000--EST Football LLC	Enrichment Svcs - 12/25 - 02/26	04/08/2026	1,900.00
43729	EXTR002--Extra Space Storage	Rent Storage Unit C197 - 03/26	04/08/2026	699.30
43730	FAMI005--Family Garden Inc	Enrichment Svcs - 02/26 - 04/26	04/08/2026	320.00
43731	GIFF001--Gabriel I. Gifford	Enrichment Svcs - 04/26 - 06/26	04/08/2026	2,030.00
43732	GENE000--Genesis Gymnastics Inc	Enrichment Svcs - 02/26 - 05/26	04/08/2026	2,880.00
43733	GLOR000--Glory Reins Riding School, Inc	Enrichment Svcs - 02/26 - 06/26	04/08/2026	1,820.00
43734	HIST000--History Unboxed LLC	School Supplies	04/08/2026	1,029.04
43735	HOCK000--Hockeycontractor, Inc.	Enrichment Svcs - 02/26 - 03/26	04/08/2026	600.00
43736	HOLA001--Hola Clinic Bilingual Speech Language Pathology Inc	SpEd Svcs - 02/26 - 03/26	04/08/2026	1,750.00
43737	HONE000--Honest History Co.	School Supplies	04/08/2026	589.54
43738	BOND000--Jennifer Bond	Reimb - 03/26 - Office Supplies/Snacks	04/08/2026	175.67
43739	JUMP000--Jump and Schout Therapy	SpEd Svcs - 02/26	04/08/2026	135.00
43740	CORE001--Katherine Corey	Enrichment Svcs - 03/26 - 05/26	04/08/2026	960.00
43741	OUTS004--Kenneth S Munies dba Outside the Box Creation	School Supplies	04/08/2026	236.70
43742	LAKE000--Lakeshore Learning Materials	School Supplies	04/08/2026	1,216.80
43743	LECL000--Le Club Gymnastics	Enrichment Svcs - 03/26 - 05/26	04/08/2026	2,460.00
43744	LEAR012--Learning Without Tears	School Supplies	04/08/2026	56.91
43745	LEGO000--LEGO Education	School Supplies	04/08/2026	866.92
43746	LIVA000--Liv'art Inc.	Enrichment Svcs - 02/26 - 05/26	04/08/2026	756.00
43747	LOGI000--Logic of English Inc	School Supplies	04/08/2026	287.82
43748	MARY000--Mary Osborne Inc.	Enrichment Svcs - 03/26 - 04/26	04/08/2026	725.00
43749	MATH084--Mathnasium	Enrichment Svcs - 04/26	04/08/2026	998.00
43750	MCRO000--McRory Pediatric Services	SpEd Svcs - 01/26	04/08/2026	772.50
43751	VARJ000--Michelle Varju	Reimb - 02/26 , 03/26	04/08/2026	173.71
43752	MOXI001--Moxie Learning	Enrichment Svcs - 03/26 - 04/26	04/08/2026	500.00
43753	MOXI000--MoxieBox Art	School Supplies	04/08/2026	372.07
43754	MUSI033--MusicPaige Studio	Enrichment Svcs - 03/26 - 06/26	04/08/2026	910.00
43755	MUTU000--Mutual of Omaha	Insurance Premium - 04/26	04/08/2026	44,690.52
43756	NPMA000--Newbury Park Martial Arts Center	Enrichment Svcs - 04/26 - 06/26	04/08/2026	600.00
43757	THOM007--Nicole the Math Lady	Enrichment Svcs - 03/26	04/08/2026	59.25
43758	PASA005--Pasadena Conservatory of Music	Enrichment Svcs - 01/26 - 03/26	04/08/2026	6,160.00
43759	PASA007--Pasadena Dance Theatre	Enrichment Svcs - 02/26 - 05/26	04/08/2026	320.00
43760	PENI001--Peninsula School of Performing Arts	Enrichment Svcs - 03/26	04/08/2026	570.00
43761	PRNN000--PRN Nursing Consultants LLC	SpEd Svcs - 01/26	04/08/2026	720.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
43762	PROC000--Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs - 02/26	04/08/2026	2,382.00
43763	RAIN000--Rainbow Resource Center	School Supplies	04/08/2026	2,440.95
43764	RAPT000--Raptor Events LLC	Educational Show	04/08/2026	500.00
43765	REME000--Robert Remedi	Enrichment Svcs - 03/26 - 06/26	04/08/2026	1,320.00
43766	ROLL004--Rolling Brazilian Jiu Jitsu Academy	Enrichment Svcs - 02/26 - 04/26	04/08/2026	1,284.00
43767	ROSE011--Rosewood Equestrian	Enrichment Svcs - 02/26 - 03/26	04/08/2026	280.00
43768	RUBY000--Ruby Reads Books	School Supplies	04/08/2026	463.20
43769	SAMP000--Sampa Brazilian Jiu Jitsu INC.	Enrichment Svcs - 01/26 - 05/26	04/08/2026	9,675.00
43770	SEAS004--Seasoned by Marissa	Enrichment Svcs - 03/26	04/08/2026	1,540.00
43771	SIMI001--Simi Valley Jiu Jitsu LLC	Enrichment Svcs - 03/26 - 06/26	04/08/2026	1,799.68
43772	SOCA015--So-Cal Coding Schools, LLC DBA Code Ninjas Torrance	Enrichment Svcs - 04/26 - 05/26	04/08/2026	1,156.00
43773	SOUT025--South Bay Aquatics	Enrichment Svcs - 03/26 - 04/26	04/08/2026	2,320.00
43774	SPEE005--Speech Language & Educational Associates	SpEd Svcs - 01/26	04/08/2026	6,217.00
43775	STAR002--Star Dance Center	Enrichment Svcs - 03/26 - 05/26	04/08/2026	237.00
43776	STAR014--Star of CA, LLC	SpEd Svcs - 02/26	04/08/2026	9,506.13
43777	STRE000--StrengthFlex Athletics LLC	Enrichment Svcs - 03/26 - 05/26	04/08/2026	3,000.00
43778	SUNS000--Sunset Learning Studio	Enrichment Svcs - 08/25 - 11/25	04/08/2026	1,800.00
43779	SURG001--Surge Los Angeles Dance Studio	Enrichment Svcs - 03/26 - 04/26	04/08/2026	945.00
43780	TALK001--TalkBox.Mom, Inc	School Supplies	04/08/2026	380.12
43781	TEAC004--Teacher Synergy, LLC	School Supplies	04/08/2026	695.96
43782	SALV001--The Salvation Army	Enrichment Svcs - 03/26 - 06/26	04/08/2026	360.00
43783	STAR016--Tiffany Stark	Reimb - 03/26 - Office Supplies	04/08/2026	58.12
43784	VALE006--Valerie Marich Music	Enrichment Svcs - 01/26 - 02/26	04/08/2026	360.00
43785	VALO000--Valor Jiu Jitsu	Enrichment Svcs - 01/26 - 06/26	04/08/2026	660.00
43786	VERI0087--Verizon Wireless	Communication Svcs - 02/26 - 03/26	04/08/2026	8,046.79
43787	VERI1733--Verizon Wireless	Communication Svcs - 02/26 - 03/26	04/08/2026	540.27
43788	VERI9876--Verizon Wireless	Communication Svcs - 02/26 - 03/26	04/08/2026	38.01
43789	VERI1158--Verizon Wireless	Communication Svcs - 02/26 - 03/26	04/08/2026	1,400.35
43790	VICT007--Victorum Athletics	Enrichment Svcs - 02/26 - 04/26	04/08/2026	525.00
43791	VIRI000--Viridian Art Academy LLC	Enrichment Svcs - 03/26 - 05/26	04/08/2026	1,485.00
43792	ZENI000--Zenith Aquatic Program	Enrichment Svcs 02/26 - 03/26	04/08/2026	907.50
43793	CALS002--CALSTRS	BRA STRS 03/2026	04/08/2026	860,975.60
43794	HILT002--Hilton Garden Inn Palmdale	SBAC in Person Testing Constellation Room 1 & 2 Lease	04/10/2026	1,985.81
43795	ADTS3023--ADT Security Services	Security Svcs - 04/26 - 05/26	04/15/2026	71.48
43796	CHAR2001--Charter Communications	Communication Svcs - 04/01/26 - 04/30/26	04/15/2026	663.70
43797	JOST000--Jostens Inc	School Supplies	04/15/2026	28.92
43798	LIGH010--LightGabler LLP	Legal Svcs - 03/26	04/15/2026	781.00
43799	LIGH005--The Lighthouse	Professional Development	04/15/2026	12,400.00
43800	WMCO3009--WM Corporate Services, Inc.	Trash Removal Svcs - 04/01/26-04/30/26	04/15/2026	374.96
43801	WIKE000--Sonia Wike	Reimb - 01/26 - Mileage	04/17/2026	79.61
43802	TORO001--Brenda Toro	Reimb - 03/26 - Mileage	04/22/2026	402.76
43803	DEVO000--Ken Devor	Reimb - 03/26 - Business Meals	04/22/2026	167.53
43804	POLA000--Stefanie Poland	Reimb - 03/26 - Mileage	04/22/2026	413.96
43805	360S000--360 Self Defense & Fighting Inc	Enrichment Svcs - 01/26 - 03/26	04/22/2026	2,510.00
43806	AAIN000--A&A INVESTEMTN GROUP INC	Enrichment Svcs - 03/26 - 04/26	04/22/2026	738.00
43807	ABCC000--ABC Crate	Enrichment Svcs - 03/26	04/22/2026	63.00
43808	ABUN005--Abundant Heart	Enrichment Svcs - 03/26 - 04/26	04/22/2026	375.00
43809	ACTI000--Activities for Learning, Inc.	School Supplies	04/22/2026	29.00
43810	HEAD000--Alicia M Head	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,080.00
43811	ALLA000--All About Learning Press, Inc.	School Supplies	04/22/2026	2,696.16
43812	ALLS000--All Star Driving School	Enrichment Svcs - 03/26	04/22/2026	480.00
43813	GOUL000--Amanda Gould	Reimb - 12/25 - SpEd Mileage	04/22/2026	81.41
43814	HOLI000--Amanda Holiday	Enrichment Svcs - 01/26 - 05/26	04/22/2026	1,835.00
43815	KREU000--Amanda Kreuzberger	Reimb - 03/26 - Office Supplies	04/22/2026	81.66
43816	ANCH000--Anchor Counseling & Education Solutions, LLC	SpEd Svcs - 12/25 - 02/26	04/22/2026	27,182.92
43817	ANDD000--And Dance	Enrichment Svcs - 03/26 - 05/26	04/22/2026	219.00
43818	RENZ000--Angelia Renzi	Reimb - 02/26 - SpEd Mileage	04/22/2026	56.55
43819	ANTH001--Anthem Music Lessons	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,470.00
43820	ARWO000--AR Workshop Torrance	Enrichment Svcs - 04/26	04/22/2026	82.50
43821	JEHA000--Armena Jehanian	Enrichment Svcs - 03/26 - 04/26	04/22/2026	700.00
43822	ARTS000--Art Steps, Inc.	Enrichment Svcs - 03/26	04/22/2026	681.00
43823	MELE000--Aurora Melendez	Janitorial Svcs - 03/04/26 & 03/18/26	04/22/2026	500.00
43824	BAMB000--B.A.M. Basketball & Mentorship Academy	Enrichment Svcs - 04/26 - 06/26	04/22/2026	200.00
43825	LEON001--Barbara Leoni	Enrichment Svcs - 04/26 - 05/26	04/22/2026	490.00
43826	BEAC003--BeachSide CrossFit Inc	Enrichment Svcs - 03/26	04/22/2026	997.00
43827	BEAU000--Beautiful Feet Books, Inc.	School Supplies	04/22/2026	362.04
43828	BUTT002--Ben Buttner	Enrichment Svcs - 01/26 - 03/26	04/22/2026	600.00
43829	MOVI002--Beyond the Page	School Supplies	04/22/2026	111.51
43830	MATH064--Biz Global LLC for Mathnasium of Ventura	Enrichment Svcs - 04/26 - 06/26	04/22/2026	3,411.00
43831	BLOO001--Bloom School of Music and Dance	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,128.00
43832	BOOK001--BookShark	School Supplies	04/22/2026	88.38
43833	JONE008--Branche Jones	Consulting Svcs - 03/26	04/22/2026	3,000.00
43834	BRIT001--British Swim School of East Pasadena	Enrichment Svcs - 04/26 - 05/26	04/22/2026	1,357.00
43835	BUMB000--Bumblebunch Sewing Studio	Enrichment Svcs - 03/26	04/22/2026	360.00
43836	BURB002--Burbank Dance Academy	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,623.60

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
43837	CALI020--California Dance Theatre	Enrichment Svcs - 04/26	04/22/2026	796.00
43838	CAMA006--Camarillo Dance Collective	Enrichment Svcs - 01/26 - 02/26	04/22/2026	158.00
43839	STRA00--Carlene Strathmann	Enrichment Svcs - 03/26	04/22/2026	1,040.00
43840	JOHN001--Carol E Johnson	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,120.00
43841	CENT017--Center Stage Dance Academy	Enrichment Svcs - 04/26 - 05/26	04/22/2026	475.00
43842	CERR000--Cerritos Yamaha Music School	Enrichment Svcs - 02/26 - 03/26	04/22/2026	258.00
43843	CERT000--Certified Interpreting Services LLC	SpEd Svcs - 03/26	04/22/2026	500.00
43844	CIRO000--Ci Rowing Club Inc	Enrichment Svcs - 04/26	04/22/2026	800.00
43845	COBR002--Cobrinha Redondo Beach Jiu-Jitsu	Enrichment Svcs - 04/26 - 06/26	04/22/2026	480.00
43846	CODE020--Code Ninjas Fullerton	Enrichment Svcs - 03/26 - 04/26	04/22/2026	1,197.00
43847	COLO007--Color it In	Enrichment Svcs - 03/26 - 05/26	04/22/2026	900.00
43848	CONE001--Conejo Recreation and Park District	Enrichment Svcs - 01/26 - 03/26	04/22/2026	2,793.71
43849	COPP001--Copper Horse Riding Ranch LLC	Enrichment Svcs - 03/26 - 05/26	04/22/2026	900.00
43850	COVE000--Coverall North America, Inc.	Janitorial Svcs - 04/26	04/22/2026	778.00
43851	CRAN002--Crane Martial Arts / Alberto Crane	Enrichment Svcs - 12/25 - 03/26	04/22/2026	2,985.00
43852	CREA006--Creative Arts Group	Enrichment Svcs - 01/26 - 03/26	04/22/2026	338.00
43853	CULV001--Culver-Palms Family YMCA	Enrichment Svcs - 04/26	04/22/2026	220.00
43854	DANC007--Dance 1	Enrichment Svcs - 03/26 - 04/26	04/22/2026	1,745.00
43855	DAYD001--Day Dreams LLC	Enrichment Svcs - 11/25 - 01/26	04/22/2026	975.00
43856	DOLL003--Doll House Productions LLC	Enrichment Svcs - 04/26	04/22/2026	1,750.00
43857	DRAW001--Drawn2Art	Enrichment Svcs - 04/26	04/22/2026	768.00
43858	DRAW003--Drawn2Art	Enrichment Svcs - 03/26	04/22/2026	3,221.00
43859	EMER003--Emergency-1 Response Inc. dba Evolve EMS	EMT - 05/26/26 - 05/27/26	04/22/2026	1,330.00
43860	MOSC000--Emily Moscoe	Enrichment Svcs - 03/01/26	04/22/2026	1,440.00
43861	WEBS000--Emily Webster-Zuber	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,680.00
43862	PACE000--Erica Pace	SpEd Svcs - 03/26	04/22/2026	58.00
43863	EXCE008--Exceptional Education LLC	Enrichment Svcs -09/16/25 - 10/07/25	04/22/2026	10,500.60
43864	FINE001--Fine Art Classes, Inc.	Enrichment Svcs - 03/04/26 - 03/31/26	04/22/2026	2,680.80
43865	FITK001--Fit Kids Gymnastics Center	Enrichment Svcs - 04/01/26 - 04/30/26	04/22/2026	219.00
43866	FMLA000--FMLA Source Inc.	License (1014) 05/01/26 - 07/31/26	04/22/2026	3,741.66
43867	BEHR000--Frances Behra	Reimb - 03/24/26	04/22/2026	204.45
43868	FROM000--Frome Realty Fund Alpha LLC	Rent - - Unit 625 & 627	04/22/2026	3,800.00
43869	FROM000--Frome Realty Fund Alpha LLC	Rent - - Unit 623	04/22/2026	2,450.00
43870	GIFF001--Gabriel I. Gifford	Enrichment Svcs 04/01/26 - 06/30/26	04/22/2026	1,120.00
43871	GARD001--Gardena Kumon	Enrichment Svcs 02/26 - 04/26	04/22/2026	1,080.00
43872	GIOR003--Giordanos ATA Martial Arts SCV	Enrichment Svcs 03/10/26	04/22/2026	200.00
43873	GRAC027--Gracie Jiu-Jitsu Pasadena	Enrichment Svcs 03/05/26 - 06/04/26	04/22/2026	1,485.00
43874	GYMN005--Gymnastics Unlimited	Enrichment Svcs 04/01/26 - 06/30/26	04/22/2026	1,824.00
43875	HAND004--H4B Team LLC	School Supplies	04/22/2026	165.99
43876	HAMM000--Hammer and Stain-So Cal	Enrichment Svcs - 03/26	04/22/2026	160.00
43877	HAPP003--Happy Horse Trail Rides, Inc.	Enrichment Svcs - 02/26 - 05/26	04/22/2026	5,025.00
43878	LOPE005--Heather Lopez	Reimb - Certified Mail - 03/24/26	04/22/2026	27.70
43879	JEFF001--Heidi Jeffrey	Enrichment Svcs - 04/26 - 06/26	04/22/2026	700.00
43880	HIST000--History Unboxed LLC	School Supplies	04/22/2026	623.07
43881	HONE000--Honest History Co.	School Supplies	04/22/2026	134.24
43882	HONO000--Honor Roll BJJ	Enrichment Svcs - 02/26 - 03/26	04/22/2026	1,900.00
43883	HOW2000--HOW2OUTWORKUNIVERSITY INC	Enrichment Svcs - 02/26 - 04/26	04/22/2026	450.00
43884	HUCK000--HuckleBerry Center for Creative Learning	Enrichment Svcs - 03/26 - 05/26	04/22/2026	68,360.50
43885	IMAG005--Image 2000,Inc.	Contract Overage - 03/01/26 - 03/31/26 & Fuel	04/22/2026	17.37
43886	INNO000--Innovation Education	Enrichment Svcs - 03/01/26 - 03/31/26	04/22/2026	580.00
43887	INSE000--Insect Lore	School Supplies	04/22/2026	213.56
43888	IRIS000--Irish Rose Farms	Enrichment Svcs - 03/23/26 - 05/08/26	04/22/2026	3,610.00
43889	STUR000--Jill Sturkie	Enrichment Svcs - 03//26 - 05/26	04/22/2026	616.00
43890	JOIN000--Joining All Movement LLC	Enrichment Svcs - 02/09/26 - 06/30/26	04/22/2026	1,997.00
43891	CORE001--Katherine Corey	Enrichment Svcs - 04/26 - 05/26	04/22/2026	2,430.00
43892	KIDS029--Kids Art Box	School Supplies	04/22/2026	253.00
43893	KIDS019--KidsArt - Valencia, Inc.	Enrichment Svcs - 03/26 - 05/26	04/22/2026	7,702.00
43894	KIDS023--KidsArt, Inc - Los Angeles DBA Drawn2Art	Enrichment Svcs - 03/04/26 - 06/04/26	04/22/2026	2,472.00
43895	HAPK001--Kim's Hapkido	Enrichment Svcs - 02/01/26 - 03/31/26	04/22/2026	400.00
43896	VELO001--Kimberly Veloz - Learning Wins	Enrichment Svcs - 01/09/26 - 03/30/26	04/22/2026	1,980.00
43897	KITC001--Kitchen Stewardship LLC	School Supplies	04/22/2026	479.00
43898	KLIM000--Klimczak Group	Enrichment Svcs - 03/05/26 - 03/26/26	04/22/2026	400.00
43899	LAKE000--Lakeshore Learning Materials	School Supplies	04/22/2026	1,744.93
43900	LAMO001--Lamore Dance	Enrichment Svcs - 03/26 - 05/26	04/22/2026	300.00
43901	LANS000--Lansang Brazillian Jiu-Jitsu LLC	Enrichment Svcs - 04/26	04/22/2026	175.00
43902	LECL000--Le Club Gymnastics	Enrichment Svcs - 04/26 - 06/26	04/22/2026	472.50
43903	LEAR012--Learning Without Tears	School Supplies	04/22/2026	32.40
43904	LEGO000--LEGO Education	School Supplies	04/22/2026	781.77
43905	LESS001--Lessons By Design	Enrichment Svcs - 02/26 - 05/26	04/22/2026	900.00
43906	LEWI000--Lewis Music Academy	Enrichment Svcs - 03/26 - 05/26	04/22/2026	5,150.00
43907	LOGI000--Logic of English Inc	School Supplies	04/22/2026	169.95
43908	LONG003--Long Beach Rising	Enrichment Svcs - 04/26 - 05/26	04/22/2026	3,500.00
43909	LUCK000--Lucky Duck Swim School	Enrichment Svcs - 03/26 - 05/26	04/22/2026	6,548.00
43910	MAKE000--Maker Empire, Inc. dba Elements Dance Space	Enrichment Svcs - 02/26 - 04/26	04/22/2026	1,824.00
43911	MARY000--Mary Osborne Inc.	Enrichment Svcs - 04/26	04/22/2026	405.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
43912	MERC002--Mercurius	School Supplies	04/22/2026	384.71
43913	MIXO000--Mixon Music	Enrichment Svcs - 04/26 - 05/26	04/22/2026	625.00
43914	MOOR006--Moorpark Baseball Academy	Enrichment Svcs - 02/26 - 03/26	04/22/2026	2,550.00
43915	MORE001--Morey's Music Store, Inc	School Supplies	04/22/2026	407.52
43916	MORU000--Morumbi Jiu Jitsu and Fitness Academy	Enrichment Svcs - 03/26 - 05/26	04/22/2026	5,000.00
43917	MOXI000--MoxieBox Art	School Supplies	04/22/2026	542.82
43918	MYGY013--MY GYM Ventura	Enrichment Svcs - 03/26 - 05/26	04/22/2026	338.00
43919	NEWM001--New Modern Music School US Inc dba Monrovia Musi	Enrichment Svcs - 02/26 - 05/26	04/22/2026	2,538.00
43920	PASA004--New Modern Music School Us Inc dba Pasadena Music A	Enrichment Svcs - 03/26	04/22/2026	479.00
43921	NIEN000--Nienhuis Montessori	School Supplies	04/22/2026	80.12
43922	NINJ000--NinjAcademy	Enrichment Svcs - 10/25 - 01/26	04/22/2026	255.00
43923	OAKM000--Oak Meadow Inc.	School Supplies	04/22/2026	165.17
43924	PASA005--Pasadena Conservatory of Music	Enrichment Svcs - 12/25 - 03/26	04/22/2026	2,200.00
43925	PICA000--Picasso's Playmates	Enrichment Svcs - 04/26 - 06/26	04/22/2026	940.00
43926	PORT000--Portal Languages Fullerton LLC	Enrichment Svcs - 03/26	04/22/2026	500.00
43927	FUTB001--Progressive Soccer	Enrichment Svcs - 03/26 - 06/26	04/22/2026	2,015.00
43928	PIAN008--Rachel Pianin	Reimb - 03/26 - Teacher Snacks	04/22/2026	308.60
43929	RAIN000--Rainbow Resource Center	School Supplies	04/22/2026	799.27
43930	MENC000--Rebecca Menco	Enrichment Svcs - 03/26	04/22/2026	190.00
43931	REDD001--Red Dragon Karate	Enrichment Svcs - 03/26 - 05/26	04/22/2026	2,953.00
43932	REED001--Reed Idea Lab	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,167.00
43933	URBA006--Rene Urbanovich	Enrichment Svcs - 03/26 - 05/26	04/22/2026	600.00
43934	DOXX000--Richard Do	Enrichment Svcs - 03/26 - 04/26	04/22/2026	860.00
43935	RISE004--Rise Up & Dance	Enrichment Svcs - 04/26 - 05/26	04/22/2026	238.00
43936	ROSE011--Rosewood Equestrian	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,330.00
43937	ROWL002--Rowland Heights Music Academy	Enrichment Svcs - 03/26 - 04/26	04/22/2026	279.00
43938	SANG000--San Gabriel Volley	Enrichment Svs - 03/26	04/22/2026	945.00
43939	SCIE001--Science 2 U	Enrichment Svcs - 03/26	04/22/2026	95.00
43940	SEAS004--Seasoned by Marissa	Enrichment Svcs - 03/26	04/22/2026	640.00
43941	SHAM000--Shamrock T Ranch	Enrichment Svcs - 10/25 - 12/25	04/22/2026	1,640.00
43942	SILI000--Silicon Valley High School, Inc	School Supplies	04/22/2026	29,405.00
43943	SIMI001--Simi Valley Jiu Jitsu LLC	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,379.77
43944	SOCA025--SOCAL Strength & Movement	Enrichment Svcs - 04/26 - 05/26	04/22/2026	450.00
43945	WIKE000--Sonia Wike	Reimb - Mileage - 03/19/26	04/22/2026	186.41
43946	SOUT025--South Bay Aquatics	Enrichment Svcs - 04/26 - 05/26	04/22/2026	797.50
43947	EDIS000--Southern California Edison	Utility Svcs - 03/05/26 - 04/05/26	04/22/2026	418.32
43948	SPAN005--Spanish In Action	Enrichment Svcs - 04/26 - 05/26	04/22/2026	360.00
43949	SPOR001--Sports Academy	Enrichment Svcs - 04/26	04/22/2026	1,096.00
43950	STAR014--Star of CA, LLC	SpEd Svcs - 02/26	04/22/2026	781.79
43951	SUNS000--Sunset Learning Studio	Enrichment Svcs - 03/26 - 05/26	04/22/2026	4,344.00
43952	SWOR000--Swords Fencing Studio, Inc.	Introductory Fencing Class Thursday 5-6PM	04/22/2026	580.00
43953	TALK001--TalkBox.Mom, Inc	School Supplies	04/22/2026	96.53
43954	TEAC004--Teacher Synergy, LLC	School Supplies	04/22/2026	840.35
43955	TERR005--Terra Arts Foundation	Enrichment Svcs - 01/26 - 05/26	04/22/2026	4,080.00
43956	ARTS009--The Art Studio	Enrichment Svcs - 02/26 - 04/26	04/22/2026	195.00
43957	ELIT008--The Elite Dance & Performing Arts Center	Enrichment Svcs - 04/26 - 05/26	04/22/2026	210.00
43958	LAIR001--The Lair	Enrichment Svcs - 03/26 - 04/26	04/22/2026	338.00
43959	THES001--The Swim Ranch	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,718.00
43960	TOPB000--Top Billing Entertainment	Enrichment Svcs - 03/26	04/22/2026	200.00
43961	TOTA005--Total Touch Football LLC	Enrichment Svcs - 04/26 - 05/26	04/22/2026	800.00
43962	OAKC000--Tracy Boldroff - Oak Creek Corral	Enrichment Svcs - 03/26	04/22/2026	55.00
43963	BULM000--Tricia Bulmer	Reimb - Mileage - 03/04/26 - 03/20/26	04/22/2026	160.95
43964	VICT004--Victory Gymnastics Academy	Enrichment Svcs - 02/26 - 05/26	04/22/2026	1,140.00
43965	JORD003--Vocals by Vi - Ivana Cespedes Jordan	Enrichment Svcs - 03/26	04/22/2026	55.00
43966	VORT000--Vortex Martial Arts LLC	Enrichment Svcs - 02/26 - 03/26	04/22/2026	105.00
43967	WATE015--Waterworks Swim School	Enrichment Svcs - 03/26 - 04/26	04/22/2026	14,961.80
43968	WATT000--WATT Enterprises	Rent - 05/26	04/22/2026	7,824.37
43969	WELL005--Wells Fargo Vendor Financial Services LLC	Copier Lease - 04/02/26 - 05/01/26	04/22/2026	154.80
43970	WMCO000--WM Corporate Services, Inc.	Trash Removal Svcs - 04/01/26 - 04/30/26	04/22/2026	186.83
43971	ZULT000--Z Ultimate Self Defense Studios	Enrichment Svcs - 04/26 - 06/26	04/22/2026	850.00
43972	ZENI000--Zenith Aquatic Program	Enrichment Svcs - 03/26 - 04/26	04/22/2026	810.00
43973	MARI000--Maricopa Unified School District	Supervisory Oversight 2025 - 2026 - January 2025 Payment	04/23/2026	443,619.55
43974	JOEF000--Joe Ferrante Music Academy	Enrichment Svcs 02/17/26 - 05/17/26	04/23/2026	1,760.00
43975	FELI001--Orlando Feliciano	Enrichment Svcs - 04/26 - 06/26	04/23/2026	1,200.00
43976	CHEN002--Chun Fang Cheng	Enrichment Svcs - 02/26 - 04/26	04/24/2026	672.00
43977	KREI000--Shaindee and Ephraim Kreitenberg	SpEd - 04/26	04/27/2026	8.00
43978	CITY030--City of LA	Picnic Permit & Reservation Fee, Outside Basketball Court Fee	04/27/2026	345.00
43979	ELEM001--Elemental Science	School Supplies	04/27/2026	85.99
43980	LOSA025--Los Angeles Dodgers Training Academy	Enrichment Svcs - 10/25	04/27/2026	500.00
43981	TEAC004--Teacher Synergy, LLC	School Supplies	04/27/2026	914.58
43982	TOUC002--Touch N Go Soccer Academy IE	Enrichment Svcs - 11/25 - 12/25	04/27/2026	1,055.00
43983	360S000--360 Self Defense & Fighting Inc	Enrichment Svcs - 03/26 - 04/26	04/29/2026	400.00
43984	ACCU000--AccuVision Optometry Inc	SpEd Svcs - 03/26	04/29/2026	1,035.00
43985	ACTI000--Activities for Learning, Inc.	School Supplies	04/29/2026	49.50
43986	ROGO000--Agnes Rogoza	Enrichment Svcs - 01/26 - 04/26	04/29/2026	1,550.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
43987	AJSM000--Aj's Music Academy LLC	Enrichment Svcs - 04/26 - 05/26	04/29/2026	1,040.00
43988	ALLA000--All About Learning Press, Inc.	School Supplies	04/29/2026	105.27
43989	CUMM001--Allison Cummings	Reimb - 04/26 - Parking	04/29/2026	44.00
43990	LEUV000--Amy Van Leuven	Enrichment Svcs - 02/26 - 03/26	04/29/2026	6,045.00
43991	AQUA000--Aquatic Explorations	Enrichment Svcs - 03/26 - 04/26	04/29/2026	1,332.00
43992	ARWO000--AR Workshop Torrance	Enrichment Svcs - 04/26	04/29/2026	79.00
43993	BALL002--Ballet Academy Ventura	Enrichment Svcs - 04/26 - 06/26	04/29/2026	456.00
43994	LEON001--Barbara Leoni	Enrichment Svcs - 04/26 - 05/26	04/29/2026	280.00
43995	BEAT000--Beats & Keys Piano	Enrichment Svcs - 04/26 - 06/26	04/29/2026	375.00
43996	BEAU000--Beautiful Feet Books, Inc.	School Supplies	04/29/2026	316.93
43997	BULL000--Bullock's Archery	Enrichment Svcs - 04/26	04/29/2026	3,220.00
43998	BYUI001--BYU Independent Study	Enrichment Svcs - 03/26	04/29/2026	387.00
43999	TYLO000--Candice Tyloch	Reimb. - Mileage - 04/08/26	04/29/2026	88.02
44000	CENT017--Center Stage Dance Academy	Enrichment Svcs - 03/26 - 05/26	04/29/2026	490.00
44001	CHIL001--Children's Therapy Network, Inc.	SpEd Svcs - 03/26	04/29/2026	2,831.55
44002	CLAR000--Claremont Chefs Academy	Enrichment Svcs - 01/26 - 03/26	04/29/2026	1,240.00
44003	CODE008--Code Ninjas Valencia	Enrichment Svcs - 10/25	04/29/2026	398.00
44004	CODE012--Code Ninjas, Cerritos, CA	Enrichment Svcs - 02/26 - 04/26	04/29/2026	2,094.00
44005	CONE001--Conejo Recreation and Park District	Enrichment Svcs - 01/26 - 03/26	04/29/2026	255.00
44006	COZY000--Cozy Crafter Crates	School Supplies	04/29/2026	136.75
44007	BECK003--Craig Beck	Enrichment Svcs - 04/26 - 05/26	04/29/2026	1,720.00
44008	CTUI000--CTU International Inc	Field Trip - 04/14/26	04/29/2026	420.00
44009	DANC000--Dance Magic Studios	Enrichment Svcs - 02/26 - 06/26	04/29/2026	4,248.00
44010	DAYV000--Day Visions LLC - dba The Coder School- Redondo Beacl	Enrichment Svcs - 02/26	04/29/2026	269.00
44011	DELU001--De Luna Dance Academy	Enrichment Svcs - 03/26 - 04/26	04/29/2026	576.00
44012	DOLL003--Doll House Productions LLC	Enrichment Svcs - 03/26 - 06/26	04/29/2026	1,050.00
44013	DRAW003--Drawn2Art	Enrichment Svcs - 04/26	04/29/2026	2,368.00
44014	WEBS000--Emily Webster-Zuber	Enrichment Svcs - 04/26 - 06/26	04/29/2026	800.00
44015	DELG001--Erica L. Delgado	Enrichment Svcs - 04/26	04/29/2026	250.00
44016	FTBL000--FTBL Academy	Enrichment Svcs - 03/26 - 05/26	04/29/2026	240.00
44017	GRAC015--Gracie Barra West Lancaster	Enrichment Svcs - 03/26 - 06/26	04/29/2026	8,399.64
44018	GYMN005--Gymnastics Unlimited	Enrichment Svcs - 04/26 - 06/26	04/29/2026	456.00
44019	HEAL003--Healthy Footprints Adventure	Enrichment Svcs - 02/26 - 05/26	04/29/2026	1,615.00
44020	HOCK000--Hockeycontractor, Inc.	Enrichment Svcs - 03/26 - 05/26	04/29/2026	360.00
44021	HUCK000--HuckleBerry Center for Creative Learning	Enrichment Svcs - 03/26 - 05/26	04/29/2026	20,323.50
44022	IMPA000--Impact Cheer & Tumbling	Enrichment Svcs - 03/26 - 04/26	04/29/2026	95.00
44023	JACK000--JacKris Publishing, LLC	School Supplies	04/29/2026	44.99
44024	SAMA004--Jorge Samaniego	Enrichment Svcs - 04/26	04/29/2026	160.00
44025	JUMP000--Jump and Schout Therapy	SpEd Svcs - 03/26	04/29/2026	3,037.50
44026	KIDS015--KidsArt	Enrichment Svcs - 03/26 - 05/26	04/29/2026	360.00
44027	LAKE000--Lakeshore Learning Materials	School Supplies	04/29/2026	1,077.57
44028	LINC001--Lincoln Learning Solutions	School Supplies	04/29/2026	300.00
44029	LITT001--Little School of Music	Enrichment Svcs - 12/25 - 05/26	04/29/2026	3,488.66
44030	LOGI000--Logic of English Inc	School Supplies	04/29/2026	248.73
44031	MAKE000--Maker Empire, Inc. dba Elements Dance Space	Enrichment Svcs - 03/25 - 04/26	04/29/2026	144.00
44032	MATH042--Mathnasium of Eastvale	Enrichment Svcs - 03/26	04/29/2026	409.00
44033	MOOR006--Moorpark Baseball Academy	Enrichment Svcs - 04/26	04/29/2026	1,000.00
44034	MURP000--Murphy Language Arts LLC	Enrichment Svcs - 03/26	04/29/2026	455.00
44035	MUSI031--Music & Dance	Enrichment Svcs - 04/26 - 05/26	04/29/2026	200.25
44036	GARW000--Nina Garwood	Reimb. - Mileage - 03/24/26 - 03/26/26	04/29/2026	179.08
44037	NONS000--Nonstop Administration & Insurance Services Inc	Health Ins - 05/26	04/29/2026	141,199.37
44038	ORAN004--Orange County Surf Coaching	Enrichment Svcs - 04/26	04/29/2026	2,080.00
44039	PRNN000--PRN Nursing Consultants LLC	SpEd Svcs - 02/26	04/29/2026	2,015.00
44040	RAIN000--Rainbow Resource Center	School Supplies	04/29/2026	228.90
44041	MENC000--Rebecca Menco	Enrichment Svcs - 03/26	04/29/2026	1,840.00
44042	RISE003--Rise Gymnastics LLC	Enrichment Svcs - 04/26 - 06/26	04/29/2026	2,691.00
44043	REME000--Robert Remedi	Enrichment Svcs - 04/26 - 05/26	04/29/2026	120.00
44044	ROYL000--Royal Academy the Sound of Music	Enrichment Svcs - 12/25 - 02/26	04/29/2026	2,505.00
44045	SAND023--Sande Strings	Enrichment Svcs - 03/26 - 04/26	04/29/2026	1,180.00
44046	SE23000--SE23 Studios LLC	Enrichment Svcs - 02/26	04/29/2026	1,696.00
44047	SHAM000--Shamrock T Ranch	Enrichment Svcs - 09/25	04/29/2026	900.00
44048	SILI000--Silicon Valley High School, Inc	Enrichment Svcs	04/29/2026	125.00
44049	SKIL001--Skillful Steps & Tutoring LLC	Enrichment Svcs - 03/26 - 04/26	04/29/2026	3,000.00
44050	SOUT025--South Bay Aquatics	Enrichment Svcs - 04/26 - 05/26	04/29/2026	1,160.00
44051	SPAN005--Spanish In Action	Enrichment Svcs - 03/26 - 05/26	04/29/2026	495.00
44052	STEM005--STEMON USA	Enrichment Svcs - 04/26 - 06/26	04/29/2026	600.00
44053	STRI000--Strike One	Enrichment Svcs - 03/26 - 05/26	04/29/2026	1,485.00
44054	SUNS000--Sunset Learning Studio	Enrichment Svcs - 04/26 - 05/26	04/29/2026	1,564.00
44055	SUPE006--Superpowers Music Academy	Enrichment Svcs - 04/26	04/29/2026	233.00
44056	TALK001--TalkBox.Mom, Inc	School Supplies	04/29/2026	445.27
44057	TEAC004--Teacher Synergy, LLC	School Supplies	04/29/2026	652.57
44058	TGAG000--TGA of Greater Long Beach	Enrichment Svcs - 03/26 - 06/26	04/29/2026	2,629.00
44059	ANIM000--The Animation Course, LLC	Enrichment Svcs - 05/26 - 06/26	04/29/2026	400.00
44060	CLAR008--The Claremont Club	Enrichment Svcs - 01/26 - 03/26	04/29/2026	3,262.50
44061	DANC036--The Dance Source Creative	Enrichment Svcs - 03/26	04/29/2026	204.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
44062	HIDD000--The Hidden Dojo	Enrichment Svcs - 11/25 - 03/26	04/29/2026	21,808.00
44063	TOTA006--Totally Art Studio	Enrichment Svcs - 04/26 - 05/26	04/29/2026	900.00
44064	VICT007--Victorum Athletics	Enrichment Svcs - 03/26	04/29/2026	175.00
44065	VICT004--Victory Gymnastics Academy	Enrichment Svcs - 02/26 - 05/26	04/29/2026	744.00
44066	VIRI000--Viridian Art Academy LLC	Enrichment Svcs - 03/26 - 04/26	04/29/2026	300.00
44067	WATE000--Waterworks Aquatics Pasadena	Enrichment Svcs - 03/26 - 06/26	04/29/2026	17,805.34
44068	WATE015--Waterworks Swim School	Enrichment Svcs - 10/25 - 01/26	04/29/2026	3,779.58
44069	WATE008--Waterworks Swim School - Newbury Park	Enrichment Svcs - 03/26 - 05/26	04/29/2026	3,177.96
ACH	10TH001--10th Planet Palmdale LLC	Enrichment Svcs - 02/26 - 04/26	04/01/2026	250.00
ACH	10TH001--10th Planet Palmdale LLC	Enrichment Svcs - 04/26 - 05/26	04/08/2026	350.00
ACH	1STP001--1St Place Sports Complex	Enrichment Svcs - 04/26 - 06/26	04/08/2026	600.00
ACH	1STP001--1St Place Sports Complex	Enrichment Svcs - 03/26 - 06/26	04/29/2026	1,275.00
ACH	5678000--A 5678 Dance	Enrichment Svcs - 01/26 - 03/26	04/01/2026	350.00
ACH	ABRA000--Eric Abrahamson	Enrichment Svcs - 03/26	04/08/2026	320.00
ACH	ABRA000--Eric Abrahamson	Enrichment Svcs - 03/01/26 03/31/26	04/22/2026	480.00
ACH	ACOR002--Acorn Naturalists	School Supplies	04/29/2026	34.71
ACH	ACTI002--Action Academy	Enrichment Svcs - 02/26 - 05/26	04/01/2026	1,749.00
ACH	ACTI002--Action Academy	Enrichment Svcs - 02/26 - 05/26	04/22/2026	17,201.85
ACH	ACTI002--Action Academy	Enrichment Svcs - 01/26 - 04/26	04/29/2026	4,711.00
ACH	ADVA005--Advantage Flex T Corp	Advantage Flex	04/13/2026	8,403.71
ACH	ADVA005--Advantage Flex T Corp	Advantage Flex	04/27/2026	8,403.71
ACH	AERI000--The Aerial Studio, LLC	Enrichment Svcs - 02/26 - 04/26	04/08/2026	240.00
ACH	AERI000--The Aerial Studio, LLC	Enrichment Svcs - 04/26 - 06/26	04/22/2026	400.00
ACH	AERI002--Aerial Gymnastics Club	Enrichment Svcs - 03/26 - 06/26	04/01/2026	555.00
ACH	AERI002--Aerial Gymnastics Club	Enrichment Svcs - 03/26 - 06/26	04/08/2026	499.50
ACH	AERI002--Aerial Gymnastics Club	Enrichment Svcs - 04/26 - 06/26	04/22/2026	5,435.00
ACH	AFAS000--The AFA Studio	Enrichment Svcs - 01/26 - 02/26	04/01/2026	3,767.00
ACH	AGGA000--Ron Aggabao	Enrichment Svcs - 03/26 - 06/26	04/29/2026	1,045.00
ACH	ALBE003--Svetlana Alberani	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,750.00
ACH	ALEC000--Alec's Chess Club	Enrichment Svcs - 02/26 - 05/26	04/01/2026	520.00
ACH	ALEC000--Alec's Chess Club	Enrichment Svcs - 03/26 - 04/26	04/22/2026	60.00
ACH	ALIS003--Alisons Montessori	School Supplies	04/01/2026	93.00
ACH	ALLE003--Allemande Music Academy, LLC	Enrichment Svcs - 12/26 - 04/26	04/22/2026	8,667.00
ACH	AMAZ000--Amazon Capital Services	School Supplies	04/01/2026	221,273.29
ACH	AMAZ000--Amazon Capital Services	School Supplies	04/08/2026	487.84
ACH	AMAZ000--Amazon Capital Services	School Supplies	04/15/2026	628.94
ACH	AMAZ000--Amazon Capital Services	School Supplies	04/22/2026	40,238.19
ACH	AMAZ000--Amazon Capital Services	School Supplies	04/29/2026	136,952.62
ACH	AMER013--American School of Martial Arts - West Palmdale	Enrichment Svcs - 04/26	04/08/2026	450.00
ACH	AMER014--American Martial Arts Academy	Enrichment Svcs - 03/26 - 06/26	04/29/2026	1,611.00
ACH	ANDE010--Michelle Anderson	Enrichment Svcs - 04/26 - 05/26	04/22/2026	1,560.00
ACH	ANDE010--Michelle Anderson	Enrichment Svcs - 01/26 - 03/26	04/29/2026	260.00
ACH	ANDE011--Kelly Anderson	Enrichment Svcs - 04/01/26 - 06/30/26	04/22/2026	2,274.00
ACH	ANGE000--Carlos Angeles	Enrichment Svcs - 02/26 - 06/26	04/22/2026	19,637.00
ACH	APLUS001--Firefly Tutors	Enrichment Svcs - 03/24/26	04/22/2026	150.00
ACH	APPL002--Applied Music Studios	Substitute Svcs - 02/26 - 03/26	04/01/2026	840.00
ACH	APPL002--Applied Music Studios	Enrichment Svcs - 03/26	04/29/2026	560.00
ACH	APPL005--Applause Music Academy - Glendora	Enrichment Svcs - 04/26 - 06/26	04/22/2026	2,580.00
ACH	AQUA007--AT Anaheim LLC	Enrichment Svcs - 03/26 - 04/26	04/01/2026	1,222.00
ACH	AQUA007--AT Anaheim LLC	Enrichment Svcs - 04/26 - 05/26	04/22/2026	974.00
ACH	AQUA007--AT Anaheim LLC	Enrichment Svcs - 04/26 - 05/26	04/29/2026	400.00
ACH	ARNO000--Violet Arnold	Reimb. - Mileage - 08/22/25 - 08/27/25 - SpEd	04/29/2026	823.27
ACH	ARTE004--The Arterie	Enrichment Svcs - 04/26 - 06/26	04/22/2026	810.00
ACH	ARTO000--Art of Problem Solving	School Supplies	04/01/2026	715.00
ACH	ARTO000--Art of Problem Solving	School Supplies	04/08/2026	200.07
ACH	ARTO000--Art of Problem Solving	School Supplies	04/22/2026	79.03
ACH	ARTW004--Art/Work/Place	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,408.00
ACH	ARTZ000--Art Zone Childrens Studio	Enrichment Svcs - 03/26 - 06/26	04/01/2026	4,674.28
ACH	ARVE000--Arvest Art Studio LLC	Enrichment Svcs - 03/26 - 04/26	04/08/2026	560.00
ACH	ATHL000--Athletes Acadmey LLC	Enrichment Svcs - 03/26	04/01/2026	500.00
ACH	ATHL000--Athletes Acadmey LLC	Enrichment Svcs - 03/26 - 05/26	04/22/2026	3,750.00
ACH	ATHL000--Athletes Acadmey LLC	Enrichment Svcs - 04/26 - 05/26	04/29/2026	1,025.00
ACH	AVDA000--AV Dance Inc	Enrichment Svcs - 04/26 - 05/26	04/22/2026	2,300.00
ACH	AYCL000--American Young Coder Academy	Enrichment Svcs - 04/26 - 05/26	04/01/2026	600.00
ACH	AYCL000--American Young Coder Academy	Enrichment Svcs - 04/26	04/08/2026	200.00
ACH	AZER000--Azeroual Group LLC	Enrichment Svcs - 03/26	04/08/2026	848.00
ACH	AZGM000--AZG Music School	Enrichment Svcs - 03/26 - 06/26	04/22/2026	2,415.00
ACH	BARN004--Barnabas Robotics Inc.	School Supplies	04/01/2026	44.32
ACH	BASU000--Basurto Music & Academics	Enrichment Svcs - 03/26 - 06/26	04/29/2026	14,065.00
ACH	BAZA000--BAZA Jiu Jitsu	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,500.00
ACH	BEHA003--Behavioral Emotional & Academic Mentoring LLC	SpEd Svcs - 02/26	04/22/2026	3,133.96
ACH	BEHE000--Behere Inc.	Enrichment Svcs - 03/26 - 05/26	04/22/2026	2,914.00
ACH	BELI001--Believe Fitness Studio	Enrichment Svcs - 04/26 - 06/26	04/29/2026	2,615.00
ACH	BEND001--The Bending Willow Academy	Enrichment Svcs - 02/26 - 06/26	04/22/2026	3,057.50
ACH	BEYO002--Beyond the Toolbox LLC	Enrichment Svcs - 01/26 - 03/26	04/08/2026	10,270.00
ACH	BEYO002--Beyond the Toolbox LLC	Enrichment Svcs - 03/26	04/22/2026	270.00
ACH	BILL001--Billy Clower Dance Studio	Enrichment Svcs - 01/26 - 05/26	04/01/2026	2,939.10
ACH	BLAC000--Blackbird & Co	School Supplies	04/22/2026	364.65

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	BLAC005--Black Sand Beach Volleyball Academy	Enrichment Svcs - 03/26 - 04/26	04/01/2026	365.00
ACH	BLAC005--Black Sand Beach Volleyball Academy	Enrichment Svcs - 04/26 - 06/26	04/08/2026	585.00
ACH	BLAC005--Black Sand Beach Volleyball Academy	Enrichment Svcs - 03/26 - 04/26	04/29/2026	170.00
ACH	BLUE009--Blue Shield of California	Health Ins - 04/26	04/01/2026	353,537.47
ACH	BOEK000--Amber Boeker	Enrichment Svcs - 04/26 - 05/26	04/22/2026	2,700.00
ACH	BORN000--Born To Perform Studio	Enrichment Svcs - 04/26 - 06/26	04/22/2026	945.00
ACH	BRAM010--Braille Abilities, LLC,	SpEd Svcs - 01/26	04/29/2026	612.50
ACH	BRAV000--Brave Writer, LLC	School Supplies	04/01/2026	99.75
ACH	BRAV000--Brave Writer, LLC	School Supplies	04/22/2026	263.90
ACH	BRAV000--Brave Writer, LLC	School Supplies	04/29/2026	39.90
ACH	BREC001--Breckleys Bullpen	Enrichment Svcs - 03/26 - 04/26	04/08/2026	300.00
ACH	BRIL002--BRIL	Enrichment Svcs - 03/26 - 05/26	04/22/2026	715.00
ACH	BROA000--Broadway Gymnastics School, Inc	Enrichment Svcs - 02/26 - 4/26	04/22/2026	6,124.00
ACH	BRUS000--Leadership Coaching Endeavors	Enrichment Svcs - 02/26	04/01/2026	140.00
ACH	BRUS000--Leadership Coaching Endeavors	Enrichment Svcs - 03/26 - 04/26	04/08/2026	1,190.00
ACH	BRUS000--Leadership Coaching Endeavors	Enrichment Svcs - 03/26 - 06/26	04/22/2026	3,745.00
ACH	CALD001--Melissa Jean Calderon	Enrichment Svcs - 03/26 - 06/26	04/01/2026	2,700.00
ACH	CALH000--Cal Heights Music	Substitute Svcs - 03/26 - 05/26	04/01/2026	1,782.00
ACH	CALH000--Cal Heights Music	Enrichment Svcs - 03/26 - 06/26	04/22/2026	4,740.00
ACH	CALI009--California State Disbursement Unit	California State Disbursement Unit: Child Support	04/09/2026	928.75
ACH	CALI009--California State Disbursement Unit	California State Disbursement Unit: Child Support	04/23/2026	928.75
ACH	CALI031--California Cartwheel Center	Enrichment Svcs - 03/26 - 06/26	04/08/2026	315.00
ACH	CALI031--California Cartwheel Center	Enrichment Svcs - 04/26 - 06/26	04/22/2026	270.00
ACH	CALI031--California Cartwheel Center	Enrichment Svcs - 03/26 - 05/26	04/29/2026	420.00
ACH	CALI033--California Dance Academy Inc	Enrichment Svcs - 02/26 - 05/26	04/22/2026	2,380.00
ACH	CALI036--California Storm All Stars	Enrichment Svcs - 11/25 - 01/26	04/01/2026	960.00
ACH	CAMA004--Camarillo Shotokan	Enrichment Svcs - 04/26 - 06/26	04/22/2026	327.00
ACH	CANV001--Canvas Brazilian Jiu Jitsu	Enrichment Svcs - 03/26 - 05/26	04/01/2026	675.00
ACH	CANV001--Canvas Brazilian Jiu Jitsu	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,350.00
ACH	CARL001--Tyler Carlisle	Enrichment Svcs - 02/26 - 05/26	04/01/2026	3,123.99
ACH	CARR002--Catherine C. Rothenberger	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,530.00
ACH	CARR002--Catherine C. Rothenberger	Enrichment Svcs - 03/26 - 06/26	04/08/2026	1,105.00
ACH	CARR002--Catherine C. Rothenberger	Enrichment Svcs - 03/26 - 06/26	04/22/2026	850.00
ACH	CDTF000--CDTFA - California Dept of Tax and Fee Administration	Use Tax Q1 2026	04/17/2026	2,235.00
ACH	CENT022--Central Music	Enrichment Svcs - 03/26	04/22/2026	1,000.00
ACH	CHAM006--Champions Services Inc	SpEd Svcs - 02/26	04/29/2026	98,804.25
ACH	CHAR000--Charter Impact, LLC	Business Mgmt Svcs - 04/26	04/08/2026	151,650.00
ACH	CHAR022--Orion Technology Group dba Charter Tech Services	Office Supplies	04/22/2026	87,405.37
ACH	CHIL008--Children's Music Academy	Enrichment Svcs - 03/26 - 05/26	04/29/2026	681.00
ACH	CHIN001--Ching On Fok	Enrichment Svcs - 01/26 - 02/26	04/01/2026	1,680.00
ACH	CHUN001--Sharon Chung	Enrichment Svcs - 03/26 - 04/26	04/08/2026	200.00
ACH	CHUN001--Sharon Chung	Enrichment Svcs - 03/26 - 04/26	04/22/2026	1,200.00
ACH	CIRC003--The Circle LB	Enrichment Svcs - 03/26 - 05/26	04/22/2026	3,300.00
ACH	CLAR001--Claremont Community School of Music	Enrichment Svcs - 03/26	04/08/2026	709.50
ACH	CLAR010--Amanda Clark	Reimb - 03/26 - Mileage for Professional Development	04/29/2026	83.09
ACH	COAC001--Coach Patty's Gymnastics Inc	Enrichment Svcs - 03/26	04/08/2026	2,392.80
ACH	COAC001--Coach Patty's Gymnastics Inc	Enrichment Svcs - 03/26 - 04/26	04/22/2026	3,996.00
ACH	COAC001--Coach Patty's Gymnastics Inc	Enrichment Svcs - 04/26 - 06/26	04/29/2026	5,970.00
ACH	COAS005--Coast Music Conservatory Inc	Substitute Svcs - 03/26 - 04/26	04/01/2026	850.00
ACH	COAS005--Coast Music Conservatory Inc	Enrichment Svcs - 03/26	04/08/2026	180.00
ACH	COAS005--Coast Music Conservatory Inc	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,500.00
ACH	COBR000--Cobrinha Brazilian Jiu Jitsu Redondo Beach Inc	Enrichment Svcs - 04/26 - 05/26	04/29/2026	320.00
ACH	COBR001--Cobrinha Brazilian Jiu Jitsu - North Hollywood	Enrichment Svcs - 10/25 - 12/25	04/29/2026	6,585.00
ACH	CODE000--Code Ninjas, Santa Clarita	Enrichment Svcs - 01/26 - 04/26	04/08/2026	597.00
ACH	CODE000--Code Ninjas, Santa Clarita	Enrichment Svcs - 03/26 - 04/26	04/22/2026	398.00
ACH	CODE016--Code Ninjas Arcadia	Enrichment Svcs - 04/26	04/22/2026	220.00
ACH	COLB000--The Colburn School	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,120.00
ACH	COMM010--Common Strength Training	Enrichment Svcs	04/08/2026	480.00
ACH	COMM010--Common Strength Training	Enrichment Svcs - 02/26 - 03/26	04/22/2026	240.00
ACH	COMM010--Common Strength Training	Enrichment Svcs - 03/26	04/29/2026	765.00
ACH	CONE006--CVBJJA LLC	Enrichment Svcs - 03/26 - 06/26	04/08/2026	1,440.00
ACH	CONE006--CVBJJA LLC	Enrichment Svcs - 03/26 - 05/26	04/29/2026	480.00
ACH	CORN003--Cornerstone Music Conservatory	Enrichment Svcs - 02/26	04/08/2026	451.00
ACH	CORN003--Cornerstone Music Conservatory	Enrichment Svcs - 03/26 - 05/26	04/29/2026	1,390.00
ACH	COUN002--Jacob Counts Piano Studio	Enrichment Svcs - 04/01/26 - 05/29/26	04/22/2026	770.00
ACH	CRAN001--Lance Crane	Enrichment Svcs - 03/26	04/08/2026	300.00
ACH	CRAN001--Lance Crane	Enrichment Svcs - 03/26 - 04/26	04/29/2026	700.00
ACH	CREA000--Creative Learning Place Inc	Enrichment Svcs - 03/26 - 06/26	04/01/2026	2,540.00
ACH	CREA011--The Creativity Land	Enrichment Svcs - 02/26 - 03/26	04/22/2026	3,136.00
ACH	CREA011--The Creativity Land	Enrichment Svcs - 02/26 - 05/26	04/29/2026	570.00
ACH	CREA013--Arezou Kavosh	Enrichment Svcs - 02/26 - 04/26	04/29/2026	765.00
ACH	CREA018--Creative Music South Bay	Enrichment Svcs - 03/26	04/01/2026	1,845.00
ACH	CREA018--Creative Music South Bay	Enrichment Svcs - 04/26 - 05/26	04/29/2026	420.00
ACH	CREL000--Carly Creley	Reimb - 03/26 - School Supplies	04/22/2026	37.74
ACH	CREO000--Creo Studio Inc.	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,400.00
ACH	CRES003--Crescendo Performing Arts Academy	Enrichment Svcs - 03/26	04/29/2026	4,347.00
ACH	CRIT001--The Critical Thinking Co.	School Supplies	04/01/2026	96.47
ACH	CROS006--CrossFit 310	Enrichment Svcs - 04/26	04/08/2026	390.00
ACH	CROS006--CrossFit 310	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,200.00
ACH	CROS018--CrossTown CrossFit	Enrichment Svcs - 04/26 - 06/26	04/08/2026	300.00
ACH	CUIZ000--Cuizon Ballet Centre	Enrichment Svcs - 03/26 - 06/26	04/08/2026	3,854.00
ACH	CUNN000--Kateland Cunningham	Enrichment Svcs - 02/02/26 - 02/23/26	04/22/2026	540.00
ACH	DALA000--Daland Swim School	Enrichment Svcs - 03/26 - 06/26	04/08/2026	4,550.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	DALA000--Daland Swim School	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,098.00
ACH	DALA000--Daland Swim School	Enrichment Svcs - 04/26 - 06/26	04/29/2026	798.00
ACH	DANC004--Dancin' in Acton	Enrichment Svcs	04/22/2026	210.00
ACH	DANC017--Dance Creations	Enrichment Svcs - 02/26 - 05/26	04/22/2026	5,135.00
ACH	DANC035--The Dance Factory	Enrichment Svcs - 04/26 - 06/26	04/22/2026	285.00
ACH	DASA000--Efrain Cordero	Enrichment Svcs - 101/26 - 03/26	04/22/2026	1,180.00
ACH	DAVE003--Dave Janssen's School of Music, LLC	Enrichment Svcs - 01/26 - 04/26	04/01/2026	1,020.00
ACH	DAVE003--Dave Janssen's School of Music, LLC	Enrichment Svcs - 03/26 - 04/26	04/01/2026	315.00
ACH	DBAT000--D-Bat Simi Valley	Enrichment Svcs - 03/26 - 05/26	04/08/2026	2,730.00
ACH	DBAT000--D-Bat Simi Valley	Enrichment Svcs - 03/26	04/22/2026	140.00
ACH	DEBO000--Deborah Lemen Acting Studio	Enrichment Svcs - 04/26	04/08/2026	190.00
ACH	DEFT000--Deft Touch Soccer Center LLC	Enrichment Svcs - 01/26 - 04/26	04/01/2026	1,040.00
ACH	DEFT000--Deft Touch Soccer Center LLC	Enrichment Svcs - 03/26 - 06/26	04/22/2026	2,730.00
ACH	DELT8000--Delta Dental of California	Dental Ins - 04/26	04/08/2026	28,987.77
ACH	DELT9000--Delta Dental Insurance Company	Dental Ins - 04/26	04/08/2026	2,527.53
ACH	DEMM001--Demme Learning School Sales	School Supplies	04/01/2026	52.00
ACH	DEMM001--Demme Learning School Sales	School Supplies	04/08/2026	195.55
ACH	DEMM001--Demme Learning School Sales	School Supplies	04/22/2026	432.59
ACH	DEMM001--Demme Learning School Sales	School Supplies	04/29/2026	123.71
ACH	DENI000--Denison Algebra	Enrichment Svcs	04/01/2026	175.00
ACH	DENU000--Tiffney DeNuccio	Reimb - 03/26 - Meals	04/08/2026	553.26
ACH	DEVI001--Keary DeVico	Enrichment Svcs - 03/26 - 05/26	04/08/2026	190.00
ACH	DEVI001--Keary DeVico	Enrichment Svcs - 04/01/26 - 05/31/26	04/22/2026	665.00
ACH	DEVI001--Keary DeVico	Enrichment Svcs - 04/26 - 05/26	04/29/2026	950.00
ACH	DGBO000--DG Boxing Enterprises	Enrichment Svcs - 03/26 - 05/26	04/01/2026	2,050.00
ACH	DGBO000--DG Boxing Enterprises	Enrichment Svcs - 03/26 - 04/26	04/08/2026	1,100.00
ACH	DINI000--Michelle Diniakos	Enrichment Svcs - 01/26 - 03/26	04/01/2026	660.00
ACH	DINI000--Michelle Diniakos	Enrichment Svcs - 04/26 - 05/26	04/22/2026	495.00
ACH	DINK000--Bonnie Dinka	Enrichment Svcs - 03/26 - 06/26	04/08/2026	2,340.00
ACH	DIVV000--Divvy Credit One LLC	Divvy Pmt	04/01/2026	295,262.95
ACH	DIWA000--Bounce Back Tutoring Services	Enrichment Svcs - 02/26	04/01/2026	184.00
ACH	DIWA000--Bounce Back Tutoring Services	Enrichment Svcs - 03/26	04/22/2026	184.00
ACH	DNAS000--DNA Studios USA	Enrichment Svcs - 04/26	04/22/2026	1,820.00
ACH	DOKK000--Dokko Piano Studio	Enrichment Svcs - 01/26 - 04/26	04/22/2026	425.00
ACH	DONN002--Donna Carroll-Rich	Enrichment Svcs - 02/26 - 03/26	04/01/2026	3,760.00
ACH	DOOR001--DoorDash, Inc.	Monthly Subscription - 03/26	04/22/2026	43,152.53
ACH	DRAG001--Dragon Han Martial Arts	Enrichment Svcs - 04/26	04/22/2026	1,575.00
ACH	DREA002--Dream Elite Gymnastics	Enrichment Svcs - 01/26 - 06/26	04/22/2026	3,450.00
ACH	DRIV002--Drivers Ed Direct	Enrichment Svcs - 08/25 - 01/26	04/22/2026	30,323.00
ACH	DUPO000--Karen Dupont	Enrichment Svcs - 02/27/26 - 03/13/26	04/22/2026	210.00
ACH	DURA001--James Duran	Enrichment Svcs - 03/31/26 - 05/22/26	04/22/2026	630.00
ACH	DVTH001--DV Therapy Inc	SpEd Svcs - 03/26	04/29/2026	526.50
ACH	DZIA000--Helen Dziadulewicz	Enrichment Svcs - 02/26 - 05/26	04/29/2026	1,630.00
ACH	EAT2000--eat2explore	School Supplies	04/29/2026	1,117.45
ACH	EDME000--Edmentum Inc	License (219) - 02/26	04/15/2026	65,480.00
ACH	EDME000--Edmentum Inc	License (9) 03/31/26	04/22/2026	2,685.00
ACH	EFFE000--Effectual Educational Consulting Services	SpEd Svcs - 02/26	04/22/2026	9,168.80
ACH	ELDO003--El Dojo LLC dba Westminster Jiu Jitsu	Enrichment Svcs - 03/26 - 05/26	04/08/2026	1,800.00
ACH	ELEM005--Elemental Hardware Inc	Enrichment Svcs - 02/26 - 03/26	04/08/2026	2,045.00
ACH	ELEM005--Elemental Hardware Inc	Enrichment Svcs - 04/26	04/29/2026	90.00
ACH	ENCO001--Encore Dance Studio	Enrichment Svcs - 03/26	04/08/2026	570.00
ACH	ENCO001--Encore Dance Studio	Enrichment Svcs - 04/06/26 - 06/26	04/22/2026	195.00
ACH	ENGL001--Clarissa English	Reimb. - Mileage SpEd - 08/20/25 - 08/29/25	04/22/2026	384.86
ACH	ENLI000--Enlightened Learning	Enrichment Svcs - 03/26, 3/19/26 - 4/09/26	04/22/2026	400.00
ACH	EROL000--Erolin 3D Martial Arts LLC	Enrichment Svcs - 03/26 - 04/26	04/01/2026	1,075.00
ACH	EROL000--Erolin 3D Martial Arts LLC	Enrichment Svcs - 03/13/26 - 04/30/26	04/22/2026	260.00
ACH	EROL000--Erolin 3D Martial Arts LLC	Enrichment Svcs - 04/26	04/29/2026	115.00
ACH	ETHE001--E-Therapy Intermediate Inc	SpEd Svcs - 03/26	04/22/2026	9,766.50
ACH	EVOL004--Evolve Fitness Ventura LLC dba Evolve Jiu Jitsu & Fitness	Enrichment Svcs - 01/26	04/08/2026	4,248.00
ACH	EVOL004--Evolve Fitness Ventura LLC dba Evolve Jiu Jitsu & Fitness	Enrichment Svcs - 01/26 - 03/26	04/29/2026	702.00
ACH	EXCE007--Brandon Diaz	Enrichment Svcs - 03/26 - 04/26	04/01/2026	660.00
ACH	FASH000--Fashion Camp LLC	Enrichment Svcs - 03/31/26	04/22/2026	296.00
ACH	FIGH000--Fight Foundation	Enrichment Svcs - 04/02/26 - 06/30/26	04/22/2026	1,000.00
ACH	FIRE000--Firestorm Freerunning & Acrobatics	Enrichment Svcs - 03/01/26 - 04/30/26	04/22/2026	5,155.00
ACH	FIRE000--Firestorm Freerunning & Acrobatics	Enrichment Svcs - 01/26 - 04/26	04/29/2026	6,650.00
ACH	FIRE004--Fired Up Arts	Enrichment Svcs - 04/26 - 06/26	04/08/2026	490.00
ACH	FISC001--Anna Fischer	Reimb - 02/26 - SpEd Mileage	04/22/2026	108.03
ACH	FITS000--FitSport Kinetics	Enrichment Svcs - 02/11/26 - 03/11/26	04/22/2026	1,675.00
ACH	FRAZ000--Frazier Martial Arts	Enrichment Svcs - 04/01/26 - 06/30/26	04/22/2026	411.00
ACH	FREE004--Shannon Freeland	Reimb - Mileage - 03/26/26	04/22/2026	112.38
ACH	FUSI002--Fusion Studios	Enrichment Svcs - 01/26	04/28/2026	585.00
ACH	GARC004--The Dance Company - Camarillo	Enrichment Svcs - 03/26 - 04/26	04/01/2026	184.00
ACH	GARC004--The Dance Company - Camarillo	Enrichment Svcs - 02/26 - 04/26	04/08/2026	276.00
ACH	GARC004--The Dance Company - Camarillo	Enrichment Svcs - 03/26 - 05/26	04/29/2026	368.00
ACH	GARI000--Grant Garibyan Violin Studio Inc	Enrichment Svcs 04/01/26 - 06/01/26	04/22/2026	1,440.00
ACH	GAYN000--Ryan Gaynor	Enrichment Svcs - 03/26 - 04/26	04/08/2026	2,340.00
ACH	GILC000--Gilchrist Farm	Enrichment Svcs 02/27/26 - 05/28/26	04/22/2026	2,600.00
ACH	GLEN004--Glendora Music and Arts School	Substitute Svcs - 03/26 - 05/26	04/01/2026	3,420.00
ACH	GLEN004--Glendora Music and Arts School	Enrichment Svcs 04/26 - 06/26	04/22/2026	2,340.00
ACH	GLEN004--Glendora Music and Arts School	Enrichment Svcs - 02/26 - 03/26	04/29/2026	360.00
ACH	GLIS001--Glissando Music School	Enrichment Svcs 02/24/26 - 05/24/26	04/22/2026	5,290.00
ACH	GLIS001--Glissando Music School	Enrichment Svcs - 03/26 - 05/26	04/29/2026	2,040.00
ACH	GLIT000--The Glitter Barn	Enrichment Svcs - 01/26 - 02/26	04/01/2026	14,925.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	GOLD007--Gold Coast Gymnastics	Enrichment Svcs - 03/26 - 04/26	04/01/2026	180.00
ACH	GOLD007--Gold Coast Gymnastics	Enrichment Svcs - 04/26 - 06/26	04/29/2026	462.00
ACH	GOOD002--The Good and the Beautiful	School Supplies	04/01/2026	18.99
ACH	GOOD002--The Good and the Beautiful	School Supplies	04/22/2026	256.65
ACH	GOTT002--Gotta Dance Academy	Enrichment Svcs - 03/26	04/01/2026	480.00
ACH	GRAC016--Gracie Global LLC	Enrichment Svcs - 03/26 - 06/26	04/08/2026	540.00
ACH	GRAC016--Gracie Global LLC	Enrichment Svcs 03/10/26 - 05/26/26	04/22/2026	720.00
ACH	GRAC021--Gracie Jiu-Jitsu Santa Clarita	Enrichment Svcs - 03/26 - 06/26	04/08/2026	510.00
ACH	GRAC022--Gracie Brazilian Jiu Jitsu LLC	Enrichment Svcs 03/23/26 - 05/31/26	04/22/2026	2,763.00
ACH	GRAC025--Gracie Barra SC LLC	Enrichment Svcs - 03/26 - 05/26	04/08/2026	840.00
ACH	GRAH0002--Korene Graham	Enrichment Svcs - 03/26 - 06/26	04/29/2026	17,730.00
ACH	GRAM000--Superhuman Platform Inc.	License - (8000) 03/19/26 - 03/18/27	04/23/2026	33,684.00
ACH	GRAN006--The Grand Academy of Ballet	Enrichment Svcs - 02/26	04/08/2026	1,216.00
ACH	GRAY003--Shanelle Gray Studios	Enrichment Svcs - 03/26	04/22/2026	375.00
ACH	GUER002--Guerrero Boxing Gym LLC	Enrichment Svcs - 03/26	04/01/2026	400.00
ACH	GUER002--Guerrero Boxing Gym LLC	Enrichment Svcs 04/01/26 - 05/31/26	04/22/2026	1,200.00
ACH	GUST001--Elizabeth Gustavson	Enrichment Svcs - 03/25/26 - 05/13/26	04/22/2026	1,155.00
ACH	GYMN003--Gymnastics Olympica USA, Inc.	Enrichment Svcs - 03/26 - 04/26	04/08/2026	1,002.00
ACH	H2OS000--H2O Swim Team	Enrichment Svcs - 03/26 - 05/26	04/08/2026	330.00
ACH	H2OS000--H2O Swim Team	Enrichment Svcs - 04/26	04/22/2026	330.00
ACH	HARB001--Harbor and Sprout	School Supplies	04/08/2026	575.50
ACH	HARB001--Harbor and Sprout	School Supplies	04/22/2026	176.45
ACH	HARJ000--Charissa Harjo	Enrichment Svcs - 03/26 - 06/26	04/22/2026	6,100.00
ACH	HARR006--Harris Figure Skating Dreams	Enrichment Svcs - 12/25 - 01/26	04/01/2026	567.40
ACH	HAYN000--Samantha Haynes	Reimb - Mileage - 03/02/26 - 03/18/26	04/22/2026	633.36
ACH	HELP000--Helping Hands Kids Studio LLC	Enrichment Svcs - 03/26 - 05/26	04/01/2026	4,030.00
ACH	HEND003--Elisa Hendricks	Reimb - 03/26 - SpEd Mileage	04/29/2026	127.67
ACH	HERM000--You Can Dance	Enrichment Svcs - 03/26	04/22/2026	159.00
ACH	HIGH007--Higher Ground Skateboarding	Enrichment Svcs - 03/26 - 04/26	04/08/2026	210.00
ACH	HITF000--Hit Factory Los Angeles	Enrichment Svcs - 03/26 - 04/26	04/08/2026	325.00
ACH	HOLA000--Hola Amigo LLC	School Supplies	04/01/2026	284.69
ACH	HOME002--Home Science Tools	School Supplies	04/01/2026	141.31
ACH	HOME002--Home Science Tools	School Supplies	04/22/2026	496.43
ACH	HOME002--Home Science Tools	School Supplies	04/29/2026	47.46
ACH	HOME006--Home School Coaches	Enrichment Svcs - 02/26 - 05/26	04/22/2026	19,214.06
ACH	HOME006--Home School Coaches	Enrichment Svcs - 01/26 - 06/26	04/29/2026	16,445.00
ACH	IGNI002--Ignite Martial Arts, Inc	Enrichment Svcs - 03/26	04/08/2026	250.00
ACH	ILYS000--ILYSOCCER LLC	Enrichment Svcs - 03/01/26 - 03/31/26	04/22/2026	5,960.00
ACH	INSP001--Inspyr Arts Education	Enrichment Svcs - 12/01/25 - 02/28/26	04/22/2026	1,010.00
ACH	INSP009--Inspire Dance Studio	Enrichment Svcs - 03/26	04/08/2026	48.00
ACH	INSP009--Inspire Dance Studio	Enrichment Svcs - 04/26 - 06/26	04/29/2026	1,098.00
ACH	INST001--Institute for Excellence in Writing	School Supplies	04/01/2026	260.30
ACH	INST001--Institute for Excellence in Writing	School Supplies	04/08/2026	741.75
ACH	INST001--Institute for Excellence in Writing	School Supplies	04/22/2026	608.45
ACH	INST001--Institute for Excellence in Writing	School Supplies	04/29/2026	199.56
ACH	IOSE000--Joberdine Iosefa	Reimb - 12/25 - Mileage	04/17/2026	118.97
ACH	IVYK000--Ivy Kids, LLC	School Supplies	04/22/2026	2,807.41
ACH	IVYK000--Ivy Kids, LLC	School Supplies	04/29/2026	263.07
ACH	IWAN000--I Want Chinese School	Enrichment Svcs - 05/26	04/29/2026	600.00
ACH	JACA000--Jacaranda Music Studios, LLC	Enrichment Svcs - 03/26	04/08/2026	360.00
ACH	JALG000--Jacob Lusk	Enrichment Svcs - 03/01/26 - 05/30/26	04/22/2026	3,725.00
ACH	JALG000--Jacob Lusk	Enrichment Svcs - 04/26	04/29/2026	100.00
ACH	JAME001--Emily James	Enrichment Svcs - 02/26	04/08/2026	110.00
ACH	JAME001--Emily James	Enrichment Svcs - 04/26	04/22/2026	420.00
ACH	JAMI001--Jamie York Press, Inc.	Enrichment Svcs - 03/26 - 04/26	04/01/2026	213.34
ACH	JAMM000--Jammin' Music	Enrichment Svcs - 02/26 - 03/26	04/01/2026	200.00
ACH	JAMM000--Jammin' Music	Enrichment Svcs - 03/26 - 05/26	04/08/2026	135.00
ACH	JAMM000--Jammin' Music	Enrichment Svcs 04/26 - 05/26	04/22/2026	1,000.00
ACH	JANA000--Melani Jana	Enrichment Svcs - 01/26 - 05/26	04/08/2026	3,550.00
ACH	JANA000--Melani Jana	Enrichment Svcs - 01/26 - 05/26	04/22/2026	4,080.00
ACH	JAZZ002--The Jazz Angels	Enrichment Svcs - 01/26 - 03/26	04/01/2026	325.00
ACH	JOFR000--Lucas Jofre	Enrichment Svcs - 02/26 - 04/26	04/01/2026	695.00
ACH	JOHN006--Amie Johnson	Enrichment Svcs - 01/26 - 03/26	04/22/2026	1,320.00
ACH	JOHN008--John Tracy Center	SpEd Svcs - 02/26	04/08/2026	1,032.74
ACH	JOHN008--John Tracy Center	SpEd Svcs - 03/12/26	04/22/2026	533.96
ACH	JOHN018--Pamela Johnstons Dance Studio	Enrichment Svcs - 04/25 - 06/25	04/22/2026	360.00
ACH	JOIN001--Join the Band	Enrichment Svcs - 03/26 - 06/26	04/01/2026	957.00
ACH	JOIN001--Join the Band	Enrichment Svcs - 04/02/26 - 05/28/26	04/22/2026	954.00
ACH	JONE011--Alicia Jones Coaching	Enrichment Svcs - 03/26 - 05/26	04/22/2026	380.00
ACH	JOOB000--Joobilo LLC	Enrichment Svcs - 03/02/26 - 05/11/26	04/22/2026	3,750.00
ACH	JUST006--Justine Sherman & Associates Inc	SpEd Svcs - 02/26	04/22/2026	5,292.50
ACH	JYIF000--JYL Fearn - Embark Education	Enrichment Svcs - 04/26 - 06/26	04/29/2026	14,970.00
ACH	KAIS4945--Kaiser Foundation Health Plan	Health Ins - 05/26	04/29/2026	146,221.58
ACH	KAIS6755--Kaiser Foundation Health Plan	Health Ins - 05/26	04/29/2026	1,867.63
ACH	KAIZ000--Kaizen Dojo	Enrichment Svcs - 04/01/26 - 06/30/26	04/22/2026	1,014.00
ACH	KALE001--Virginia Kalergis	Enrichment Svcs - 03/26 - 04/26	04/08/2026	900.00
ACH	KALO000--Kalos Sthenos Fitness	Enrichment Svcs - 01/26 - 03/26	04/29/2026	1,400.00
ACH	KASE002--Kaser Arts Inc	Enrichment Svcs - 01/28/26 - 05/28/26	04/22/2026	887.50
ACH	KELL004--Nannette Keller LLC	Enrichment Svcs - 03/26 - 05/26	04/22/2026	300.00
ACH	KHAC000--Khachatryan Tennis Academy	Enrichment Svcs - 01/26 - 06/26	04/01/2026	22,895.00
ACH	KICK001--Kick It Up	Enrichment Svcs - 12/25 - 03/26	04/08/2026	7,651.00
ACH	KIDS009--Kids Connections Developmental Therapy Center	SpEd Svcs - 02/26	04/08/2026	9,501.25
ACH	KIDS009--Kids Connections Developmental Therapy Center	SpEd Svcs - 02/26	04/22/2026	6,550.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	KIDS009--Kids Connections Developmental Therapy Center	SpEd Svcs - 03/26	04/29/2026	6,143.75
ACH	KIDS024--Kids On Stage, Inc.	Enrichment Svcs - 03/26	04/08/2026	700.00
ACH	KIDS030--KIDS Crew Learning Center LLC	Enrichment Svcs - 03/26	04/01/2026	7,540.00
ACH	KIDS030--KIDS Crew Learning Center LLC	Enrichment Svcs - 03/26	04/08/2026	480.00
ACH	KIDS030--KIDS Crew Learning Center LLC	Enrichment Svcs - 03/26	04/29/2026	1,375.00
ACH	KIDZ001--Kidz Rock LLC	Enrichment Svcs - 03/26 - 05/26	04/08/2026	1,080.00
ACH	KIDZ001--Kidz Rock LLC	Enrichment Svcs - 04/26	04/29/2026	180.00
ACH	KING009--Alana King	Reimb - 02/26 - Office Supplies	04/22/2026	230.51
ACH	KOTT000--Amber Kott	Reimb - 03/26 - Office Supplies	04/22/2026	275.00
ACH	KREL000--Matthew Krell Music	Enrichment Svcs - 04/26	04/08/2026	1,920.00
ACH	KREL000--Matthew Krell Music	Enrichment Svcs - 03/26 - 06/26	04/22/2026	960.00
ACH	KSWS000--KSW SGV, Inc.	Enrichment Svcs - 03/26 - 04/26	04/01/2026	400.00
ACH	KSWS000--KSW SGV, Inc.	Enrichment Svcs - 05/01/26 - 06/30/26	04/22/2026	400.00
ACH	KUKK000--Kukkido Martial Arts Studio	Enrichment Svcs - 05/26 - 06/26	04/08/2026	945.00
ACH	KURT001--Evon Schaar Kurtz	Enrichment Svcs - 03/26	04/01/2026	1,200.00
ACH	KURT001--Evon Schaar Kurtz	Enrichment Svcs - 04/01/26 - 04/30/26	04/22/2026	3,100.00
ACH	KURT001--Evon Schaar Kurtz	Enrichment Svcs - 04/26 - 05/26	04/29/2026	800.00
ACH	LAGE000--Erin Lage	Reimb. - Mileage - 03/24/26 - 03/26/26	04/29/2026	179.09
ACH	LAMP003--Pamela Lam	Enrichment Svcs - 03/26 - 06/26	04/01/2026	1,344.00
ACH	LAMU000--LA Music Lessons	Enrichment Svcs - 03/26	04/29/2026	630.00
ACH	LANG011--LanguageBird	Enrichment Svcs	04/01/2026	1,675.00
ACH	LANT000--Lanterns Global Inc	Enrichment Svcs - 03/26	04/22/2026	299.00
ACH	LAVI000--LaVine Equestrian	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,275.00
ACH	LAVI000--LaVine Equestrian	Enrichment Svcs - 02/26 - 04/26	04/29/2026	255.00
ACH	LEAR001--Learn Beyond the Book, Inc.	Enrichment Svcs - 02/26 - 04/26	04/01/2026	20,981.00
ACH	LEAR001--Learn Beyond the Book, Inc.	Enrichment Svcs - 02/26 - 05/26	04/08/2026	778.40
ACH	LEAR023--Learning Together AV Inc.	Enrichment Svcs - 01/26 - 03/26	04/22/2026	21,430.00
ACH	LEES001--Lee's Arts School LLC	Enrichment Svcs - 02/26 - 05/26	04/29/2026	2,226.00
ACH	LEEX005--Kevin Lee	Enrichment Svcs - 02/26 - 03/26	04/08/2026	475.00
ACH	LEEX005--Kevin Lee	Enrichment Svcs - 02/26 - 03/26	04/22/2026	140.00
ACH	LEEX008--Max Lee Music	Enrichment Svcs - 03/26	04/22/2026	1,530.00
ACH	LEGA007--Legacy Glendale BJJ LLC	Enrichment Svcs - 02/26 - 03/26	04/08/2026	199.00
ACH	LEGA007--Legacy Glendale BJJ LLC	Enrichment Svcs - 04/26	04/29/2026	199.00
ACH	LEVE002--LEVEL 3 Martial Arts Performance	Enrichment Svcs - 04/26 - 06/26	04/08/2026	499.50
ACH	LEVE002--LEVEL 3 Martial Arts Performance	Enrichment Svcs - 03/26 - 05/26	04/22/2026	3,175.00
ACH	LEXT000--LeXT Inc	Enrichment Svcs - 04/26 - 05/26	04/22/2026	180.00
ACH	LIGH007--Lighthouse Sports Center LLC	Enrichment Svcs - 02/26	04/22/2026	492.00
ACH	LIGH007--Lighthouse Sports Center LLC	Enrichment Svcs - 03/26	04/29/2026	129.00
ACH	LIGH009--Lighthouse Therapy School Services Inc	SpEd Svcs - 02/26	04/15/2026	90,546.58
ACH	LIGH009--Lighthouse Therapy School Services Inc	SpEd Svcs	04/22/2026	0.19
ACH	LIMA000--Lima Taekwondo & Martial Arts Academy	Enrichment Svcs - 03/26 - 06/26	04/22/2026	990.00
ACH	LITS000--Blake Litschke	Enrichment Svcs - 03/26 - 04/26	04/01/2026	320.00
ACH	LITT000--Little Passports Inc	School Supplies	04/01/2026	267.00
ACH	LITT000--Little Passports Inc	School Supplies	04/08/2026	2,360.47
ACH	LITT000--Little Passports Inc	School Supplies	04/22/2026	2,163.99
ACH	LITT011--Little Surf Co	Enrichment Svcs - 02/26	04/01/2026	358.00
ACH	LITT011--Little Surf Co	Enrichment Svcs - 02/26- 03/26	04/22/2026	1,417.76
ACH	LITT013--The Little Dance World, Inc	Enrichment Svcs - 02/26 - 04/26	04/22/2026	3,368.00
ACH	LITT017--Little Kitchen Academy Century City LLC	Enrichment Svcs - 03/26	04/22/2026	866.00
ACH	LIVE005--Live Oak Education	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,500.00
ACH	LIZZ001--Lizzy's Schoolhouse & Tutoring	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,752.00
ACH	LLAM000--Llamitas Spanish	School Supplies	04/01/2026	371.19
ACH	LLAM000--Llamitas Spanish	School Supplies	04/08/2026	197.00
ACH	LLOY000--Mallory Lloyd	Reimb. - Mileage - 03/25/26 - 03/26/26	04/29/2026	159.50
ACH	LOFT000--The LOFT	Enrichment Svcs - 01/26 - 03/26	04/08/2026	840.00
ACH	LOFT000--The LOFT	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,848.00
ACH	LOGI001--Logic BJJ Glendora, LLC	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,120.00
ACH	LOGI001--Logic BJJ Glendora, LLC	Enrichment Svcs - 04/26	04/29/2026	960.00
ACH	LOGI002--Logic Brazillian Jiu-Jitsu	Enrichment Svcs - 04/26 - 06/26	04/29/2026	420.00
ACH	LOPE004--Joe Manuel's Music Lessons	Enrichment Svcs - 03/26 - 05/26	04/08/2026	800.00
ACH	LORD001--Justin Lord	Enrichment Svcs - 03/26	04/08/2026	240.00
ACH	LOTT002--A Lotte Horses	Enrichment Svcs - 02/26 - 05/26	04/01/2026	3,076.00
ACH	LOTT002--A Lotte Horses	Enrichment Svcs - 02/26 - 05/26	04/08/2026	1,180.00
ACH	LOTT002--A Lotte Horses	Enrichment Svcs - 04/26 - 06/26	04/22/2026	24,660.00
ACH	LOTT002--A Lotte Horses	Enrichment Svcs - 03/26 - 04/26	04/29/2026	4,420.00
ACH	LOTU001--Lotus & Ivy LLC	Enrichment Svcs - 01/26 - 03/26	04/22/2026	4,531.00
ACH	LOUB000--Loubella Farms, LLC	Enrichment Svcs - 04/26 - 05/26	04/01/2026	800.00
ACH	LOUB000--Loubella Farms, LLC	Enrichment Svcs - 04/26	04/08/2026	200.00
ACH	LUXX000--YaPing Lu	Enrichment Svcs 04/26 - 05/26	04/08/2026	300.00
ACH	LUXX000--YaPing Lu	Enrichment Svcs - 05/26	04/22/2026	225.00
ACH	M2MG000--M2M Glendale Inc	Enrichment Svcs - 02/26 - 04/26	04/22/2026	480.00
ACH	MACH000--Machida Karate Academy Inc	Enrichment Svcs - 04/26 - 05/26	04/22/2026	418.00
ACH	MACH000--Machida Karate Academy Inc	Enrichment Svcs - 03/25 - 05/26	04/29/2026	687.00
ACH	MAES000--Mission2Math	Enrichment Svcs - 03/26	04/08/2026	630.00
ACH	MAGN000--Magnitude Cheer	Enrichment Svcs - 04/26 - 06/26	04/22/2026	525.00
ACH	MAGN000--Magnitude Cheer	Enrichment Svcs - 04/26	04/29/2026	420.00
ACH	MAKE002--Maker Studio	Enrichment Svcs - 03/26	04/01/2026	4,315.00
ACH	MAKE002--Maker Studio	Enrichment Svcs - 03/26 - 05/26	04/29/2026	2,355.00
ACH	MANC002--Amy Manchel	Enrichment Svcs - 03/26 - 05/26	04/01/2026	480.00
ACH	MANC002--Amy Manchel	Enrichment Svcs - 04/26 - 05/26	04/22/2026	1,065.00
ACH	MAND001--Katherine Mandel	Enrichment Svcs - 03/26 - 05/26	04/01/2026	700.00
ACH	MARG001--Margie Haber Studio	Enrichment Svcs - 03/26 - 04/26	04/01/2026	300.00
ACH	MARG001--Margie Haber Studio	Enrichment Svcs - 04/26	04/08/2026	300.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	MARS002--Triton Gym	Enrichment Svcs - 04/26	04/08/2026	129.00
ACH	MART014--Coach Miggy's Player Development LLC	Enrichment Svcs - 03/26	04/01/2026	200.00
ACH	MART014--Coach Miggy's Player Development LLC	Enrichment Svcs - 03/26	04/08/2026	400.00
ACH	MART014--Coach Miggy's Player Development LLC	Enrichment Svcs - 03/26 - 04/26	04/22/2026	300.00
ACH	MASO003--Tammie Mason	Reimb. - Mileage - 03/24/26 - 03/26/26	04/29/2026	190.68
ACH	MASO004--Ryan Mason	Enrichment Svcs - 03/26 - 05/26	04/08/2026	4,860.00
ACH	MATH011--Mathnasium	Enrichment Svcs - 03/26 - 05/26	04/08/2026	2,215.00
ACH	MATH011--Mathnasium	Enrichment Svcs - 04/26 - 05/26	04/22/2026	3,531.00
ACH	MATH015--Mathnasium of Sherman Oaks	Enrichment Svcs - 04/26	04/29/2026	399.00
ACH	MATH052--Mathnasium of West Covina	Enrichment Svcs - 03/26	04/08/2026	390.00
ACH	MATH068--Biz Global, LLC for Mathnasium of Newbury Park	Enrichment Svcs - 10/25	04/22/2026	359.00
ACH	MATH078--Emile Endeavors Inc (dba Mathnasium)	Enrichment Svcs - 03/26 - 05/26	04/01/2026	898.00
ACH	MATH078--Emile Endeavors Inc (dba Mathnasium)	Enrichment Svcs - 03/26 - 05/26	04/08/2026	898.00
ACH	MATH078--Emile Endeavors Inc (dba Mathnasium)	Enrichment Svcs - 04/26 - 06/26	04/29/2026	1,377.00
ACH	MATH080--Mathnasium of Eagle Rock	Enrichment Svcs - 03/26 - 04/26	04/22/2026	1,197.00
ACH	MATH081--Math and Beyond LLC	Enrichment Svcs - 04/26	04/22/2026	459.00
ACH	MATH083--Mathnasium of Chino South	Enrichment Svcs - 03/26 - 04/26	04/22/2026	778.00
ACH	MAXX000--Jing Ma	Enrichment Svcs - 02/26 - 05/26	04/08/2026	2,000.00
ACH	MAYI000--Mayid Martial Arts Inc	Enrichment Svcs - 04/26 - 05/26	04/08/2026	415.00
ACH	MAYS000--Tonita Mays	Enrichment Svcs	04/01/2026	750.00
ACH	MAYS000--Tonita Mays	Enrichment Svcs - 04/26	04/22/2026	450.00
ACH	MAZU000--Samuel Mazur	Enrichment Svs - 02/09/26 - 03/02/26	04/22/2026	4,020.00
ACH	MCCA003--Dorothy McCandliss	Enrichment Svcs - 12/25 - 02/26	04/22/2026	480.00
ACH	MCCL001--McClure & Co	Enrichment Svcs - 02/26 - 05/26	04/22/2026	15,352.00
ACH	MCCL001--McClure & Co	Enrichment Svcs - 03/26 - 05/26	04/29/2026	4,127.00
ACH	MCCL002--Hannah McClure	Reimb. - Meals - 03/08/26 - 03/11/26	04/01/2026	109.50
ACH	MCCL002--Hannah McClure	Reimb - 01/26 - Certified Mail	04/17/2026	6.43
ACH	MEGA000--Megan Litz Private Tutoring	Enrichment Svcs-03/26 - 06/26	04/29/2026	1,050.00
ACH	MELB000--Mel Booker Music	Enrichment Svcs - 12/25 - 02/26	04/01/2026	6,000.00
ACH	MELS000--MEL Science U. S., LLC	School Supplies	04/01/2026	331.39
ACH	MIDE000--Jennifer A. Molin	Enrichment Svcs - 03/25 - 04/26	04/01/2026	750.00
ACH	MIDE000--Jennifer A. Molin	Enrichment Svcs - 03/19/26 - 06/25/26	04/22/2026	1,425.00
ACH	MILL012--Jessica S Miller	Enrichment Svcs - 02/26 - 04/26	04/01/2026	1,830.00
ACH	MISS003--Miss Bee's Tutoring Inc.	Enrichment Svcs - 03/26 - 04/26	04/01/2026	657.00
ACH	MISS018--Miss Maggie Mandarin Classroom Inc	Enrichment Svcs - 03/26 - 04/26	04/22/2026	880.00
ACH	MONA002--Monarchs Gymnastics	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,131.00
ACH	MONA002--Monarchs Gymnastics	Enrichment Svcs - 04/26	04/22/2026	3,473.00
ACH	MOSE002--Shannon Moses Inc dba Musikbox	Enrichment Svcs - 02/26 - 05/26	04/22/2026	2,220.00
ACH	MRDM000--Mr. D Math, LLC	Enrichment Svcs - 08/25 - 05/26	04/22/2026	561.00
ACH	MURN000--Arise Shine Center LLC	Enrichment Svcs - 02/26 - 04/26	04/08/2026	3,075.00
ACH	MUSI007--The Music Junction	Enrichment Svcs - 03/26	04/01/2026	573.00
ACH	MUSI024--Music Box	Enrichment Svcs - 03/26 - 05/26	04/01/2026	540.00
ACH	MUSI024--Music Box	Enrichment Svcs - 02/26 - 04/26	04/08/2026	1,080.00
ACH	MUSI024--Music Box	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,620.00
ACH	MUSI030--Musicking Time	Enrichment Svcs - 03/26	04/22/2026	700.00
ACH	MYGY011--My Gym Children's Fitness Center	Enrichment Svcs - 04/26 - 06/26	04/08/2026	357.00
ACH	MYGY012--My Gym Children's Fitness Center	Enrichment Svcs - 03/26 - 05/26	04/08/2026	298.00
ACH	NAKA000--Akari Nakahara	Enrichment Svcs - 03/26 - 04/26	04/01/2026	1,850.00
ACH	NAKA000--Akari Nakahara	Enrichment Svcs - 03/26 - 04/26	04/22/2026	780.00
ACH	NATI004--Nationwide Trust Contributions	NW Trust	04/14/2026	159,559.44
ACH	NATI004--Nationwide Trust Contributions	NW Trust	04/27/2026	158,948.57
ACH	NEUT000--Neutral Grounds Jiujitsu Academy	Enrichment Svcs - 01/26 - 02/26	04/01/2026	995.00
ACH	NEUT000--Neutral Grounds Jiujitsu Academy	Enrichment Svcs - 11/25 - 02/26	04/08/2026	450.00
ACH	NGUY005--Megan Nguyen	Reimb. - Mileage - 01/05/26 - 01/28/26	04/22/2026	209.53
ACH	NUES000--Nuestra Escuelita Spanish Academy	Enrichment Svcs - 04/26 - 05/26	04/22/2026	775.00
ACH	OAKR000--Oakridge Riding Club	Enrichment Svcs - 03/26 - 04/26	04/08/2026	1,000.00
ACH	OASI000--Oasis Aquatics, Inc.	Enrichment Svcs - 02/26 - 04/26	04/01/2026	1,100.00
ACH	OHAN000--Ohana Aquatics	Enrichment Svcs - 12/25 - 04/26	04/22/2026	830.00
ACH	OHLX000--Heather Cori Ohl	Enrichment Svcs - 01/26 - 05/26	04/22/2026	6,400.00
ACH	OLDC000--Old Canyon Stables	Enrichment Svcs - 02/26 - 03/26	04/01/2026	1,420.00
ACH	OLDC000--Old Canyon Stables	Enrichment Svcs - 04/26 - 06/26	04/08/2026	1,300.00
ACH	OLIV002--Olive Tree Education Inc	Enrichment Svcs - 03/26 - 06/2	04/22/2026	1,275.00
ACH	ONES000--One Spark Academy	Enrichment Svcs - 03/26 - 05/26	04/08/2026	3,450.00
ACH	ONES000--One Spark Academy	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,170.00
ACH	ONET001--The ONE TaeKwonDo	Enrichment Svcs - 04/26	04/22/2026	398.00
ACH	ORTE001--Thalia Ortega	Reimb - 01/26 - Parking	04/17/2026	10.00
ACH	PACI012--Pacific School of Music Inc	Enrichment Svcs - 03/26 - 06/26	04/08/2026	945.00
ACH	PAIN003--Painting to Gogh	School Supplies	04/08/2026	684.76
ACH	PAIN003--Painting to Gogh	School Supplies	04/22/2026	165.95
ACH	PANN000--Trudy Pannell	Enrichment Svcs - 03/26	04/22/2026	320.00
ACH	PARA007--Paragon Academy of BJJ	Enrichment Svcs - 04/26	04/22/2026	480.00
ACH	PASA006--Pasadena Humane	Enrichment Svcs - 03/26	04/08/2026	240.00
ACH	PEPP000--Peppercorn Ranch	Enrichment Svcs - 03/26	04/08/2026	270.00
ACH	PEPP000--Peppercorn Ranch	Enrichment Svcs - 02/26 - 03/26	04/22/2026	2,020.00
ACH	PETE005--Peterson Grapplers Inc	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,410.00
ACH	PETI001--Petite Feet Dance	Enrichment Svcs - 04/26 - 06/26	04/22/2026	168.00
ACH	PFAS000--PFA Sports Academy LLC	Enrichment Svcs - 01/26 - 05/26	04/22/2026	3,880.00
ACH	PHIL006--Carrie Phillips	Enrichment Svcs - 04/26	04/22/2026	780.00
ACH	PIAN006--The Piano Studio of Katy Beth Unger, LLC	Enrichment Svcs - 02/26 - 04/26	04/22/2026	1,530.00
ACH	PIAN007--Piano Forte Music Academy LLC	Enrichment Svcs - 01/26	04/22/2026	360.00
ACH	PIAN007--Piano Forte Music Academy LLC	Enrichment Svcs - 01/26 - 03/26	04/29/2026	2,500.00
ACH	PLAY004--Play-based Learning Academy LLC	Enrichment Svcs - 04/26 - 05/26	04/01/2026	500.00
ACH	PLEA000--Pleasant Street Stable	Enrichment Svcs - 02/26 - 05/26	04/08/2026	1,200.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	PORT003--Portal Languages Costa Mesa LLC	Enrichment Svcs - 03/26 - 06/26	04/22/2026	550.00
ACH	PORT006--Rebecca Portillo	Enrichment Svcs - 04/26 - 06/2	04/22/2026	690.00
ACH	POWE007--P.O.W.E.R. Training LLC	Enrichment Svcs - 01/26 - 02/26	04/08/2026	3,040.00
ACH	POWE008--Power of One Self Defense	Enrichment Svcs - 03/26 - 05/26	04/08/2026	1,254.00
ACH	POWE010--Power of One - Cerritos	Enrichment Svcs - 01/26 - 04/26	04/01/2026	1,164.00
ACH	POWE010--Power of One - Cerritos	Enrichment Svcs - 01/26 - 03/26	04/22/2026	1,693.00
ACH	PRAD001--Prado Music Academy LLC	Enrichment Svcs - 04/26	04/22/2026	3,696.00
ACH	PRES000--Presence Learning, Inc.	SpEd Svcs - 02/26	04/08/2026	25,835.60
ACH	PRES000--Presence Learning, Inc.	SpEd Svcs - 02/26	04/15/2026	6,544.80
ACH	PRES006--Presley May Farms LLC	Enrichment Svcs - 03/26	04/01/2026	1,276.00
ACH	PRET001--Pretty Sharp Pins Sewing School LLC	Enrichment Svcs - 03/26 - 05/26	04/29/2026	1,295.00
ACH	PUGI000--Pugilist LLC	Enrichment Svcs - 02/26	04/01/2026	145.00
ACH	PUGI000--Pugilist LLC	Enrichment Svcs - 04/26	04/22/2026	145.00
ACH	QUIJ000--Lana Quijas	Reimb. - Mileage - 03/24/26 - 03/26/26	04/29/2026	307.40
ACH	R2PI000--R2P, Inc	Enrichment Svcs - 02/26 - 03/26	04/08/2026	2,530.00
ACH	R2PI000--R2P, Inc	Enrichment Svcs - 03/26 - 04/26	04/29/2026	6,688.50
ACH	RADD000--N&R Productions LLC dba RAD Dance Studio	Enrichment Svcs - 04/26 - 06/26	04/08/2026	276.00
ACH	RADD001--Raddish Kids	School Supplies	04/01/2026	2,107.92
ACH	RAFF000--Raffia Music Studio	Enrichment Svcs - 03/26 - 06/26	04/08/2026	600.00
ACH	RAFF000--Raffia Music Studio	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,200.00
ACH	RAFF000--Raffia Music Studio	Enrichment Svcs - 04/26 - 06/26	04/29/2026	1,200.00
ACH	RAHA000--Linda Rahardjo	Reimb. - Meals - 03/10/26 - 03/13/26	04/01/2026	200.12
ACH	RAMI003--Paula Ramirez	Enrichment Svcs - 02/26	04/01/2026	300.00
ACH	RAMI004--Hector Ramirez Jr	Enrichment Svcs - 05/26 - 06/26	04/01/2026	450.00
ACH	RAMI004--Hector Ramirez Jr	Enrichment Svcs - 03/26 - 06/26	04/08/2026	1,995.00
ACH	RAMI004--Hector Ramirez Jr	Enrichment Svcs - 03/26 - 06/26	04/22/2026	150.00
ACH	REAL000--The REALM Creative Academy, LLC	Enrichment Svcs - 01/26 - 06/26	04/01/2026	38,726.00
ACH	REAL000--The REALM Creative Academy, LLC	Enrichment Svcs - 03/26 - 06/26	04/22/2026	13,681.00
ACH	REDD002--Red Dragon Karate Diamond Bar	Enrichment Svcs - 03/26 - 06/26	04/08/2026	657.00
ACH	REDH000--Red Hat Cowgirl	Enrichment Svcs - 02/26 - 03/26	04/01/2026	920.00
ACH	REDH000--Red Hat Cowgirl	Enrichment Svcs - 03/26 - 06/26	04/08/2026	560.00
ACH	REDH000--Red Hat Cowgirl	Enrichment Svcs - 03/26 - 05/26	04/29/2026	1,120.00
ACH	RHOD000--Rhodes School of Music - La Canada Flintridge	Enrichment Svcs - 03/26 - 05/26	04/01/2026	588.00
ACH	RHOD000--Rhodes School of Music - La Canada Flintridge	Enrichment Svcs - 04/26 - 05/26	04/22/2026	784.00
ACH	RING000--RingCentral Inc.	Communication Svcs - 03/26 - 04/26	04/08/2026	14,323.00
ACH	ROCK016--Rockstars of Tomorrow	Enrichment Svcs - 02/26 - 05/26	04/29/2026	2,976.00
ACH	ROCK018--Music Freqs	Enrichment Svcs - 03/26 - 06/26	04/01/2026	7,395.00
ACH	ROCK018--Music Freqs	Enrichment Svcs - 03/26	04/08/2026	3,185.00
ACH	ROCK018--Music Freqs	Enrichment Svcs - 03/26 - 05/26	04/22/2026	14,970.00
ACH	ROCK018--Music Freqs	Enrichment Svcs - 03/26 - 06/26	04/29/2026	1,080.00
ACH	ROLL002--Rolling Robots Inc	Enrichment Svcs - 12/25 - 02/26	04/08/2026	747.00
ACH	ROLL002--Rolling Robots Inc	Enrichment Svcs - 02/26 - 03/26	04/22/2026	1,048.00
ACH	ROOT001--RootED Learning Collective LLC	Enrichment Svcs - 01/26 - 05/26	04/01/2026	4,030.00
ACH	RSLA000--RSL Aquatics	Enrichment Svcs - 03/26	04/22/2026	920.00
ACH	SALC000--Irma Salcido Spanish Lessons	Enrichment Svcs - 03/02/26 - 03/31/26	04/22/2026	520.00
ACH	SALI000--Salit Conservatory of Music	Enrichment Svcs - 01/26 - 03/26	04/01/2026	2,070.00
ACH	SANC002--Nancy's Spanish Creative, LLC	Enrichment Svcs - 04/26 - 05/26	04/22/2026	1,000.00
ACH	SANT028--Santa Clarita In Home Tutoring	Enrichment Svcs - 03/26	04/22/2026	1,650.00
ACH	SANT031--Santa Paula BJJ LLC	Enrichment Svs - 04/01/26 - 05/31/26	04/22/2026	2,268.00
ACH	SAVA002--Savage Learning Environment	Enrichment Svcs - 03/26 - 04/26	04/29/2026	1,560.00
ACH	SCHO011--School of Martial Arts, Inc.	Enrichment Svcs - 04/26 - 06/26	04/01/2026	1,045.00
ACH	SCHO026--Schoolhouse Discoveries LLC	School Supplies	04/08/2026	535.50
ACH	SCHO029--School of Rock Fairfax District - LA	Enrichment Svcs - 01/26 - 02/26	04/01/2026	730.00
ACH	SCHO029--School of Rock Fairfax District - LA	Enrichment Svcs - 03/26	04/22/2026	325.00
ACH	SCIE003--Science Mom	Enrichment Svcs	04/29/2026	150.00
ACH	SEAS002--Seaside Therapy Inc.	SpEd Svcs - 02/26	04/08/2026	7,267.50
ACH	SEAS002--Seaside Therapy Inc.	SpEd Svcs - 02/26	04/22/2026	1,827.50
ACH	SEME000--Amy G. Semelsberger	Enrichment Svcs - 03/26 - 06/26	04/22/2026	1,215.00
ACH	SERE000--Serendipity Dance Co	Enrichment Svcs - 04/26	04/22/2026	937.50
ACH	SEWI000--Sewing Lab Los Alamitos	Enrichment Svcs - 02/26 - 06/26	04/22/2026	2,350.00
ACH	SIER002--Sierra Madre Dance Center	Enrichment Svcs - 03/26 - 06/26	04/29/2026	568.00
ACH	SILA000--Silanoe Martial Arts LLC	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,663.00
ACH	SING000--Singapore Math Inc.	School Supplies	04/01/2026	527.78
ACH	SING000--Singapore Math Inc.	School Supplies	04/08/2026	47.06
ACH	SING000--Singapore Math Inc.	School Supplies	04/22/2026	73.60
ACH	SING000--Singapore Math Inc.	School Supplies	04/29/2026	94.28
ACH	SING003--Sing Language Foundation	Enrichment Svcs - 01/26	04/01/2026	75.00
ACH	SING003--Sing Language Foundation	Enrichment Svcs - 04/26 - 06/26	04/22/2026	825.00
ACH	SING003--Sing Language Foundation	Enrichment Svcs - 01/26 - 03/26	04/29/2026	975.00
ACH	SINT000--Cheri Sintay	Enrichment Svcs - 04/26	04/22/2026	640.00
ACH	SISA000--SIS Athletics	Enrichment Svcs - 03/26 - 05/26	04/01/2026	2,880.00
ACH	SISA000--SIS Athletics	Enrichment Svcs - 03/26 - 04/26	04/08/2026	800.00
ACH	SISA000--SIS Athletics	Enrichment Svcs - 04/26	04/22/2026	640.00
ACH	SKAT005--Skate Sessions - Jamonn Roberts	Enrichment Svcs - 03/26 - 05/26	04/08/2026	525.00
ACH	SKYM001--Sky Martial Arts Simi Inc	Enrichment Svcs - 03/26 - 06/26	04/01/2026	705.00
ACH	SOCA018--SoCal Swim Schools LLC	Enrichment Svcs - 03/26 - 04/26	04/29/2026	270.00
ACH	SOCA020--Socal Hoops Basketball Academy	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,360.00
ACH	SOCA6071--SoCalGas	Utility Svcs - 03/03/26 - 04/01/26	04/22/2026	112.08
ACH	SOCA6388--SoCalGas	Utility Svcs - 03/03/26 - 04/01/26	04/22/2026	14.94
ACH	SOCA6550--SoCalGas	Utility Svcs - 03/03/26 - 04/01/26	04/22/2026	14.94
ACH	SOLA002--Cristian T Solano	Enrichment Svcs - 03/26	04/22/2026	420.00
ACH	SOLI000--Solid Gold Dance, Inc.	Enrichment Svcs - 03/26	04/01/2026	1,383.00
ACH	SOLI000--Solid Gold Dance, Inc.	Enrichment Svcs - 03/26 - 05/26	04/08/2026	1,173.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	SOLI000--Solid Gold Dance, Inc.	Enrichment Svcs - 03/26 - 06/26	04/29/2026	332.00
ACH	SOLO000--Ekaterina Solovskaya Piano Studio	Enrichment Svcs - 03/26 - 05/26	04/01/2026	750.00
ACH	SOLT000--Erin Soltis	Reimb - 12/16/25 - 12/17/25	04/22/2026	90.09
ACH	SOPH001--Sophie Dance	Enrichment Svcs	04/01/2026	794.00
ACH	SOPH001--Sophie Dance	Enrichment Svcs - 04/26 - 05/26	04/22/2026	510.00
ACH	SOPH001--Sophie Dance	Enrichment Svcs - 04/26 - 05/26	04/29/2026	374.00
ACH	SOUN005--Soundscape Music Studios	Enrichment Svcs - 03/26 - 05/26	04/01/2026	804.00
ACH	SOUT009--South Bay Cheer 360	Enrichment Svcs - 03/26 - 05/26	04/01/2026	405.00
ACH	SOUT018--Southern California Dance Academy	Enrichment Svcs - 03/26 - 06/26	04/01/2026	468.00
ACH	SOUT018--Southern California Dance Academy	Enrichment Svcs - 03/26	04/29/2026	400.00
ACH	SOUT019--South Bay Art Department	Enrichment Svcs - 01/26 - 02/26	04/22/2026	840.00
ACH	SOUT022--South Bay Aquatics Inc	Enrichment Svcs - 04/26 - 06/26	04/08/2026	870.00
ACH	SOUT023--South Bay Hoops	Enrichment Svcs - 03/26 - 05/26	04/01/2026	800.00
ACH	SOUT023--South Bay Hoops	Enrichment Svcs - 04/26	04/22/2026	2,225.00
ACH	SPAR001--Darlene Sparks	Enrichment Svcs - 03/26 - 05/26	04/22/2026	980.00
ACH	SPEC000--Specialized Therapy Services	SpEd Svcs - 01/26	04/08/2026	58,617.25
ACH	SPHE000--Sphero, Inc.	School Supplies	04/01/2026	124.46
ACH	SPHE000--Sphero, Inc.	School Supplies	04/08/2026	296.70
ACH	SPOT003--Spotlight Dance and Acting Studio	Enrichment Svcs - 03/26 - 05/26	04/08/2026	752.00
ACH	STAG002--Stagelight Performing Arts	Enrichment Svcs - 03/26 - 05/26	04/01/2026	924.00
ACH	STAT001--Taylor Statham	Enrichment Svcs - 02/26 - 05/26	04/22/2026	6,020.00
ACH	STEP001--Stepping Stones Riding Program	Enrichment Svcs - 01/26	04/08/2026	2,770.00
ACH	STIT000--StitchSpace LA	Enrichment Svcs - 11/25 - 12/25	04/01/2026	360.00
ACH	SUMM006--Summit Enrichment Academy	Enrichment Svcs - 03/26	04/22/2026	5,949.00
ACH	SUMM006--Summit Enrichment Academy	Enrichment Svcs - 03/26	04/29/2026	820.00
ACH	SUNS003--Sunsational Swim School	Enrichment Svcs - 03/26 - 05/26	04/22/2026	1,120.00
ACH	SURF001--surfclass.com	Enrichment Svcs - 03/26 - 04/26	04/29/2026	850.00
ACH	SYLV009--Sylvia's Design Studio	Enrichment Svcs - 02/26 - 04/26	04/08/2026	4,200.00
ACH	TAOO000--Tao of Jiu Jitsu	Enrichment Svcs - 03/26	04/08/2026	165.00
ACH	TATS000--Tatsu Strings	Enrichment Svcs - 03/26 - 05/26	04/08/2026	555.00
ACH	TATS000--Tatsu Strings	Enrichment Svcs - 12/25 - 02/26	04/22/2026	555.00
ACH	TCIX000--Teachers Curriculum Institute	School Supplies	04/08/2026	63.66
ACH	TECH001--Technical Mastery Soccer	Enrichment Svcs - 01/26 - 02/26	04/22/2026	790.00
ACH	THOM010--Nicole Thomas	Enrichment Svcs - 01/26 - 02/26	04/29/2026	340.00
ACH	TIBB000--Therese Tibbits	Reimb. - Mileage - 03/24/26 - 03/26/26	04/29/2026	110.78
ACH	TIMB000--Timberdoodle.com	School Supplies	04/01/2026	1,779.73
ACH	TIMB000--Timberdoodle.com	School Supplies	04/22/2026	1,973.57
ACH	TIMB000--Timberdoodle.com	School Supplies	04/29/2026	172.78
ACH	TIME006--A Time for Dance	Enrichment Svcs - 03/26 - 05/26	04/08/2026	2,850.00
ACH	TIME006--A Time for Dance	Enrichment Svcs - 04/26	04/29/2026	95.00
ACH	TINK006--Tinker Club Inc	Enrichment Svcs - 12/25 - 02/26	04/01/2026	460.00
ACH	TITO001--Josh Titone	Reimb. - Mileage - 02/05/26 - 02/27/26 - SpEd	04/29/2026	684.40
ACH	TOTA000--Total Education Solutions, dba TES Therapy	SpEd Svcs - 02/26	04/22/2026	1,686.00
ACH	TRAD0000--Traditional Equitation School	Enrichment Svcs - 02/26 - 04/26	04/22/2026	4,128.00
ACH	TREE001--Tree Ranch School LLC	Enrichment Svcs - 03/26	04/01/2026	4,260.00
ACH	TREE001--Tree Ranch School LLC	Enrichment Svcs - 03/26	04/08/2026	300.00
ACH	TREE001--Tree Ranch School LLC	Enrichment Svcs - 03/26 - 06/26	04/22/2026	6,076.00
ACH	TREE001--Tree Ranch School LLC	Enrichment Svcs - 03/26 - 05/26	04/29/2026	2,160.00
ACH	TRIP002--Triple Seven Jiu Jitsu	Enrichment Svcs - 03/26 - 04/26	04/01/2026	275.00
ACH	TRIP002--Triple Seven Jiu Jitsu	Enrichment Svcs - 04/26 - 05/26	04/22/2026	550.00
ACH	TRUM000--Kelly Trump	Enrichment Svcs - 03/26	04/08/2026	350.00
ACH	TURK000--Turk Piano Studios	Enrichment Svcs - 04/26 - 06/26	04/29/2026	840.00
ACH	ULTR000--Ultra Jiu Jitsu Academy	Enrichment Svcs - 03/26 - 04/26	04/01/2026	1,295.00
ACH	ULTR000--Ultra Jiu Jitsu Academy	Enrichment Svcs - 02/26 - 04/26	04/22/2026	5,550.00
ACH	ULTR000--Ultra Jiu Jitsu Academy	Enrichment Svcs - 04/26 - 05/26	04/29/2026	370.00
ACH	VANE000--Mendoza Music Studio	Enrichment Svcs - 03/26	04/22/2026	160.00
ACH	VANH000--Holly Van Houten	Enrichment Svcs - 03/26 - 05/26	04/01/2026	1,640.00
ACH	VANH000--Holly Van Houten	Enrichment Svcs - 03/26 - 05/26	04/22/2026	3,330.00
ACH	VARE000--Marina Varenova	Enrichment Svcs - 04/26 - 05/26	04/22/2026	350.00
ACH	VENT004--Ventura Land Trust	Enrichment Svcs - 01/26 - 03/26	04/22/2026	3,810.00
ACH	VENT006--Ventura Makos Surf Camp, Inc.	Enrichment Svcs - 01/26 - 03/26	04/29/2026	2,700.00
ACH	VENT011--Ventura Actors Studio	Enrichment Svcs - 03/26 - 05/26	04/29/2026	1,200.00
ACH	WADD000--Cassandra Waddell	Reimb. - Mileage - 02/27/26 - SpEd	04/29/2026	84.54
ACH	WAGN001--Leonora K. Wanger	Enrichment Svcs - 11/25 - 02/26	04/01/2026	500.00
ACH	WAGN002--Roxane Wagner-Hollier	Enrichment Svcs - 04/26 - 05/26	04/08/2026	3,515.00
ACH	WALT001--Jennifer Walton	Enrichment Svcs 02/26/25	04/22/2026	836.50
ACH	WANN000--The Howard Fine Acting Studio	Enrichment Svcs - 03/26	04/01/2026	250.00
ACH	WANN000--The Howard Fine Acting Studio	Enrichment Svcs - 02/26 - 03/26	04/08/2026	375.00
ACH	WANN000--The Howard Fine Acting Studio	Enrichment Svcs - 04/26	04/29/2026	1,170.00
ACH	WATE001--Watersafe Swim School	Enrichment Svcs - 01/26 - 03/26	04/01/2026	5,109.00
ACH	WATE001--Watersafe Swim School	Enrichment Svcs - 12/25 - 03/26	04/22/2026	2,010.00
ACH	WATE001--Watersafe Swim School	Enrichment Svcs - 04/26 - 05/26	04/29/2026	3,789.00
ACH	WELL003--Wells Fargo Bank	Client Analysis Service Charge	04/13/2026	2,764.16
ACH	WEST000--West Coast Classical	Enrichment Svcs - 01/26 - 06/26	04/22/2026	2,280.00
ACH	WEST021--WestCoast Volleyball LLC	Enrichment Svcs - 03/26 - 06/26	04/08/2026	770.00
ACH	WHIS001--Katelyn Stahl	Enrichment Svcs - 04/04/26	04/22/2026	260.00
ACH	WHIT005--White Hall Arts Academy, Inc.	Enrichment Svcs - 03/26 - 04/26	04/08/2026	380.00
ACH	WHIT005--White Hall Arts Academy, Inc.	Enrichment Svcs - 04/26 - 06/26	04/22/2026	1,485.00
ACH	WILD010--Wild Kin LLC	Enrichment Svcs - 03/26	04/01/2026	525.00
ACH	WILD012--Wild Clay LLC	Enrichment Svcs - 03/26	04/29/2026	200.00
ACH	WMMU000--WM Music Lessons	Enrichment Svcs - 03/26 - 05/26	04/22/2026	2,485.00
ACH	WMTU000--WM Tutoring Services	Enrichment Svcs - 02/26 - 03/26	04/01/2026	360.00
ACH	WMTU000--WM Tutoring Services	Enrichment Svcs - 03/26 - 05/26	04/29/2026	9,600.00

Blue Ridge Academy

Check Register

For the period ended May 31, 2026

Check/Voucher No.	Vendor	Transaction Description	Check Date	Check Amount
ACH	WOND002--Wonder Crate	School Supplies	04/01/2026	201.90
ACH	WOND002--Wonder Crate	School Supplies	04/29/2026	201.90
ACH	WRIG004--Jamie Wright	Enrichment Svcs - 04/26 - 06/26	04/08/2026	11,220.00
ACH	WRIG004--Jamie Wright	Enrichment Svcs - 04/08/26 - 05/08/26	04/22/2026	1,730.00
ACH	WRIT003--The Writtenburg Door	Enrichment Svcs - 03/26 - 05/26	04/22/2026	192.50
ACH	WRIT005--WriteAtHome, Inc.	Enrichment Svcs - 03/26 - 05/26	04/22/2026	199.00
ACH	WRIT005--WriteAtHome, Inc.	Enrichment Svcs - 01/26 - 05/26	04/29/2026	598.00
ACH	XOCH000--Xochitl Brizuela Spanish and more	Enrichment Svcs - 01/26 - 05/26	04/01/2026	1,150.00
ACH	XOCH000--Xochitl Brizuela Spanish and more	Enrichment Svcs - 02/26 - 05/26	04/22/2026	1,150.00
ACH	ZAKB000--Zak Barnett Studios	Enrichment Svcs - 01/26 - 04/26	04/01/2026	1,125.00
ACH	ZITZ000--Donna Zitzelberger	Enrichment Svcs - 04/26	04/22/2026	320.00
ACH	ZULT004--Z- Ultimate Defense Studios - Westwood	Enrichment Svcs - 03/26	04/01/2026	1,475.00
VOID	CHEN002--Chun Fang Cheng	Enrichment Svcs - 02/26 - 04/26	04/24/2026	VOID
VOID	DAVE003--Dave Janssen's School of Music, LLC	Enrichment Svcs - 01/26 - 04/26	04/01/2026	VOID
VOID	ELEM001--Elemental Science	School Supplies	04/23/2026	VOID
VOID	FUSI002--Fusion Studios	Enrichment Svcs - 01/26	04/23/2026	VOID
VOID	KMRC000--Rowland Heights Kumon Center	Enrichment Svcs - 02/26 - 04/26	04/01/2026	VOID
VOID	LOSA025--Los Angeles Dodgers Training Academy	Enrichment Svcs - 10/25	04/23/2026	VOID
VOID	REED001--Reed Idea Lab	Enrichment Svcs - 02/26 - 04/26	04/20/2026	VOID
VOID	SYLV004--Sylvan Learning Center	Enrichment Svcs - 10/24 - 01/25	04/02/2026	VOID
VOID	TEAC004--Teacher Synergy, LLC	School Supplies	04/23/2026	VOID
VOID	TOUC002--Touch N Go Soccer Academy IE	Enrichment Svcs - 11/25 - 12/25	04/23/2026	VOID

Total Disbursements in May **$ 5,713,746.68**

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
1st Place Spiritwear	1528	05/19/2026	$ 30,655	$ -	$ -	$ -	$ -	$ 30,655
1St Place Sports Complex	219	06/05/2026	200	-	-	-	-	200
1St Place Sports Complex	220	06/05/2026	200	-	-	-	-	200
360 Self Defense & Fighting Inc	000550	05/16/2026	300	-	-	-	-	300
360 Self Defense & Fighting Inc	000551	05/16/2026	300	-	-	-	-	300
805 Combat Sports LLC	0526SS	06/05/2026	250	-	-	-	-	250
A Lotte Horses	230	06/17/2026	759	-	-	-	-	759
A Tree of Knowledge Educational Se	BLUERIDGE1225	06/27/2026	720	-	-	-	-	720
Adrienne Roberts	ROBE041726	04/17/2026	-	-	73	-	-	73
Adrienne Roberts	ROBE041726	04/17/2026	-	-	10	-	-	10
ADT Security Services	1185278200	01/16/2026	-	-	-	-	(31)	(31)
Air Fit Bungee Inc	260509A	06/08/2026	350	-	-	-	-	350
Alana King	KING041026	04/10/2026	-	-	74	-	-	74
Alana King	KING041026	04/10/2026	-	-	115	-	-	115
Alice Mogg	45	06/19/2026	882	-	-	-	-	882
Alice Mogg	46	06/19/2026	200	-	-	-	-	200
Amazon Capital Services	1TRW-PWXQ-113W	06/26/2026	(551)	-	-	-	-	(551)
Amazon Capital Services	16WK-DHCL-3DCP	06/27/2026	(8)	-	-	-	-	(8)
Amazon Capital Services	1K37-JG3Y-RQXT	06/28/2026	(50)	-	-	-	-	(50)
Amazon Capital Services	16CH-RTFH-D3X3	06/28/2026	(44)	-	-	-	-	(44)
Amazon Capital Services	1V4L-39DX-KCQX	06/29/2026	(31)	-	-	-	-	(31)
Amazon Capital Services	1QTJ-FDNH-14MC	06/06/2026	41	-	-	-	-	41
Amazon Capital Services	1QTJ-FDNH-1Q9H	06/06/2026	5	-	-	-	-	5
Amazon Capital Services	1T1J-LTF7-31NN	06/06/2026	11	-	-	-	-	11
Amazon Capital Services	1VM3-6GC4-139C	06/06/2026	9	-	-	-	-	9
Amazon Capital Services	1T1J-LTF7-1HXQ	06/06/2026	61	-	-	-	-	61
Amazon Capital Services	17FF-QMTR-3G6Q	06/06/2026	16	-	-	-	-	16

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	147N-3LYJ-1WLX	06/06/2026	86	-	-	-	-	86
Amazon Capital Services	1YML-RC6X-19PR	06/06/2026	48	-	-	-	-	48
Amazon Capital Services	193X-KLL9-16LN	06/06/2026	25	-	-	-	-	25
Amazon Capital Services	1VM3-6GC4-13C7	06/06/2026	20	-	-	-	-	20
Amazon Capital Services	1KDX-MJQY-1THD	06/06/2026	8	-	-	-	-	8
Amazon Capital Services	1DKV-1Y4D-13P1	06/06/2026	135	-	-	-	-	135
Amazon Capital Services	1GJN-P14M-3P43	06/06/2026	21	-	-	-	-	21
Amazon Capital Services	1DNL-JFXH-1C6V	06/06/2026	32	-	-	-	-	32
Amazon Capital Services	1LJ9-RJKX-1MLP	06/06/2026	124	-	-	-	-	124
Amazon Capital Services	1KDX-MJQY-1TTK	06/06/2026	131	-	-	-	-	131
Amazon Capital Services	1LJ9-RJKX-133C	06/06/2026	43	-	-	-	-	43
Amazon Capital Services	1DKV-1Y4D-13KF	06/06/2026	85	-	-	-	-	85
Amazon Capital Services	1LRL-G4R3-3GHP	06/06/2026	64	-	-	-	-	64
Amazon Capital Services	1MCN-4KPY-1RC3	06/06/2026	154	-	-	-	-	154
Amazon Capital Services	1NCK-VNR7-1K7K	06/06/2026	22	-	-	-	-	22
Amazon Capital Services	1MCN-4KPY-3DJ1	06/06/2026	44	-	-	-	-	44
Amazon Capital Services	1PCG-PCWH-1107	06/06/2026	220	-	-	-	-	220
Amazon Capital Services	1LJ9-RJKX-1MG3	06/06/2026	91	-	-	-	-	91
Amazon Capital Services	1PCG-PCWH-1DQW	06/06/2026	4	-	-	-	-	4
Amazon Capital Services	1LRL-G4R3-3GGR	06/06/2026	30	-	-	-	-	30
Amazon Capital Services	1LJR-NNMH-374V	06/06/2026	103	-	-	-	-	103
Amazon Capital Services	1QTJ-FDNH-1PX1	06/06/2026	132	-	-	-	-	132
Amazon Capital Services	1MCN-4KPY-1RJN	06/06/2026	31	-	-	-	-	31
Amazon Capital Services	1QTJ-FDNH-1PYX	06/06/2026	18	-	-	-	-	18
Amazon Capital Services	1LRL-G4R3-3GLG	06/06/2026	6	-	-	-	-	6
Amazon Capital Services	1MM4-3PMC-1XMT	06/06/2026	67	-	-	-	-	67
Amazon Capital Services	1Q7Q-XL41-1VDC	06/06/2026	89	-	-	-	-	89
Amazon Capital Services	1LJ9-RJKX-1347	06/06/2026	44	-	-	-	-	44

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1VM3-6GC4-1KFL	06/06/2026	39	-	-	-	-	39
Amazon Capital Services	1TPY-YFLV-1XGY	06/06/2026	22	-	-	-	-	22
Amazon Capital Services	14CW-N9HX-169R	06/06/2026	56	-	-	-	-	56
Amazon Capital Services	113H-MMTR-1VP6	06/06/2026	50	-	-	-	-	50
Amazon Capital Services	1VM3-6GC4-1LHF	06/06/2026	26	-	-	-	-	26
Amazon Capital Services	1VM3-6GC4-1N14	06/06/2026	22	-	-	-	-	22
Amazon Capital Services	113H-MMTR-1X4C	06/06/2026	28	-	-	-	-	28
Amazon Capital Services	1KDX-MJQY-1X11	06/06/2026	78	-	-	-	-	78
Amazon Capital Services	113H-MMTR-1X1H	06/06/2026	92	-	-	-	-	92
Amazon Capital Services	1LJ9-RJKX-1PHW	06/06/2026	34	-	-	-	-	34
Amazon Capital Services	113H-MMTR-1X3F	06/06/2026	30	-	-	-	-	30
Amazon Capital Services	1MM4-3PMC-34JV	06/06/2026	50	-	-	-	-	50
Amazon Capital Services	1TPY-YFLV-1YJR	06/06/2026	201	-	-	-	-	201
Amazon Capital Services	17FF-QMTR-3P1P	06/06/2026	54	-	-	-	-	54
Amazon Capital Services	1DNL-JFXH-1HNN	06/06/2026	2	-	-	-	-	2
Amazon Capital Services	1YML-RC6X-1G3W	06/06/2026	91	-	-	-	-	91
Amazon Capital Services	14CW-N9HX-19PQ	06/06/2026	43	-	-	-	-	43
Amazon Capital Services	1LRL-G4R3-1RGJ	06/06/2026	60	-	-	-	-	60
Amazon Capital Services	113H-MMTR-1CQN	06/06/2026	94	-	-	-	-	94
Amazon Capital Services	1VN6-NDD9-1XCY	06/06/2026	5	-	-	-	-	5
Amazon Capital Services	1NCK-VNR7-11WL	06/06/2026	39	-	-	-	-	39
Amazon Capital Services	1RHR-QTN4-4VVF	06/22/2026	(18)	-	-	-	-	(18)
Amazon Capital Services	1333-9LGX-DRJY	05/02/2026	18	-	-	-	-	18
Amazon Capital Services	1PVH-MXQG-XHLV	05/16/2026	75	-	-	-	-	75
Amazon Capital Services	1PGD-V31V-1NCM	05/30/2026	8	-	-	-	-	8
Amazon Capital Services	19CD-NJPP-16HC	05/30/2026	252	-	-	-	-	252
Amazon Capital Services	1DNL-JFXH-1CFH	06/06/2026	41	-	-	-	-	41
Amazon Capital Services	193X-KLL9-19XT	06/06/2026	6	-	-	-	-	6

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1PHH-LKRJ-1HPP	06/06/2026	18	-	-	-	-	18
Amazon Capital Services	113H-MMTR-1QPC	06/06/2026	9	-	-	-	-	9
Amazon Capital Services	1LRL-G4R3-3GMD	06/06/2026	134	-	-	-	-	134
Amazon Capital Services	1YML-RC6X-19TK	06/06/2026	115	-	-	-	-	115
Amazon Capital Services	1DNL-JFXH-1DX7	06/06/2026	25	-	-	-	-	25
Amazon Capital Services	1LJR-NNMH-379M	06/06/2026	26	-	-	-	-	26
Amazon Capital Services	1Q7Q-XL41-1VQG	06/06/2026	240	-	-	-	-	240
Amazon Capital Services	193X-KLL9-19WW	06/06/2026	77	-	-	-	-	77
Amazon Capital Services	1LYQ-VKQH-1QPN	06/06/2026	132	-	-	-	-	132
Amazon Capital Services	1QT3-HRGK-3H7Y	06/06/2026	112	-	-	-	-	112
Amazon Capital Services	1QTJ-FDNH-1RW1	06/06/2026	30	-	-	-	-	30
Amazon Capital Services	1MM4-3PMC-3461	06/06/2026	8	-	-	-	-	8
Amazon Capital Services	1LJR-NNMH-3F1V	06/06/2026	56	-	-	-	-	56
Amazon Capital Services	1PHH-LKRJ-1MTC	06/06/2026	8	-	-	-	-	8
Amazon Capital Services	1MM4-3PMC-34KQ	06/06/2026	39	-	-	-	-	39
Amazon Capital Services	113H-MMTR-1WYK	06/06/2026	159	-	-	-	-	159
Amazon Capital Services	1QT3-HRGK-3F66	06/06/2026	125	-	-	-	-	125
Amazon Capital Services	1NGC-CFR1-377H	06/06/2026	31	-	-	-	-	31
Amazon Capital Services	1MM4-3PMC-34LN	06/06/2026	12	-	-	-	-	12
Amazon Capital Services	1413-1KHN-3K3C	06/06/2026	47	-	-	-	-	47
Amazon Capital Services	1VN6-NDD9-3N7F	06/06/2026	124	-	-	-	-	124
Amazon Capital Services	1VM3-6GC4-1LJC	06/06/2026	159	-	-	-	-	159
Amazon Capital Services	1MM4-3PMC-34HX	06/06/2026	47	-	-	-	-	47
Amazon Capital Services	1TPY-YFLV-1XHW	06/06/2026	216	-	-	-	-	216
Amazon Capital Services	1NCK-VNR7-1N7G	06/06/2026	23	-	-	-	-	23
Amazon Capital Services	1NGC-CFR1-37HX	06/06/2026	28	-	-	-	-	28
Amazon Capital Services	1PCG-PCWH-1HGJ	06/06/2026	124	-	-	-	-	124
Amazon Capital Services	193X-KLL9-1JDV	06/06/2026	51	-	-	-	-	51

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Amazon Capital Services	1QT3-HRGK-3H9W	06/06/2026	108	-	-	-	-	108
Amazon Capital Services	1TCQ-NHQT-3C6J	06/06/2026	97	-	-	-	-	97
Amazon Capital Services	1PCG-PCWH-1HFL	06/06/2026	67	-	-	-	-	67
Amazon Capital Services	1TCQ-NHQT-33KW	06/06/2026	39	-	-	-	-	39
Amazon Capital Services	1TCQ-NHQT-36F7	06/06/2026	5	-	-	-	-	5
Amazon Capital Services	1PCG-PCWH-1HJD	06/06/2026	67	-	-	-	-	67
Amazon Capital Services	1PHH-LKRJ-1R3N	06/06/2026	303	-	-	-	-	303
Amazon Capital Services	1Q7Q-XL41-1X4M	06/06/2026	49	-	-	-	-	49
Amazon Capital Services	1T1J-LTF7-31J1	06/06/2026	23	-	-	-	-	23
Amazon Capital Services	193X-KLL9-16D7	06/06/2026	48	-	-	-	-	48
Amazon Capital Services	113H-MMTR-1Q7D	06/06/2026	212	-	-	-	-	212
Amazon Capital Services	193X-KLL9-16JV	06/06/2026	80	-	-	-	-	80
Amazon Capital Services	1VN6-NDD9-1YHM	06/06/2026	2	-	-	-	-	2
Amazon Capital Services	1DKV-1Y4D-1JG9	06/06/2026	62	-	-	-	-	62
Amazon Capital Services	1DKV-1Y4D-1JJ3	06/06/2026	9	-	-	-	-	9
Amazon Capital Services	1DKV-1Y4D-13M7	06/06/2026	169	-	-	-	-	169
Amazon Capital Services	1DKV-1Y4D-1JKX	06/06/2026	8	-	-	-	-	8
Amazon Capital Services	1KDX-MJQY-1GLH	06/06/2026	40	-	-	-	-	40
Amazon Capital Services	193X-KLL9-16ML	06/06/2026	141	-	-	-	-	141
Amazon Capital Services	1VN6-NDD9-3G9K	06/06/2026	37	-	-	-	-	37
Amazon Capital Services	17FF-QMTR-1YN7	06/06/2026	186	-	-	-	-	186
Amazon Capital Services	193X-KLL9-169F	06/06/2026	10	-	-	-	-	10
Amazon Capital Services	17FF-QMTR-3G4T	06/06/2026	37	-	-	-	-	37
American Young Coder Academy	1248	06/15/2026	200	-	-	-	-	200
Amy Manchel	OA9	06/04/2026	300	-	-	-	-	300
Amy Manchel	RG4	06/04/2026	280	-	-	-	-	280
Amy Manchel	LP4	06/04/2026	480	-	-	-	-	480
Amy Van Leuven	428	05/30/2026	7,800	-	-	-	-	7,800

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Anna Fischer	FISC040726	04/07/2026	-	-	298	-	-	298
Anthem Music Lessons	305	06/04/2026	210	-	-	-	-	210
Anthem Music Lessons	306	06/04/2026	560	-	-	-	-	560
Art Zone Childrens Studio	AZBRA08345	06/18/2026	344	-	-	-	-	344
Art Zone Childrens Studio	AZBRA08344	06/18/2026	79	-	-	-	-	79
Art Zone Childrens Studio	AZBRA08346	06/18/2026	594	-	-	-	-	594
AT Anaheim LLC	554_ANA	06/17/2026	274	-	-	-	-	274
Athena's Advanced Academy, Inc	2040	06/16/2026	314	-	-	-	-	314
Athena's Advanced Academy, Inc	2031	06/16/2026	314	-	-	-	-	314
Athletes Acadmey LLC	594542-2026	06/16/2026	650	-	-	-	-	650
Aurora Melendez	0044	05/30/2026	500	-	-	-	-	500
Axiom Education Services	42920	05/29/2020	-	-	-	-	(450)	(450)
AZG Music School	05-2026-5112	06/04/2026	3,600	-	-	-	-	3,600
Baily Fisher	FISH051926	05/19/2026	96	-	-	-	-	96
Bay Business Consulting Group	O87618	04/01/2026	-	-	39,956	-	-	39,956
BeachSide CrossFit Inc	202	05/16/2026	167	-	-	-	-	167
Ben Buttner	2622	05/20/2026	40	-	-	-	-	40
Ben Buttner	2620	05/20/2026	320	-	-	-	-	320
Ben Buttner	2618	05/20/2026	600	-	-	-	-	600
Ben Buttner	2617	05/20/2026	800	-	-	-	-	800
Ben Buttner	2621	05/20/2026	40	-	-	-	-	40
Ben Buttner	2619	05/20/2026	600	-	-	-	-	600
Biz Global LLC for Mathnasium of Ne	1062	06/17/2026	718	-	-	-	-	718
Biz Global LLC for Mathnasium of Ve	1069	06/19/2026	1,125	-	-	-	-	1,125
Biz Global LLC for Mathnasium of Ve	1067	06/18/2026	1,197	-	-	-	-	1,197
Black Sand Beach Volleyball Academ	INV-16	06/04/2026	290	-	-	-	-	290
Blackbird & Co	24435	03/01/2026	-	-	-	-	338	338
Blake eLearning; DBA Reading Eggs	CM-BeLUS-0090	06/04/2026	(100)	-	-	-	-	(100)

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Blossom Enrichment Center	3001	06/05/2026	1,440	-	-	-	-	1,440
Bonnie Dinka	000045	06/19/2026	585	-	-	-	-	585
BookShark	BI0068103	12/07/2025	-	-	-	-	11	11
BookShark	BI0059206	08/28/2025	-	-	-	-	232	232
Brave Writer, LLC	PF593479	06/10/2026	199	-	-	-	-	199
Brave Writer, LLC	PF569947	06/03/2026	199	-	-	-	-	199
Brave Writer, LLC	PF594086	06/10/2026	249	-	-	-	-	249
Breckleys Bullpen	I9AU3BUR-0001	06/04/2026	285	-	-	-	-	285
British Swim School of East Pasaden	blue-ridge-pr_lr_0526	06/04/2026	378	-	-	-	-	378
Broadway Gymnastics School, Inc	5310	05/29/2026	1,568	-	-	-	-	1,568
Broadway Gymnastics School, Inc	5307	06/14/2026	1,000	-	-	-	-	1,000
Broadway Gymnastics School, Inc	5313	06/05/2026	196	-	-	-	-	196
Broadway Gymnastics School, Inc	5314	06/05/2026	196	-	-	-	-	196
Broadway Gymnastics School, Inc	5312	06/05/2026	392	-	-	-	-	392
Cal Heights Music	156	06/13/2026	10,212	-	-	-	-	10,212
Ceiba Connections	109214	04/29/2026	-	-	101	-	-	101
Children's Therapy Network, Inc.	051726210	06/16/2026	524	-	-	-	-	524
Children's Therapy Network, Inc.	051726210	06/16/2026	349	-	-	-	-	349
Claddagh Dance Co	260520-1	05/30/2026	300	-	-	-	-	300
Claddagh Dance Co	260520-3	05/30/2026	255	-	-	-	-	255
Claddagh Dance Co	260520-2	05/30/2026	510	-	-	-	-	510
Coach Patty's Gymnastics Inc	1463	06/04/2026	576	-	-	-	-	576
Coast Music Conservatory Inc	2252	06/19/2026	900	-	-	-	-	900
Coast Music Conservatory Inc	2253	06/19/2026	900	-	-	-	-	900
Coast Music Conservatory Inc	2200	05/31/2026	290	-	-	-	-	290
Coast Music Conservatory Inc	2190	05/31/2026	720	-	-	-	-	720
Coast Music Conservatory Inc	2245	06/15/2026	320	-	-	-	-	320
Code Ninjas, Cerritos, CA	PF593726	06/14/2026	299	-	-	-	-	299

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Code Ninjas, Cerritos, CA	PF530875	06/20/2026	299	-	-	-	-	299
Conejo Recreation and Park District	9-073	06/17/2026	2,236	-	-	-	-	2,236
Conejo Recreation and Park District	9 071	06/17/2026	2,811	-	-	-	-	2,811
Conejo Recreation and Park District	9-074	06/17/2026	1,455	-	-	-	-	1,455
Conejo Recreation and Park District	7391	06/25/2026	982	-	-	-	-	982
Conejo Recreation and Park District	9-072	06/17/2026	2,250	-	-	-	-	2,250
Dasa2 Inc	133	06/21/2026	1,800	-	-	-	-	1,800
Dawn Glick	GLIC030626-1	04/05/2026	-	-	380	-	-	380
Dawn Glick	GLIC030626	04/05/2026	-	-	272	-	-	272
Dawn Glick	GLIC030626-4	03/06/2026	-	-	-	191	-	191
Dawn Glick	GLIC030626-5	03/06/2026	-	-	-	125	-	125
Dawn Glick	GLIC030626-2	03/06/2026	-	-	-	198	-	198
Dawn Glick	GLIC030626-3	03/06/2026	-	-	-	169	-	169
Delano Athletica Gymnastics	INV-971	06/17/2026	360	-	-	-	-	360
Delano Athletica Gymnastics	INV-970	06/15/2026	180	-	-	-	-	180
Donna Carroll-Rich	526	06/18/2026	140	-	-	-	-	140
Donna Carroll-Rich	525	06/18/2026	320	-	-	-	-	320
Dorothy McCandliss	20260519-1	06/18/2026	4,200	-	-	-	-	4,200
Drawn2Art	KH_BR_Apr26	06/20/2026	120	-	-	-	-	120
Edmentum Inc	CM9169	05/11/2206	(2,500)	-	-	-	-	(2,500)
Efrain Cordero	10-0085	06/19/2026	1,070	-	-	-	-	1,070
Ekaterina Solovskaya Piano Studio	2025-1-15	06/05/2026	1,320	-	-	-	-	1,320
Elizabeth Zacharias Piano Studio	PF594640	06/17/2026	450	-	-	-	-	450
Emily James	35	06/03/2026	430	-	-	-	-	430
Emily James	34	05/31/2026	560	-	-	-	-	560
Emma McAllister	305	06/14/2026	570	-	-	-	-	570
Emma McAllister	304	06/14/2026	5,250	-	-	-	-	5,250
Empowered Minds CC c/o Janine St	6331	04/19/2026	-	-	245	-	-	245

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Erin Schoenfeld	SCHO051926	05/19/2026	198	-	-	-	-	198
Erin Schoenfeld	SCHO051926	05/19/2026	283	-	-	-	-	283
Erolin 3D Martial Arts LLC	050626CC0920	06/05/2026	780	-	-	-	-	780
Erolin 3D Martial Arts LLC	050126GC0506	05/31/2026	345	-	-	-	-	345
Erolin 3D Martial Arts LLC	050626KV0317	06/05/2026	220	-	-	-	-	220
Erolin 3D Martial Arts LLC	050126ET1017	05/31/2026	230	-	-	-	-	230
Erolin 3D Martial Arts LLC	050126CC0920	05/31/2026	155	-	-	-	-	155
Erolin 3D Martial Arts LLC	050126SP1020	05/31/2026	40	-	-	-	-	40
Erolin 3D Martial Arts LLC	050126JT0501	05/31/2026	230	-	-	-	-	230
Erolin 3D Martial Arts LLC	050126RC0506	05/31/2026	115	-	-	-	-	115
Erolin 3D Martial Arts LLC	050126JP0314	05/31/2026	120	-	-	-	-	120
Ethos Jiu Jitsu South Bay	304	06/10/2026	100	-	-	-	-	100
FitSport Kinetics	2902-00045120	05/30/2026	110	-	-	-	-	110
FitSport Kinetics	2902-00043636	05/30/2026	297	-	-	-	-	297
FitSport Kinetics	2902-00043633	05/30/2026	297	-	-	-	-	297
FitSport Kinetics	2902-00045150	05/30/2026	360	-	-	-	-	360
Frances Behra	BEHR051426	05/14/2026	406	-	-	-	-	406
Giordanos ATA Martial Arts SCV	211	06/17/2026	200	-	-	-	-	200
Gracie Barra Upland LLC	8772	06/14/2026	240	-	-	-	-	240
Gracie Barra Upland LLC	8769	06/14/2026	240	-	-	-	-	240
Gracie Barra Upland LLC	8770	06/14/2026	240	-	-	-	-	240
Gracie Barra Upland LLC	8771	06/14/2026	240	-	-	-	-	240
Hart Academy of Dance	178	06/20/2026	136	-	-	-	-	136
Hart Academy of Dance	176	05/10/2026	210	-	-	-	-	210
Heavens Hoofprints Equestrian Cent	3567	05/08/2026	450	-	-	-	-	450
Heavens Hoofprints Equestrian Cent	3571	05/09/2026	225	-	-	-	-	225
Heavens Hoofprints Equestrian Cent	3572	06/08/2026	375	-	-	-	-	375
Heavens Hoofprints Equestrian Cent	3569	06/08/2026	300	-	-	-	-	300

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Heavens Hoofprints Equestrian Cent	3568	05/09/2026	150	-	-	-	-	150
Heavens Hoofprints Equestrian Cent	3570	05/08/2026	225	-	-	-	-	225
Heavens Hoofprints Equestrian Cent	3350	12/16/2025	-	-	-	-	440	440
Heavens Hoofprints Equestrian Cent	3349	12/16/2025	-	-	-	-	220	220
Heavens Hoofprints Equestrian Cent	3337	12/05/2025	-	-	-	-	660	660
Heavens Hoofprints Equestrian Cent	3336	12/05/2025	-	-	-	-	660	660
Hillcrest Ranch Inc.	PF576805	06/20/2026	270	-	-	-	-	270
Hillcrest Ranch Inc.	PF557712	06/21/2026	810	-	-	-	-	810
Hillcrest Ranch Inc.	PF551606	06/20/2026	540	-	-	-	-	540
History Unboxed LLC	WC-305032HU	06/18/2026	227	-	-	-	-	227
History Unboxed LLC	WC-304952HU	06/18/2026	296	-	-	-	-	296
History Unboxed LLC	WC-305033HU	06/18/2026	595	-	-	-	-	595
Hoffman Academy Homeschool Pur	1321	06/05/2026	144	-	-	-	-	144
Honest History Co.	11911	06/17/2026	232	-	-	-	-	232
Honor Roll BJJ	3841	05/31/2026	190	-	-	-	-	190
Honor Roll BJJ	3840	05/31/2026	190	-	-	-	-	190
Houghton Mifflin Harcourt Publishir	911473969	10/17/2024	-	-	-	-	(234)	(234)
Houghton Mifflin Harcourt Publishir	911474569	10/21/2024	-	-	-	-	(156)	(156)
Houghton Mifflin Harcourt Publishir	911473980	10/18/2024	-	-	-	-	(211)	(211)
Irish Rose Farms	26 C	06/16/2026	665	-	-	-	-	665
Irish Rose Farms	27	06/16/2026	380	-	-	-	-	380
Irish Rose Farms	27 C.	06/16/2026	570	-	-	-	-	570
Irish Rose Farms	27A.	06/16/2026	760	-	-	-	-	760
Irish Rose Farms	26 D.	06/16/2026	285	-	-	-	-	285
Irish Rose Farms	27 B.	06/16/2026	380	-	-	-	-	380
Irma Salcido Spanish Lessons	1162	06/17/2026	3,020	-	-	-	-	3,020
Jacob Counts Piano Studio	1019	06/05/2026	1,715	-	-	-	-	1,715
Jamie Wright	05192026	06/18/2026	220	-	-	-	-	220

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Jamie Wright	04302026-2	05/30/2026	440	-	-	-	-	440
Jamie Wright	04302026-4	05/30/2026	440	-	-	-	-	440
Jamie Wright	04302026-1	05/30/2026	440	-	-	-	-	440
Jamie Wright	05042026	06/03/2026	440	-	-	-	-	440
Jammin' Music	48819	04/23/2026	-	-	650	-	-	650
Jessica Eisenbraun	EISE051526	05/15/2026	665	-	-	-	-	665
Jessica Greenly	EM12026	06/20/2026	160	-	-	-	-	160
Joel Mankey	3	06/23/2023	-	-	-	-	(1,213)	(1,213)
Joyful Music & Arts Co.	1080	06/17/2026	680	-	-	-	-	680
Joyful Music & Arts Co.	1082	06/17/2026	55	-	-	-	-	55
Joyful Music & Arts Co.	1081	06/17/2026	170	-	-	-	-	170
Joyful Music & Arts Co.	1086	06/17/2026	680	-	-	-	-	680
Joyful Music & Arts Co.	1079	06/17/2026	1,020	-	-	-	-	1,020
Joyful Music & Arts Co.	1083	06/17/2026	255	-	-	-	-	255
Joyful Music & Arts Co.	1085	06/17/2026	330	-	-	-	-	330
Joyful Music & Arts Co.	1076	06/17/2026	1,530	-	-	-	-	1,530
Joyful Music & Arts Co.	1077	06/17/2026	1,320	-	-	-	-	1,320
Joyful Music & Arts Co.	1078	06/17/2026	220	-	-	-	-	220
Joyful Music & Arts Co.	1084	06/17/2026	55	-	-	-	-	55
Kalos Sthenos Fitness	590539	06/17/2026	400	-	-	-	-	400
Kalos Sthenos Fitness	590556	06/17/2026	400	-	-	-	-	400
Kalos Sthenos Fitness	590559	06/17/2026	400	-	-	-	-	400
Kathleen Crady	BRA202526-09	06/21/2026	800	-	-	-	-	800
Katie Lucas	LUCA052026	05/20/2026	657	-	-	-	-	657
Katrina D Taylor	TAYL051626	05/16/2026	13	-	-	-	-	13
Kelly Trump	98	06/21/2026	700	-	-	-	-	700
KidsArt - Valencia, Inc.	BR3226MB	06/05/2026	360	-	-	-	-	360
Kim's Hapkido	PF592810	06/12/2026	100	-	-	-	-	100

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Kim's Hapkido	PF562557	05/30/2026	300	-	-	-	-	300
Kim's Hapkido	PF593645	06/19/2026	95	-	-	-	-	95
Kim's Hapkido	PF563511	06/28/2026	285	-	-	-	-	285
KSK Martial Arts Woodland Hills Bes	PF569768	04/12/2026	-	-	567	-	-	567
KSWLA, LLC	2026-0518.1	06/17/2026	200	-	-	-	-	200
KSWLA, LLC	2026-0518.2	06/17/2026	600	-	-	-	-	600
Lakeshore Learning Materials	93839768	06/16/2026	22	-	-	-	-	22
Lakeshore Learning Materials	93839772	06/16/2026	73	-	-	-	-	73
Lakeshore Learning Materials	93839765	06/16/2026	62	-	-	-	-	62
Lakeshore Learning Materials	93839766	06/16/2026	22	-	-	-	-	22
Lakeshore Learning Materials	93839774	06/16/2026	44	-	-	-	-	44
Lanterns Global Inc	20260522111	06/21/2026	2,621	-	-	-	-	2,621
Laura Armbruster	7802	04/15/2026	-	-	171	-	-	171
Laura Armbruster	7802	04/15/2026	-	-	50	-	-	50
Le Club Gymnastics	5403	06/19/2026	350	-	-	-	-	350
Le Club Gymnastics	5406	06/19/2026	158	-	-	-	-	158
Le Club Gymnastics	5407	06/19/2026	525	-	-	-	-	525
Le Club Gymnastics	5405	06/19/2026	570	-	-	-	-	570
Le Club Gymnastics	5404	06/19/2026	175	-	-	-	-	175
Le Club Gymnastics	5401	06/19/2026	525	-	-	-	-	525
Le Club Gymnastics	5402	06/19/2026	350	-	-	-	-	350
Le Club Gymnastics	5400	06/19/2026	473	-	-	-	-	473
Learn Beyond the Book, Inc.	27349	06/17/2026	2,994	-	-	-	-	2,994
LEGO Education	1190710197	06/19/2026	475	-	-	-	-	475
Lewis Music Academy	1171	06/18/2026	4,610	-	-	-	-	4,610
Lincoln Learning Solutions	61003324	02/17/2026	-	-	-	-	(1)	(1)
Linda Rahardjo	RAHA051826	05/18/2026	28	-	-	-	-	28
Linda Rahardjo	RAHA051826	05/18/2026	491	-	-	-	-	491

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Little Passports Inc	CM-0000000967	05/20/2026	(278)	-	-	-	-	(278)
Loyola Press	8004391	02/01/2026	-	-	-	-	(84)	(84)
McGraw Hill	139061413001	12/31/2025	-	-	-	-	(43)	(43)
McGraw Hill	139061450001	12/31/2025	-	-	-	-	(23)	(23)
McGraw Hill	139061453001	12/31/2025	-	-	-	-	(124)	(124)
McGraw Hill	139062350001	12/31/2025	-	-	-	-	(12)	(12)
McGraw Hill	139061449001	12/31/2025	-	-	-	-	(268)	(268)
McGraw Hill	139061451001	12/31/2025	-	-	-	-	(14)	(14)
McGraw Hill	139061498001	12/31/2025	-	-	-	-	(106)	(106)
Pearson Education Inc.	6001566098	04/24/2020	-	-	-	-	(9)	(9)
Pearson Education Inc.	6001566100	04/24/2020	-	-	-	-	(9)	(9)
Pearson Education Inc.	6001566241	04/24/2020	-	-	-	-	(154)	(154)
Pearson Education Inc.	6001566242	04/24/2020	-	-	-	-	(119)	(119)
Provenance	BRA093020	10/30/2020	-	-	-	-	(1,650)	(1,650)
Provenance	1527A	11/26/2020	-	-	-	-	(2,299)	(2,299)
Red Dragon Karate	20251117IOLV	12/17/2025	-	-	-	-	387	387
Red Dragon Karate	20260521SWSD	06/20/2026	747	-	-	-	-	747
Red Dragon Karate	20260521IOLV	06/20/2026	498	-	-	-	-	498
Red Dragon Karate	20260521RPGL	06/20/2026	498	-	-	-	-	498
Red Dragon Karate	20260521-A-IOLV	06/20/2026	249	-	-	-	-	249
Simi Valley Jiu Jitsu LLC	462	04/20/2026	-	-	480	-	-	480
Singapore Math Inc.	S440227	06/20/2026	90	-	-	-	-	90
Singapore Math Inc.	S439979	06/18/2026	167	-	-	-	-	167
Singapore Math Inc.	S437770	06/04/2026	49	-	-	-	-	49
So Cal Speech and Debate	2026S - BRA	06/20/2026	3,000	-	-	-	-	3,000
St. John's Lutheran Church	03102025	11/23/2024	-	-	-	-	500	500
Star Dance Center	9435	06/19/2026	237	-	-	-	-	237
Star Dance Center	0997	06/20/2026	213	-	-	-	-	213

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Star Dance Center	0994	06/20/2026	158	-	-	-	-	158
Star Dance Center	0963	06/20/2026	300	-	-	-	-	300
Star Dance Center	0953	06/20/2026	300	-	-	-	-	300
Star Dance Center	0943	06/20/2026	300	-	-	-	-	300
Star Dance Center	0993	06/20/2026	79	-	-	-	-	79
Star Dance Center	0933	06/20/2026	158	-	-	-	-	158
STEM Center USA	2011	06/17/2026	5,460	-	-	-	-	5,460
StreetSports, LLC	011	06/17/2026	1,800	-	-	-	-	1,800
Summit Enrichment Academy	983	06/11/2026	410	-	-	-	-	410
surfclass.com	590987	05/27/2026	425	-	-	-	-	425
surfclass.com	590962	05/27/2026	400	-	-	-	-	400
surfclass.com	590979	05/27/2026	400	-	-	-	-	400
surfclass.com	590930	05/27/2026	400	-	-	-	-	400
surfclass.com	590956	05/27/2026	400	-	-	-	-	400
Susan Byars	BYAR051926	05/19/2026	102	-	-	-	-	102
Swimming ABC's	010	06/17/2026	325	-	-	-	-	325
T. Kvasnik	949	05/30/2026	560	-	-	-	-	560
Terra Arts Foundation	60063	06/17/2026	480	-	-	-	-	480
The Aerial Studio, LLC	BR043026-02	05/30/2026	120	-	-	-	-	120
The Bending Willow Academy	051826	06/17/2026	1,000	-	-	-	-	1,000
The Creativity Land	521202602	06/20/2026	798	-	-	-	-	798
The Creativity Land	519202602	06/18/2026	150	-	-	-	-	150
The Creativity Land	5192022601	06/18/2026	748	-	-	-	-	748
The Creativity Land	519202603	06/18/2026	598	-	-	-	-	598
The Glitter Barn	BR19	05/27/2026	5,550	-	-	-	-	5,550
The Good and the Beautiful	32861391	06/05/2026	17	-	-	-	-	17
The Howard Fine Acting Studio	5E3B685A-0051	07/02/2026	1,280	-	-	-	-	1,280
The Howard Fine Acting Studio	5E3B685A-0050	07/02/2026	350	-	-	-	-	350

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
The Salvation Army	330	06/18/2026	240	-	-	-	-	240
The Salvation Army	329	06/18/2026	240	-	-	-	-	240
The Salvation Army	328	06/18/2026	240	-	-	-	-	240
The Salvation Army	327	06/18/2026	240	-	-	-	-	240
Total Touch Football LLC	0064	06/06/2026	420	-	-	-	-	420
Tree Ranch School LLC	2051	06/05/2026	386	-	-	-	-	386
Tutorific	26052006	06/19/2026	718	-	-	-	-	718
Ventura Makos Surf Camp, Inc.	72	06/21/2026	8,650	-	-	-	-	8,650
Ventura Makos Surf Camp, Inc.	74	06/21/2026	655	-	-	-	-	655
Ventura Makos Surf Camp, Inc.	71	05/30/2026	500	-	-	-	-	500
Ventura Makos Surf Camp, Inc.	73	06/21/2026	6,260	-	-	-	-	6,260
Victory Gymnastics Academy	573	06/05/2026	372	-	-	-	-	372
Victory Gymnastics Academy	572	06/05/2026	372	-	-	-	-	372
Victory Gymnastics Academy	574	06/19/2026	186	-	-	-	-	186
Victory Gymnastics Academy	578	06/19/2026	1,008	-	-	-	-	1,008
Victory Gymnastics Academy	577	06/19/2026	868	-	-	-	-	868
Victory Gymnastics Academy	576	06/19/2026	744	-	-	-	-	744
Viridian Art Academy LLC	0006123	06/10/2026	190	-	-	-	-	190
Viridian Art Academy LLC	0006125	06/17/2026	165	-	-	-	-	165
Vortex Martial Arts LLC	1017	06/17/2026	90	-	-	-	-	90
Waterworks Aquatics Pasadena	9692-2	06/17/2026	478	-	-	-	-	478
WestCoast Volleyball LLC	9	06/11/2026	1,095	-	-	-	-	1,095
WM Tutoring Services	2608BRA	06/21/2026	2,100	-	-	-	-	2,100
Worlds Alive Equine II LLC	01ED2026	06/26/2026	75	-	-	-	-	75
YES Writing	677	06/18/2026	1,140	-	-	-	-	1,140
Total Outstanding Invoices			**$ 214,915**	**$ -**	**$ 43,442**	**$ 682**	**$ (3,766)**	**$ 255,274**

Blue Ridge Academy

Accounts Payable Aging

For the period ended May 31, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	**Local Control and Accountability Plan -** The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026-2027 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions **The LCAP must be presented at the same public meeting as the budget, preceding the budget approval.** **Local Indicators Report - Information Item** **LCAP Public Hearing** **Approval of the LCAP (Adoption)** **Approval of the Budget (Adoption)**	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/re/lc/
FINANCE	Board approval before June 30	**Submit Preliminary Budget Plan to Authorizer -** Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. **The budget must be presented at the same public meeting as the LCAP, following the budget hearing.**	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp
FINANCE	Board approval before June 30	**Education Protection Account (EPA) spending plan -** The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Jun-20	**Certification of the Second Principal Apportionment -** The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
FINANCE	Jun-26	**Special Education Low Incidence Reimbursement Request due to SELPA** - Report are due to Los Angeles County Charter SELPA.	Client	No	No	https://www.lacountycharterselpa.org/
FINANCE	Jun-30	**Prop 28 Annual Certification -** Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education programs, among other assurances.	Charter Impact with Client support	No	No	https://www8.cde.ca.gov/ams
DATA	Jun-30	**Principal Apportionment Data Collection** - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with Client support	No	Yes	https://www.cde.ca.gov/fg/aa/pa/index.asp
DATA	Jun-30	**English Language Proficiency Assessment** - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/sp/el/rd/
OPERATIONS	Jun-30	**Approve school calendar and instructional minutes -** 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	Client with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp
FINANCE	Jun-30	**Executive School Leadership Review Evaluation –** The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Client	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.

GOVERNANCE	Jun-30	**Review your Homeless Education Policy -** A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	Client	No	No	https://www.cde.ca.gov/sp/hs/cy/strategies.asp
GOVERNANCE	Jun-30	**Review your Parental Involvement Policy -** Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	Client	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
DATA TEAM	Jul-31	**2025-26 Local Indicators Dashboard deadline** -The 2026 Dashboard reporting window will be open from June 3, 2026 through July 31, 2026. California School Dashboard Coordinators report their LEA's 2025–26 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2025 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2026, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	Client	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
GOVERNANCE	Jul-31	**Annual review of organization's Fiscal Policies** - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Client with Charter Impact support	Yes	No	
DATA TEAM	Aug-17	**CALPADS End-of-Year 1 and 2 certification deadline** - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	Client with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Aug-30	**Mandate Block Grant Application** - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2026/27 forecast funding per PY ADA K-8 $20.52, 9-12 $58.21).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
DATA TEAM	Aug-31	**Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment**- Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	Client	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with Client support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp

CHARTER IMPACT

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 increased 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 ✓

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

Pupil-Teacher Ratio ✓

Pupil:Teacher Ratio
19.48 :1

BLUE RIDGE ACADEMY – Attendance

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

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

	Annual/Full Year		
	Forecast	**Budget**	**Fav/(Unf)**
Expenses			
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	19,860,900	19,860,900	
Ending Fund Balance	**$ 29,254,044**	**$ 29,254,044**	
As a % of Annual Expenses	*28.2%*	*28.2%*	

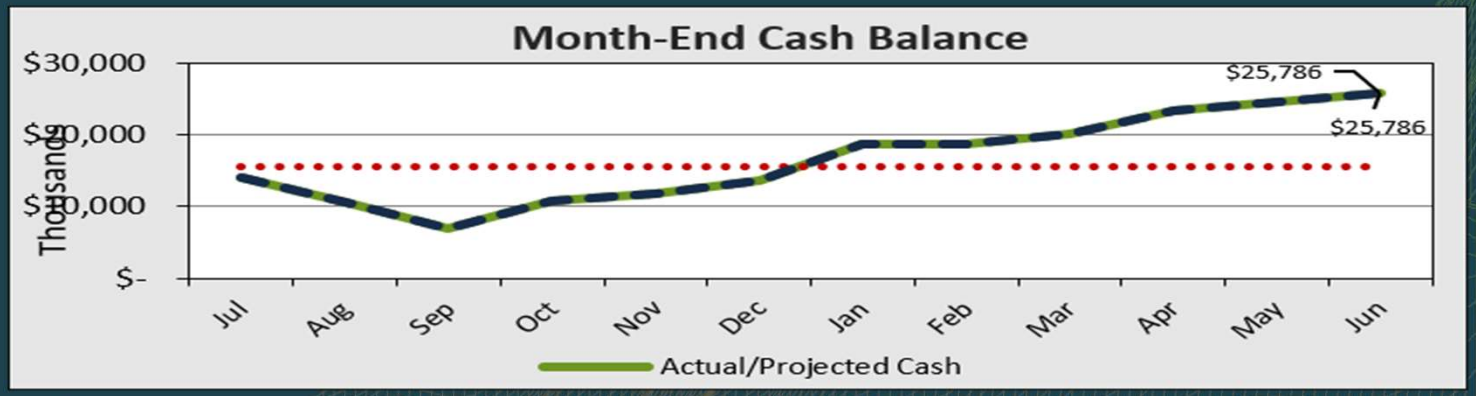
- Projected current year-end surplus represents about 9.06% of annual expenses.
- Total Fund Balance projected to be 28.2%.

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.

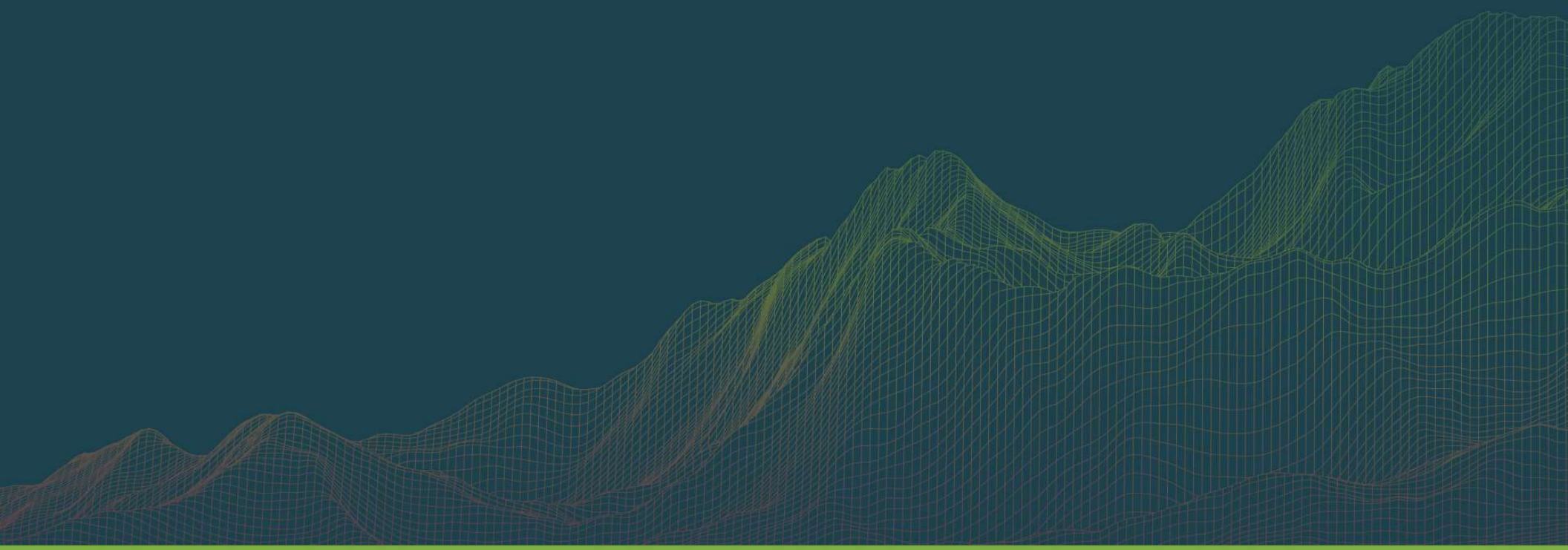


BLUE RIDGE ACADEMY – 5 Year Projection

- 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	103,637,290	106,776,366	109,968,281	113,328,052	117,073,217
Annual Surplus	**9,393,145**	**7,776,807**	**7,420,494**	**7,610,371**	**7,003,310**
Beginning Fund Balance	19,860,900	29,254,044	37,030,851	44,451,346	52,061,717
Ending Fund Balance	**$ 29,254,044**	**$ 37,030,851**	**$ 44,451,346**	**$ 52,061,717**	**$ 59,065,027**
As a % of Annual Expenses	*28.2%*	*34.7%*	*40.4%*	*45.9%*	*50.5%*
Ending Cash Balance	**$ 25,786,199**	**$ 32,824,791**	**$ 39,179,506**	**$ 45,881,786**	**$ 52,576,872**

BLUE RIDGE ACADEMY – Questions???



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:

[x] **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 Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
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 Unrest.	Current Budget Year Rest.	Total
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

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Blue Ridge Academy
(name continued)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
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:

[x] **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 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
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 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
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)

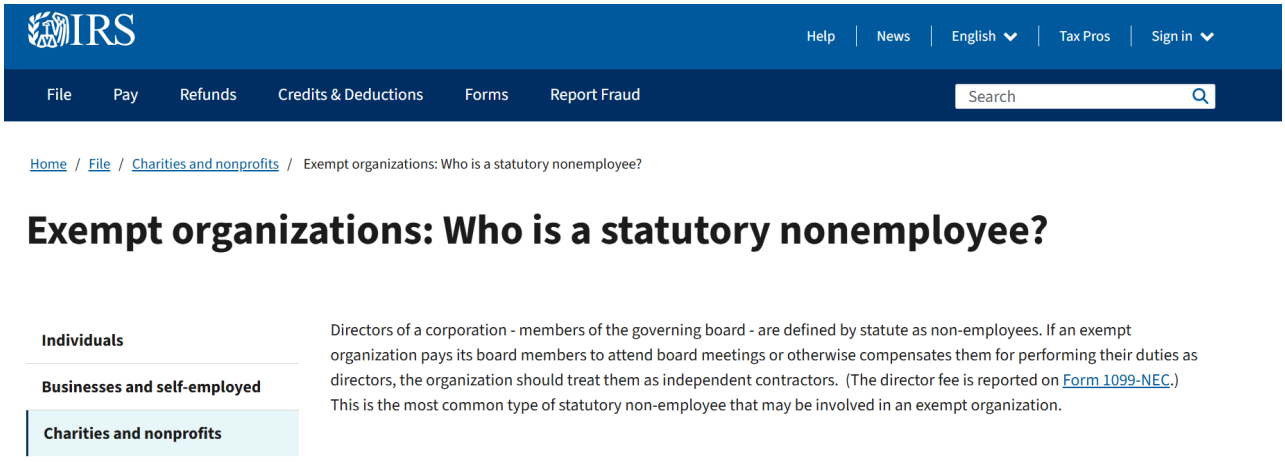
Description	Object Code	FY 2026/27 Unrestricted	FY 2026/27 Restricted	FY 2026/27 Total	Totals for 2027/28	Totals for 2028/29
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		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

Board Reimbursement Information

1. From the Blue Ridge Academy Third Amended Bylaws adopted April 22, 2025

Section 16. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the Board. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the Board.

2. From the IRS Website



3. Other Resources:

https://boomtax.com/tax-forms/1099-board-membe

Introduction: Why Board Member Payments Require Special Tax Attention

Every year, thousands of corporations, nonprofit organizations, associations, credit unions, hospitals, and other entities compensate individuals who serve on their boards of directors. These board members provide critical governance, strategic oversight, fiduciary responsibility, and specialized expertise to help organizations succeed. Whether your organization pays annual retainers, per-meeting fees, committee stipends, or other forms of **board member compensation**, you have likely asked: **"Do I need to file 1099s for board member compensation?"**

The short answer is: **Yes, in most cases you must file Form 1099-NEC for board members if you paid them $600 or more during the tax year for their service on your board.** However, the complete answer involves important nuances about the nature of board service, the legal structure of both the paying organization and the recipient, and specific IRS guidelines that every corporate secretary, CFO, finance manager, and nonprofit administrator needs to understand. Filing incorrectly or failing to file altogether can result in IRS penalties ranging from $60 to $660 per form, depending on the severity of the violation and how late you file.

r

The Five Conditions That Trigger a 1099 Filing Requirement for Board Compensation

To determine whether you need to file a 1099-NEC for a board member, you must evaluate five key conditions. All of these must be met for the filing requirement to apply:

1. **The payment was made in the course of your trade or business:** Payments for board service related to your organization's activities trigger the filing requirement. For corporations, this is straightforward. For nonprofits, board governance is considered part of carrying out the organization's exempt purpose.
2. **The payment was for services:** Form 1099-NEC reports compensation for services performed. Serving on a board of directors, attending meetings, providing oversight, and fulfilling fiduciary duties all constitute services under IRS rules.
3. **The recipient is not your employee:** Board members are almost universally classified as independent contractors for their board service, not W-2 employees. This is true even if the same individual is also an employee of the organization in a separate capacity.
4. **The recipient is an individual, partnership, LLC, or estate:** Generally, you do not file 1099-NEC for payments made to C corporations or S corporations (with limited exceptions discussed below).
5. **You paid $600 or more during the calendar year:** This threshold applies to the total of all payments to that specific board member throughout the year, including retainers, per-meeting fees, committee fees, and other compensation.

If all five conditions are met, you have a legal obligation to file Form 1099-NEC with the IRS and provide a copy to the board member by the applicable deadlines.

Board member compensation represents a unique category in tax reporting. Unlike traditional employees who receive W-2 forms, board members are generally treated as independent contractors for tax purposes because they are not under the direct control of the organization in how they perform their duties. This distinction is critical because it determines which tax forms you use and what reporting obligations you have. The IRS has provided specific guidance on this matter, and understanding these rules is essential for compliance.

In this comprehensive guide, we will cover everything you need to know about filing 1099s for board member compensation, including:

- **When 1099-NEC filing is required** for board directors, trustees, and advisory board members
- **The $600 threshold** and how it applies to director fees, retainers, and meeting stipends
- **Exceptions and special cases** that may affect your filing obligations
- **Nonprofit organizations** and their unique considerations for board compensation
- **Step-by-step instructions** for proper 1099-NEC filing for board member payments
- **Common mistakes** organizations make when reporting director compensation
- **Deadlines and penalties** you need to know
- **Best practices** for managing board member tax documentation

BLUE RIDGE ACADEMY

BOARD RESOLUTION 2026-1

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

WHEREAS, as defined by the IRS, members of the governing board are statutory nonemployees; and

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 Director 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

BLUE RIDGE ACADEMY

BOARD RESOLUTION 2026-1

I. Adoption of Blue Ridge Academy Approving Reimbursement Expense for Mileage

WHEREAS, as defined by the IRS, members of the governing board are statutory nonemployees; and

WHEREAS, Directors may be reimbursed by the Corporation for mileage expenses incurred for travel to and from Board meetings;

WHEREAS, Mileage will be reimbursed at the government-mandated rate for the distance traveled;

NOW, THEREFORE BE IT RESOLVED:

1. Each Director shall be entitled to a mileage reimbursement at the government rate for the distance traveled.

2. Each Director shall submit mileage documentation in order to receive reimbursement

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

BLUE RIDGE ACADEMY

LCAP Self-Reflection 2026-2027

Dr. Loretta Burns

LCFF Priority One

Appropriately Assigned Teachers,
Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

LCFF Priority 1

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:*	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):*	0

LCFF Priority 1

Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

100% of teachers are appropriately assigned and credentialed.
100% of students have access to standard aligned instructional material.
In addition, BRA maintains all facilities, which are in good repair.

LCFF Priority Two

Implementation of
State Academic Standards

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest):

1 – Exploration and Research Phase; 2 Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

5	English Language Arts – Common Core State Standards for English Language Arts
5	English Language Development (Aligned to English Language Arts Standards)
5	Mathematics – Common Core State Standards for Mathematics
5	Next Generation Science Standards
5	History-Social Science

2. Rate the local educational agency's 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 English Language Arts – Common Core State Standards for English Language Arts

5 English Language Development (Aligned to English Language Arts Standards)

5 Mathematics – Common Core State Standards for Mathematics

5 Next Generation Science Standards

5 History-Social Science

3. Rate the local educational agency's 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 English Language Arts – Common Core State Standards for English Language Arts

5 English Language Development (Aligned to English Language Arts Standards)

5 Mathematics – Common Core State Standards for Mathematics

5 Next Generation Science Standards

5 History-Social Science

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

5 Career Technical Education

5 Health Education Content Standards

5 Physical Education Model Content Standards

5 Visual and Performing Arts

5 World Language

Support for Teachers & Administrators

5. Rate the LEA's 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 Identifying the professional learning needs of groups of teachers or staff as a whole

5 Identifying the professional learning needs of individual teachers

5 Providing support for teachers on the standards they have not yet mastered

LCFF Priority Three

Parent & Family Engagement

Building Relationships Between School Staff & Families

Rating Scale (lowest to highest):
1 – Exploration and Research Phase; 2 Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability

5 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5 2. Rate the LEA's progress in creating welcoming environments for all families in the community. English Language Development (Aligned to English Language Arts Standards)

5 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

5 4. Rate the LEA's 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 Relationships

Current Strengths

- **Diverse Events:** Boosts engagement through Learning Coach Launch Week, E3 Summits, Curriculum Connections, and Family Liaison events.
- **Specialized Support:** Delivers dedicated social skills classes, learning centers, and tailored parent workshops via Special Education & Student Services.
- **Accessible Communication:** Uses multilingual newsletters, social media, a mobile app, webinars, and direct staff outreach.
- **Inclusive Surveys:** Lowers participation barriers by distributing English and Spanish surveys via direct links and QR codes.

Building Relationships

Future Focus & Strategies

- **Targeted Outreach:** Prioritizing engagement for underrepresented groups, including English Learners, low-income, foster/homeless, and disabled students.
- **Two-Way Dialogue:** Creating flexible, timely, and accessible channels to foster direct communication between families and staff.
- **Maximizing Engagement:** Refining survey tools and expanding virtual/in-person meeting options to boost event attendance and feedback quality.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest):
1 – Exploration and Research Phase; 2 Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability

5 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

5 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

5 7. Rate the LEA's 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 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Building Partnerships

Current Strengths

- **Collaborative Support:** Blends academic and social-emotional care via cross-staff collaboration, Positive Action, Mental Health classes, and crisis supports.
- **Robust Outreach:** Updates families continuously through monthly meetings, weekly updates, newsletters, and the Parent Information Center.
- **Tailored Resources:** Expands learning center access, virtual office hours, social skills classes, and weekly check-ins based on partner input.

Building Partnerships

Focus Areas for Continued Improvement

- **Consistent Program Utilization:** Increasing participation and consistency in synchronous instruction, intervention programs, counseling services, and family education opportunities.
- **Early Intervention Systems:** Refining communication pathways between families and school teams to ensure earlier identification of student needs and timelier deployment of supports.
- **Data-Driven Access:** Utilizing local data and feedback loops to address gaps in resource accessibility and improve the overall effectiveness of academic and well-being programs.

Building Partnerships

Strategies for Engaging Underrepresented Families

- **Targeted Student Group Outreach:** Actively expanding outreach to ensure equitable access for English Learners, low-income students, foster youth, homeless youth, and other high-need demographics.
- **Flexible & Diverse Formats:** Designing a hybrid mix of virtual and in-person engagement events (e.g., E3 Parent Summits, Learning Coach Launch Week, advisory groups) to better accommodate diverse family schedules.
- **Accessible Multilingual Tools:** Maximizing the use of translated newsletters, bilingual feedback surveys with QR code access, the Blue Ridge mobile app, and direct contact from localized Family Liaisons.

Seeking Input for Decision Making

Rating Scale (lowest to highest):
1 – Exploration and Research Phase; 2 Beginning Development; 3 – Initial Implementation;
4 – Full Implementation; 5 – Full Implementation and Sustainability

5 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

5 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

5 11. Rate the LEA's 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.

5 12. Rate the LEA's 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.

Seeking Input for Decision-Making

Current Strengths

- **Established Feedback Channels:** Utilizes a robust array of structures—including climate surveys, advisory committees, DELAC meetings, focus groups, and the LCAP development process—to integrate stakeholder voices into school goals.
- **Reduced Barriers to Access:** Successfully implemented bilingual surveys, QR codes, virtual platforms, and in-person events to make sharing feedback easier for families.
- **Direct Impact on Action:** Successfully translates educational partner feedback into concrete changes regarding family engagement activities, communication systems, and student support services.

Seeking Input for Decision-Making

Focus Areas for Improvement

- **Standardizing Stakeholder Participation:** Addressing the variance in participation rates across different stakeholder groups to ensure more consistent engagement.
- **Refining Survey Processes:** Enhancing and optimizing survey tools to drive higher response rates and capture deeper, more meaningful data for school improvement.
- **Heightening Awareness:** Expanding communication timelines and transparency so families are better informed of upcoming opportunities to share their perspectives.

Seeking Input for Decision-Making

Strategies for Engaging Underrepresented Families

- **Targeted Outreach Formats:** Employing a mix of virtual and in-person meetings, community events, and parent workshops tailored to accommodate diverse family dynamics and schedules.
- **Comprehensive Multilingual Tools:** Deploying translated newsletters, multilingual surveys, social media campaigns, and the Blue Ridge mobile application.
- **Direct Staff Mobilization:** Utilizing direct, personalized outreach from school staff to encourage underrepresented families to join decision-making bodies like advisory committees and DELAC.

LCFF Priority Six

School Climate

DATA

2025–26 Climate Survey Metrics

- **School Connectedness:** Reported at 93% for staff, 87% for students, and 85% for parents.
- **Material & Info Satisfaction:** Reported at 95% for staff, 94% for students, and 90% for parents.
- **Rising Participation:** Total responses grew from 1,335 to 1,446 (parents jumped 548 to 732; students rose 300 to 327).

Key Drivers & Next Steps

- **Proven Support Programs:** Connectedness was boosted by Positive Action, Mental Health services, Student in Crisis supports, social skills classes, and Family Liaisons.
- **Future Actions:** The LEA will use disaggregated survey data and local trends to refine communication, maximize student well-being, and guide continuous improvements.

MEANING

Survey Metrics & Strengths

- **Connectedness:** 93% staff, 87% students, 85% parents.
- **Resource Satisfaction:** 95% staff, 94% students, 90% parents.
- **Turnout Growth:** Total responses rose from 1,335 to 1,446 (parents jumped 548 to 732).
- **Top-Rated Programs:** Family Liaisons, workshops, Learning Coach Launch Week, and E3 Summits.

Identified Needs & Next Steps

- **Underrepresented Groups:** Boost engagement for English Learners, low-income, foster, homeless, and disabled students.
- **Support Utilization:** Raise awareness of academic, behavioral, and social-emotional services.
- **Program Attendance:** Increase participation in synchronous instruction, interventions, and school events.
- **System Refinement:** Optimize survey and communication methods to ensure equitable feedback.

USE

System Assessment & Continuity

- **Framework Retained:** No major plan or policy changes needed; existing communication and support systems remain effective.
- **Refinement Focus:** Shifting efforts toward localized enhancements to boost overall stakeholder participation.

Targeted Future Actions

- **High-Need Outreach:** Expanding targeted engagement for English Learners, low-income, foster, homeless, and special education families.
- **Survey Optimization:** Upgrading survey designs and digital/event access to maximize response rates and feedback quality.
- **Support Awareness:** Driving utilization of academic, behavioral, and social-emotional services via Family Liaisons, workshops, and multilingual tools.

LCFF Priority Seven

Access to a Broad Course of Study

Access to a Broad Course of Study

Monitoring Tools & Access Findings

- **Comprehensive Data Trackers:** Monitored via enrollment records, master schedules, transcript reviews, graduation/A-G completion tracking, and Student Information System reports.
- **Scope of Monitored Services:** Tracking spans general education, CTE, AP/dual enrollment, EL supports, special education, tutoring, and synchronous classes across all grade levels.
- **Equitable Access Verified:** Data analysis confirms no significant disparities across student groups. All students—including EL, low-income, foster, homeless, and special education groups—have full access to a comprehensive, standards-aligned course of study.

Access to a Broad Course of Study

Barriers & Strategic Next Steps

- **Primary Challenge:** Main barriers are centered around low student *participation* rates in available synchronous instruction, interventions, and supplemental learning, rather than a lack of course access.
- **Targeted Outreach & Awareness:** Expanding communication, family engagement, and targeted staff outreach to boost resource awareness among historically underrepresented student groups.
- **Proactive System Adjustments:** Continuing the continuous monitoring of enrollment and outcome data to dynamically identify and eliminate newly emerging barriers to student success.

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 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 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

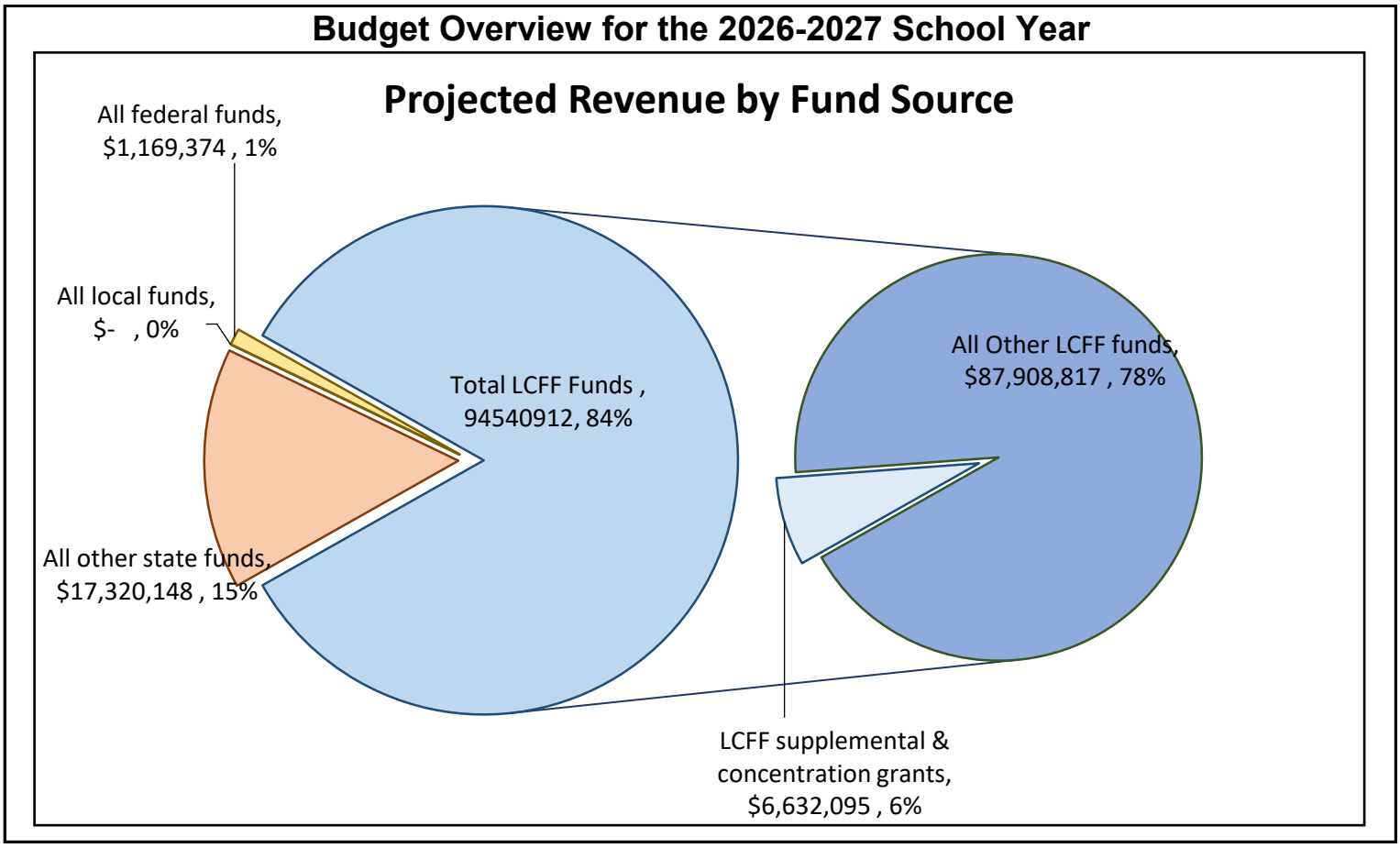
Local Educational Agency (LEA) Name: Blue Ridge Academy

CDS Code: 15 63628 0134312

School Year: 2026-2027

LEA contact information: Samantha Haynes (805) 638-7321 samantha.haynes@theblueridgeacademy.cor

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).

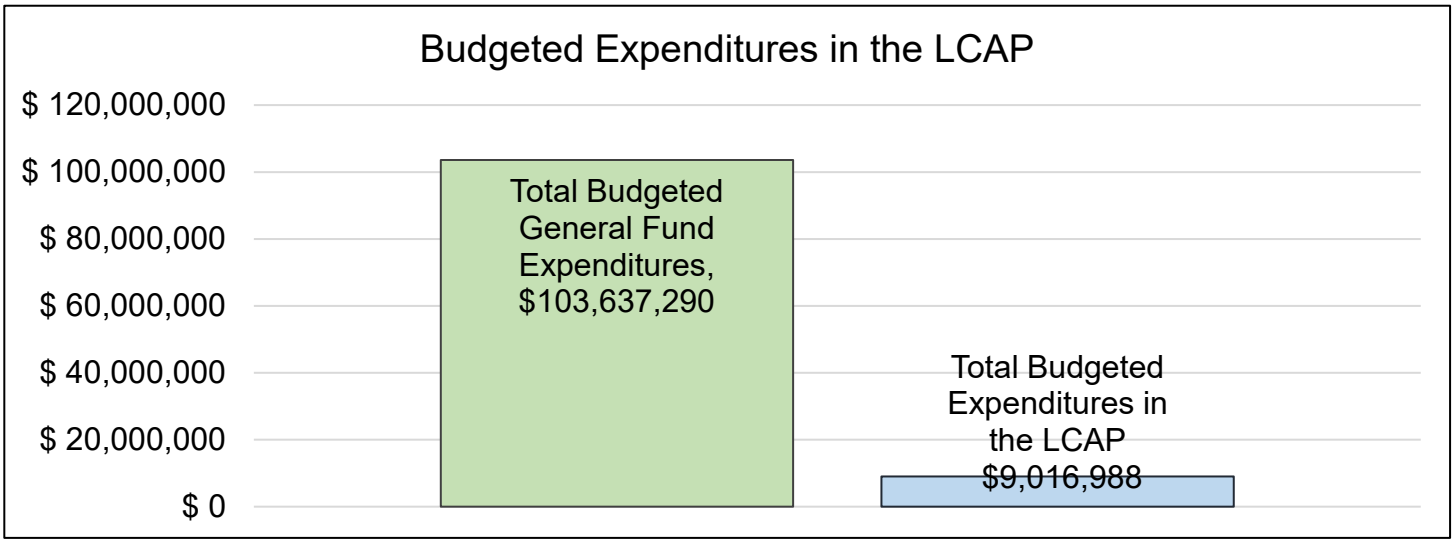


This chart shows the total general purpose revenue Blue Ridge Academy expects to receive in the coming year from all sources.

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:

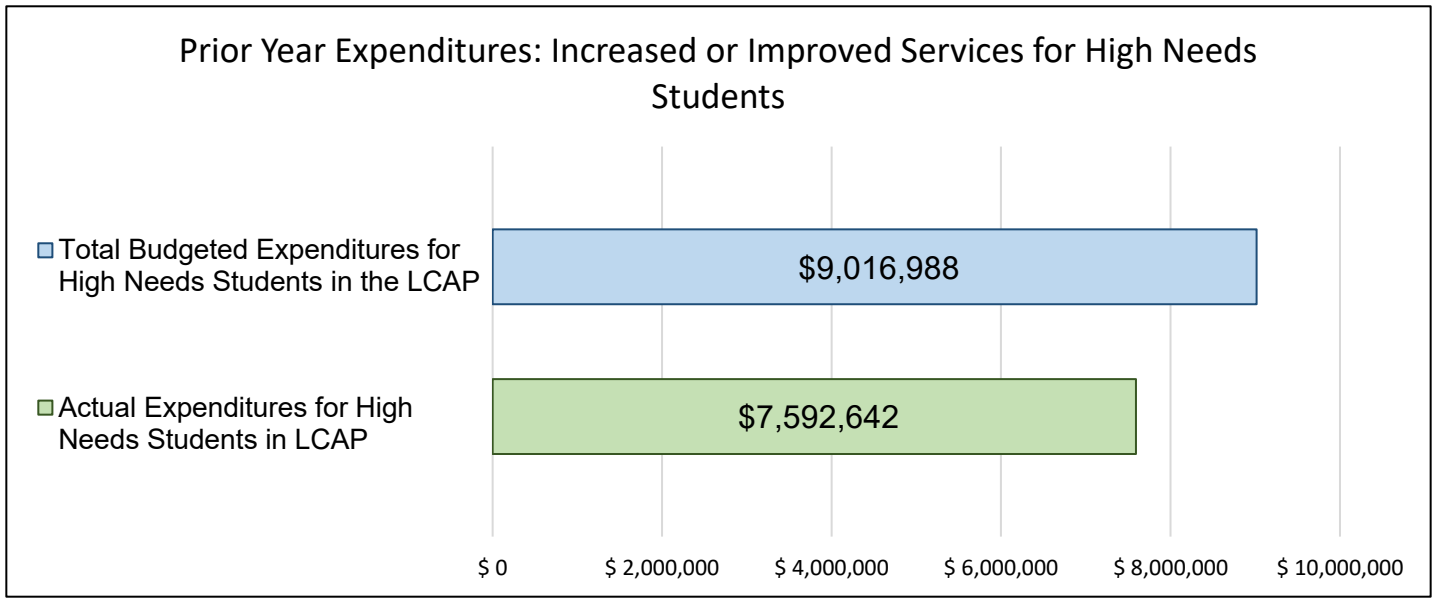
Expenses associated with the Operations of the school and education of children not a part of the LCAP.

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.

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 Report for 2024

↻ Pivot Data by :

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

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 a. School attendance rates	California Longitudinal Pupil Achievement data System (CALPADS)	99.8%	99.8% Preliminary data.		99%	0.8% over
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

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
$6,632,094	$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
7.544%	0%	$0	7.544%

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

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.

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

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	$ 87,908,918	$ 6,632,094	7.544%

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 Develocment	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 hiah 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
$ 87,908,818	$ 6,632,094	7.544%	0.000%	7.544%	$ 6,516,989	0.000%	7.413%	Total:	$ 6,516,989
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 6,516,989

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Professional Development	All	Yes	Schoolwide	All	$ 500,000	0.000%
1	2	Parent Education and Resources	All	Yes	Schoolwide	All	$ 400,000	0.000%
1	3	Student Instruction & Tutoring	All	Yes	Schoolwide	English Learners and Foster Youth	$ 3,200,000	0.000%
1	4	Student Recognition	All	Yes	Schoolwide	All	$ 300,000	0.000%
2	1	Professional development specific to Progres	All	Yes	Schoolwide	All	$ 300,000	0.000%
2	2	Professional development: Bridging Middle S	All	Yes	Schoolwide	All	$ 500,000	0.000%
2	3	Counselor Support professional development	All	Yes	Schoolwide	All	$ 200,000	0.000%
3	1	Enhance Communication Channels	All	Yes	Schoolwide	All	$ 200,000	0.000%
3	2	Strengthen Partnerships and Engagement	All	Yes	Schoolwide	All	$ 240,000	0.000%
4	1	Professional Development: Increase services	All	Yes	Schoolwide	English Learners and Low-Income	$ 400,000	0.000%
4	2	ELD curriculum	All	Yes	Schoolwide	English Learners	$ 120,000	0.000%
4	3	Increase SEL Positive Action referrals	All	Yes	Schoolwide	All	$ 20,000	0.000%
4	4	Increase EL Support Classes	All	Yes	Schoolwide	English Learners	$ 30,000	0.000%
4	5	Low Income Tier 2 Support	All	Yes	Schoolwide	Foster Youth and Low-Income	$ 106,989	0.000%
0	0							

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development	Yes	$ 500,000	$ 1,818,957.26	0.000%	0.000%
1	2	Parent Education and Resources	Yes	$ 400,000	$ 648,773.09	0.000%	0.000%
1	3	Student Instruction & Tutoring	Yes	$ 3,200,000	$ 2,345,952.59	0.000%	0.000%
1	4	Student Recognition	Yes	$ 300,000	$ 426,939.22	0.000%	0.000%
2	1	Professional development specific to Progress Coordinators and high school students	Yes	$ 300,000	$ 362,235.28	0.000%	0.000%
2	2	Professional development: Bridging Middle School & High School transition support	Yes	$ 500,000	$ 413,306.78	0.000%	0.000%
2	3	Counselor Support professional development	Yes	$ 200,000	$ 211,219.17	0.000%	0.000%
3	1	Enhance Communication Channels	Yes	$ 200,000	$ 220,480.14	0.000%	0.000%
3	2	Strengthen Partnerships and Engagement	Yes	$ 240,000	$ 378,587.21	0.000%	0.000%
4	1	Professional Development: Increase services awareness for FYHM, EL, and Low Income students within the school	Yes	$ 400,000	$ 366,217.53	0.000%	0.000%
4	2	ELD curriculum	Yes	$ 120,000	$ 146,314.51	0.000%	0.000%
4	3	Increase SEL Positive Action referrals	Yes	$ 20,000	$ 90,518.38	0.000%	0.000%
4	4	Increase EL Support Classes	Yes	$ 30,000	$ 7,352.66	0.000%	0.000%
4	5	Low Income Tier 2 Support	Yes	$ 106,989	$ 255,838.00	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

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]).

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *o* 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.
    - *o* 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.
    - o 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.
    - o 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.
    - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Policies for Promoting Safe Environments for Student Learning and Engagement

1. Purpose and Scope

Blue Ridge Academy ("Blue Ridge" or the "School") is committed to promoting safe environments for student learning and engagement. Blue Ridge ensures that the School is a safe and nurturing place for students that is free from fear, threats of violence, violent crimes, and sexual offenses committed by, or intended to be committed by, other students, employees, volunteers, and contractors. The School also promotes safe environments for learning and engagement that are easily supervised through its facilities and furnishing of facilities. This policy is intended to meet the requirements of Education Code section 32100(b). The School may work with its insurance provider, public entity risk pool joint powers authority, or other relevant stakeholder(s) as applicable or as needed to identify and adopt best practices to prevent violent crimes, injury, sex offenses, and egregious misconduct. The School's Superintendent or designee is authorized to update this policy as needed to align with CDE guidance and/or applicable law.

2. Professional Boundaries and Appropriate Limits on Contact

Blue Ridge expects all employees, volunteers, contractors (collectively "EVCs"), and students to behave professionally and exercise good judgment when interacting with each other. In accordance with Education Code section 32100, this policy addresses professional boundaries (i) between students and EVCs, (ii) among and between students, and (iii) among and between EVCs, and (iv) establishes appropriate limits on contact during or outside of the school day between students and EVCs via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent or guardian.

This policy may not apply to interactions that take place between students and their own parents, legal guardians, or family members, where those individuals are also EVCs. However, EVCs who are parents, legal guardians, or family members of current students are expected to behave professionally in the school environment.

i. Professional Boundaries Between Students and EVCs

Blue Ridge expects its EVCs to maintain appropriate professional relationships with students and be sensitive to the appearance of impropriety in their conduct with students. EVCs are expected to avoid situations that could reasonably create suspicion by parents/guardians, students, colleagues, or school leadership, even where the EVC does not intend misconduct. Each EVC is responsible for exercising professional judgment and seeking guidance from a supervisor or school administrator when uncertain whether conduct may cross professional boundaries or appear inappropriate. The purpose of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between students and EVCs, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or grooming.

The following are examples of acceptable behavior by EVCs with respect to students, including but not limited to:

- Handshakes
- "High-fives" and light fist/hand bumps
- Physical contact or touch required under an IEP, behavioral contract or 504 Plan

- In an in-person setting: avoiding being alone with a student, keeping any doors wide open if you are in a room alone with a student unless in a counseling or other similar setting, keeping reasonable and appropriate space between you and student unless permitted by Blue Ridge (e.g. nurses, etc.)
- Holding hands while walking with young students or students with disabilities
- For employees and designated contractors, assisting with toileting of young or disabled students in view of another staff member and in compliance with applicable policies
- Stopping and correcting students if they cross your own personal boundaries, including, but not limited to, touching your legs, or buttocks, frontal hugs, kissing, or caressing
- Prioritizing professional behavior during all moments of student contact
- Obtaining appropriate School approval and parent/guardian consent before participating in or supervising any off-campus, after-school, field trip, competition, or similar activity involving students
- Keeping appropriate administrators and, where appropriate, parents/guardians informed when a significant issue develops involving a student

The following are examples of unacceptable behavior by EVCs with respect to students, including but not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Full frontal or rear hugs and lengthy embraces
- Touching buttocks, thighs, chest, stomach or genital area
- Wrestling or roughhousing except as permitted in the context of an athletics program
- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation or in an unobserved location
- Intentionally being alone with a student outside of ordinary job duties (e.g. a 1:1 counseling setting), including but not limited to being alone with a student when away from school and outside of school hours
- Furnishing alcohol, tobacco products, vaping products, CBD products, marijuana, drugs or controlled substances to a student or failing to report knowledge of a student's possession of such
- "Dating" or "going out with" a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as "Looking fine!" or "Check out that [body part]."
- Taking photographs or videos of students for personal use or posting photographs or videos of students online without the School's express permission
- Giving student a ride to/from School facilities or activities without parent permission, unless it is an emergency
- Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments to or in the presence of students
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres to or in the presence of students
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an employee, volunteer, or contractor
- Listening to or telling stories that are sexually oriented to or in the presence of students
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior

Blue Ridge also maintains additional related policies in this regard, including the Standards of Conduct and Civility Policy; Uniform Complaint Procedures Policy; Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy; and Title IX Policy for Sexual Harassment.

ii. <u>Professional Boundaries Among and Between Students</u>

Students are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings, including in-person and online.

The following are examples of acceptable behavior among and between students, including but not limited to:

- Using respectful language in all interactions, both in person and online
- Keeping physical contact appropriate and respecting personal space
- Respecting other students' belongings
- Asking for and respecting consent before sharing photos or videos of other students
- Being mindful of any age and grade level differences with and among other students
- Setting clear personal boundaries, including by being able to voice discomfort and say "no" without pressure
- Using Blue Ridge online platforms responsibly and for their intended educational purposes

The following are examples of unacceptable behavior among and between students in the School setting, including but not limited to:

- Using disrespectful language in person or online
- Engaging in unwanted physical contact with other students or invading another student's personal space
- Engaging in any form of sexual contact
- Making, or participating in, sexually inappropriate comments
- Making sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Pressuring peers to share images or personal information
- Manipulating, coercing, or attempting to control another student's behavior or relationships
- Exploiting differences in age, grade, or social standing of other students or manipulating other students for personal gain
- Ignoring any student's stated boundaries
- Engaging in bullying, harassment, intimidation, or retaliation of any kind

Blue Ridge also maintains additional related policies in this regard, including the Parent-Student Handbook; Uniform Complaint Procedures Policy; Anti-Harassment / Discrimination / Intimidation / Bullying / Retaliation Policy; and Title IX Policy for Sexual Harassment.

iii. Professional Boundaries Among and Between EVCs

EVCs are expected to maintain respectful, safe, and appropriate boundaries among and between each other in all School-related settings or, for employees, during working hours, including in person and online.

The following are examples of acceptable behavior among and between EVCs, including but not limited to:

- Maintaining clear separation between personal and professional relationships
- Maintaining respectful, professional communication, both in person and online
- Keeping physical contact appropriate and limited to professional norms (e.g., handshakes)
- Using School-approved channels for School/work-related communications
- Respecting roles, responsibilities, and lines of supervision and authority
- Respecting others' time and workloads
- Protecting confidentiality of information pertaining to students and other EVCs; no gossip or "watercooler" talk among EVCs
- Addressing concerns or conflicts through appropriate School channels

The following are examples of unacceptable behavior among and between EVCs in the School setting or, for employees, during working hours, including but not limited to:

- Inappropriately pressuring colleagues or other EVCs for personal favors
- Retaliating against or undermining others who raise concerns or report issues
- Blurring personal and professional relationships
- Showing inappropriate favoritism, bias, or preferential treatment to certain individuals over others
- Ignoring established roles, responsibilities, and lines of supervision and authority
- Engaging in gossip, rumors, or unprofessional discussions about others

- Using one's position to inappropriately exert influence, pressure, or control over others
- Threatening, physically aggressive, or violent behavior
- Theft, damage, or destruction of the property of School or the property of other EVCs

Blue Ridge also maintains additional related policies in this regard, including the Standards of Conduct and Civility Policy; Uniform Complaint Procedures Policy; Anti-Harassment/ Discrimination/ Intimidation/ Bullying/ Retaliation Policy; and Title IX Policy for Sexual Harassment.

Nothing in these policies prohibits or restricts employees from exercising their rights under the National Labor Relations Act (NLRA) or any other applicable law.

iv. Limits on Contact Between Students and EVCs via Social Media Internet Platforms, Text Messaging, and Other Forms of Communication

In addition to the general professional boundaries between students and EVCs described in Section (i) above, it is important to address reasonable limits on contact between students and EVCs during or outside of the school day via social media internet platforms, text messaging, and any other forms of communication (e.g. phone) that do not otherwise include the student's parent or guardian.

Communications between students and EVCs should be transparent, School-related, documentable, and accessible to parents/guardians:

- Students and EVCs may not communicate through 1:1 emails, text messages, instant messages, electronic or digital communications via any online or social media platform, phone calls, notes or letters, unless the communication serves a legitimate educational purpose and complies with the requirements herein.
    - If 1:1 communication by an EVC is permitted by the School (e.g. for homework, meetings, coordination of athletics events, etc.), messages must be limited to logistics and necessary information (e.g. practice time, cancellations, etc.)
    - EVCs should not have personal or ongoing/lengthy private exchanges with students.
    - If a student sends a 1:1 non-routine message to an EVC, the EVC should loop-in the School and/or student's parent or guardian as appropriate.
    - No late-night messages. Appropriate hours for sending any 1:1 communications to a student, if warranted, are 8:30 AM to 5 PM unless otherwise approved by the School.
    - "Disappearing messages" are never allowed between EVCs and students. EVCs and students may not communicate with each other through any medium designed to eliminate messages or hide or alter message history (e.g. Snapchat).
- EVCs may not "friend" or "follow" students on any social media accounts, and vice versa for students, except as expressly approved by Blue Ridge, e.g. on School-managed accounts or between family members.
- EVCs may not seek out or engage with students' personal posts (likes, comments, direct messages) on social media, and vice versa for students.

3. Safe, Supervised Environments: School Facilities and Online Settings

Blue Ridge operates educational programs that provide instruction and educational activities in a range of settings, including (but not limited to) in-person at approved off-site/vendor facilities, as well as through hybrid learning activities supported by virtual platforms such as learning management systems, video conferencing, and other online tools. Across these instructional settings, whether in-person or online/virtual, Blue Ridge promotes safe environments that are appropriate for learning and engagement and are easily supervised.

Physical environments used by Blue Ridge and/or its vendors for in-person student activities should have:

- Clear lines of sight for adult supervision of students at all times, with no isolated, unsupervised, or hidden spaces or furnishings (e.g. no tall furniture blocking sightlines).
- Adequate lighting, both indoors and outdoors.

- Maintain a layout that supports orderly movement and emergency egress, with clear wayfinding signage, as appropriate for the space, so that students do not end up in unsupervised or restricted areas.
- Schedules and procedures shall ensure continuous supervision of students.
- Furnishings that are age appropriate, safe, and in good repair.
- Windows or vision panels on classroom doors, or open doors, as appropriate.

Online platforms used by Blue Ridge and/or its vendors for virtual student learning should have:

- Log-in credentials to restrict access to authorized users, prevent unauthorized entry, and protect student data and privacy.
- The ability for authorized staff to review activity occurring in the platform.
- Records or logs of communications, and reasonable controls on private or 1:1 interactions.
- Reasonable monitoring of chat, breakout rooms, and collaborative tools.
- Digital citizenship or similar rules of use.

School vendors are responsible for reviewing their facilities, furnishings, online platforms, and supervision policies to ensure compliance with this policy. Students using online learning environments for independent study are expected to use School-provided technology and online platforms only for authorized educational purposes, remain focused on assigned instructional activities, and comply with School's applicable policies, including the Parent-Student Handbook, Parent-Student Information Technology Acceptable Use Policy, Information Technology Department Policies and Procedures and Student Smartphone Usage Policy.

4. Reporting Violations and Consequences

Any suspected violation of this policy should be reported immediately to Blue Ridge. Prompt reporting is essential to promote safe environments for student learning and engagement.

EVCs must also immediately report to Blue Ridge's administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Any violation of this policy may result in disciplinary action and may also be reported to relevant legal authorities, as appropriate.

Comprehensive School Safety Plan

2026-2027

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

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

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

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

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

A: Child Abuse or Neglect Reporting Procedures - Penal Code 11164, *et seq*.:
Child abuse or neglect reporting law (Penal Code Section 11164, *et seq*.) requires that a ~~Blue Ridge Academy employee~~mandated reporter who has reason to believe that a child has been subjected to abuse or neglect, report the incident to the proper authorities.

At Blue Ridge Academy, protecting children from child abuse or neglect or sex offenses is a major priority. Each year the administration sets aside time to meet with staff to discuss child abuse or neglect indicators and to remind teachers of the procedures to follow when abuse is suspected and provide annual training regarding the required procedures for mandated reporters.

Mandated reporters (which includes ~~E~~employees, volunteers, contractors, and board members pursuant to Penal Code Section 11165.7) of Blue Ridge Academy are familiar with Penal Code Section 11166 and understand the requirement that ~~certificated and classified personnel report~~ suspected child abuse or neglect must be reported immediately or as soon as practically possible to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

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

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

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

Duty to Report

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

Definitions

1. "Child Abuse or Neglect," as defined by law, includes the following:

    a. Physical abuse resulting in a non-accidental physical injury or death.
    b. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.
    c. Sexual abuse including both sexual assault and sexual exploitation.
    d. Willful harming or injuring of a child or the endangering of the person or health of the child.
    e. Unlawful corporal punishment or injury.

~~2.~~ "Mandated Reporters" are defined in Penal Code Section 11165.7 and include employees, board members, volunteers over 18+ who interact with students outside the immediate supervision and control of the student's parent/guardian or a school

employee, and contractors whose duties require contact with or supervision of studentsvirtually all school employees. For example, the current definition includes without limitation the following:

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

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

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

Reporting Procedures

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

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

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

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

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

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

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

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

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

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

Legal Responsibility and Liability

1. ~~School employees~~Mandated reporters required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in a county jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars ($1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons, who are required to report, jointly~~,~~ have knowledge of known or reasonably suspected instance of child abuse, and when there is agreement, ~~and~~ a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction for making the report.

When School Employees Are Accused of Child Abuse

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

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

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

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

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

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

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

The plan is developed with a multi-hazard perspective to make it applicable to the widest range of emergencies and disasters, both natural and human-caused. However, Administrators retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency response and recovery missions in the context of a particular hazard scenario.

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

Samantha Haynes	~~Executive Director~~Superintendent
Name of Responsible Party	Title
Signature	Date

RECORD OF DISTRIBUTION

Plan #	Office/Department	Representative	Signature

Emergency Telephone Numbers

FACILITY EMERGENCY NUMBERS

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

LOCAL AGENCIES/OTHERS

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

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

Staff Contacts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Once the emergency action plan has been reviewed with employees and everyone has had the proper training, it is a good idea to hold practice drills as often as necessary to keep employees prepared. Include outside resources such as fire and police departments when possible. After each

drill, gather management and employees to evaluate the effectiveness of the drill. Identify the strengths and weaknesses of your plan and work to improve it.

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

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

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

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

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

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

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

Evacuation Procedures

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

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

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

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

During an evacuation, the following procedures must be followed:

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

Lockdown/Reverse Evacuation Procedures

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

All employees must be familiar with the specific actions they must take during a lockdown or reverse evacuation. Discussions, training, and practice drills are essential to make these procedures workable.

In the event of a lockdown or reverse evacuation, work area supervisors must utilize the following procedures:

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

✓ Take roll using Staff Accountability Form.

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

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

Procedures for Conducting a "Size-Up"

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

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

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

3. ~~C.~~ **Consider Probabilities:**
   - What is likely to happen?
   - What is the worst-case scenario?

4. ~~C.~~ **Assess Your Own Situation:**
   - Are you in immediate danger?
   - Have you been trained to handle this situation?
   - What resources are available which can assist with your current situation?

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

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

7. Develop an Incident Action Plan:

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

8. Take Action:

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

9. Evaluate Progress:

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

Bomb Threat

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

Fire/Explosion

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

Fire/Explosion Checklist

- If fire or smoke is detected, or a burning odor is sensed, pull the closest fire alarm to initiate building evacuation procedures.
- Call **911** to report all known information about the incident.
- Site administration should assign a recorder to begin documentation of the event.

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

Earthquake

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

If Indoors:

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

If Outdoors:

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

General Guidelines (After the Quake):

- Be prepared for aftershocks and ground motion.
- Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, downed electrical lines, wires, etc.).
- Account for all staff.

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

Shooting/Stabbings
No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others.

Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

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

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

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

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

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

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

Staff

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

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

Death Occurs at Office:

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

- Self-referrals
- Parent referrals
- Reports and concerns expressed by relatives or good friends
- Students who have experienced a recent loss.
- Develop a list of students and staff members that are having emotional symptoms and make immediate referral for mental health support

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

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

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

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

Understanding Nonverbal Messages:

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

Send the Right Nonverbal Messages:

- Don’t get too close. An angry or upset person feels threatened by someone who stands too close. Give the person two to four feet distance from you.
- Avoid doing any of the following:
    - Glaring or staring at the visitor
    - Threatening mannerisms such as clenched fists and a raised voice.
    - Getting angry

- Consider doing the following:
  - Be courteous and confident
  - Do not touch the individual
  - Protect yourself at all times
  - Find another staff member to join you or keep the meeting in an open area
  - Listen to the visitor, giving him/her the opportunity to vent
  - Do not disregard the person's opinion or blame the person.

Attempt to Use Phrases Such as:

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

What to Do:

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

Chemical Release/Hazardous Material Spill

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

How Should the School Office Prepare:

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

How Should the Office Respond:

- If a hazardous spill or chemical release occurs within any area of the School office, immediately notify **911**. Inform the dispatcher of your school/address and a brief summary of the problem including the name of the hazardous material/chemical, location of the spill, and a report of any injuries, illnesses, fire, explosion, etc.

- Approach incident from upwind.
- Stay clear of all spills (vapors, fumes, smoke, fire, possibility of explosion, other).
- Notify Site Administrator.
- Activate necessary portions of Incident Command System (ICS) and appoint an Incident Commander. Expand ICS as needed and make necessary assignments appropriate to the incident.
- Begin documentation of events.
- The situation or advice from law enforcement, the fire department or a hazardous materials unit deployed to the scene of the spill will determine whether to "Shelter-In-Place" or to "Evacuate" the building. If evacuation is ordered, instruct staff to always move crosswind and upwind. Never move downwind into a chemical. To check wind direction, look at the movement of trees or flags.
- If "Sheltering-In-Place" and, if possible, shut off all air-conditioning and heating units. Close all windows and door openings and try to seal gaps under doorways and windows with wet cloth or towels.
- Close all shades or drapes. Instruct staff to stay away from windows.
- If gas or vapors have entered the building, take shallow breaths through a cloth or towel.
- Keep telephone lines clear for emergency calls.
- If an evacuation is ordered, follow all instructions.
- Upon reaching alternative evacuation area, take head count and report missing or ill staff to the Incident Commander and/or law enforcement.

Medical Emergency

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

What to Do If a Medical Emergency Occurs:

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

- Notify staff member's family of situation, including type of injury/illness, medical care being given and location where staff has been transported.
- When appropriate, advise other staff of situation.
- Follow-up with staff member's family.

Gas Odor/Leak

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

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

If Gas Odor or Leak is Detected Outside the Building:

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

Shelter-in-Place Procedures

Why You Might Need to Shelter-in-Place:

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

The Following Are Actions to Follow at Your Worksite:

- Follow reverse evacuation procedures to bring students and staff indoors.

- If there are visitors in the building, provide for their safety by asking them to stay. When authorities provide directions to "shelter-in-place", they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries by having at least one telephone available in the room selected to provide shelter for the Office Manager, or the person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where staff are sheltering- in-place.
- Ideally, provide a way to make announcements over the public address system from the room where the site administrator takes shelter.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If there is danger of an explosion, direct that window shades, blinds, or curtains be closed.
- Have employees familiar with the building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Designate interior rooms(s) above the ground floor with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, meeting rooms, or conference room without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition.
- Bring everyone into the rooms that have been designated. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the doors and any vents into the room. Consider precutting plastic sheeting to seal windows, doors, and vents. Each piece should be several inches larger than the space you want to cover so that it lies flat against the wall or ceiling. Label each piece with the location of where it fits.

Extended Power Loss

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

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

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

- Fire sprinkler system
- Standpipes

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

Upon Restoration of Heat and Power:
Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.

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

Adaptations for Pupils with Disabilities
Students with disabilities may face a variety of challenges in responding to and/or evacuating to safety. This section addresses Education Code Section 32282's requirement that school safety plans include adaptations for pupils with disabilities in accordance with the ADA, IDEA and Section 504.

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

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

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

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

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

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

Fire Refuge Shelter Procedures

The number of temporary school closures in California has increased in recent years due in large part to the increased incidence of climate-fueled wildfires. Wildfire evacuation plans are crucial for ensuring the safety and well-being of students and staff.

In the event of an evacuation order by local authorities of Blue Ridge Academy's facilities, Blue Ridge hereby designates the following locations as the respective refuge shelters for those facilities in accordance with Education Code section 32282(a)(2)(B)(i)(III)(ia), to be used for any and all staff or students who are on site at that time. Please note that Blue Ridge Academy does not maintain facilities specifically for student use and each facility listed below typically only has a few staff members on site at any given time.

- 955 Stanislaus St., Maricopa, CA 93252: As designated by MUSD
- 625 & 613 W Covina Blvd, San Dimas, CA 91773: Suite 625, Warehouse
- 33304 Santiago Road, Acton, CA 93510: Front office

If such an evacuation order occurs, and if the above location(s) is/are unexpectedly unavailable or inappropriate as a refuge shelter as determined by the sole discretion of the Executive Director or designee, the Executive Director or designee has the authority to immediately identify another location as an appropriate refuge shelter and to redirect any and all staff and students to that new location.

In the event of an early notice evacuation warning, Blue Ridge Academy shall follow the Standard Operating Procedures identified in Section B, above. Further, if the Executive Director or designee determines that an evacuation order at a given site would be appropriate following an early notice evacuation warning, the evacuation order shall be carried out at that respective site immediately.

Blue Ridge Academy shall notify the appropriate Fire Department for each location: Kern County Fire Department, San Dimas Fire Department or Los Angeles County Fire Departmentof the location(s) it has designated as its refuge shelter(s) and shall notify the fire departments to prioritize the defense of that structure in the event of a fire. If Blue Ridge Academy is required to redirect staff/students to a different refuge shelter location as described above, Blue Ridge Academy will promptly notify the fire department with jurisdiction over that location of the same.

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

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

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

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

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

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

D: Procedures to Notify Teachers of Dangerous Pupils:

Blue Ridge Academy – Employee Security

Criminal Background Check
Blue Ridge Academy recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Blue Ridge Academy will perform applicant background checks and employee investigations as required by Education Code section 47605(c)(5)(F) ~~[b][f]~~, which requires that "each employee of the school furnish the school with a criminal record summary".

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

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

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

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

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

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

The teacher shall initial the student's file when reviewing it in the school office. Once Blue Ridge Academy has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of Blue Ridge Academy's liability.

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

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

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

F: Schoolwide Dress Code
Blue Ridge Academy does not maintain a schoolwide dress code.

G: Procedures for Safe Ingress and Egress
Blue Ridge Academy takes pride in providing a safe environment for all students, parents, and school employees. Our School will take measures to ensure safe ingress and egress to and from

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

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

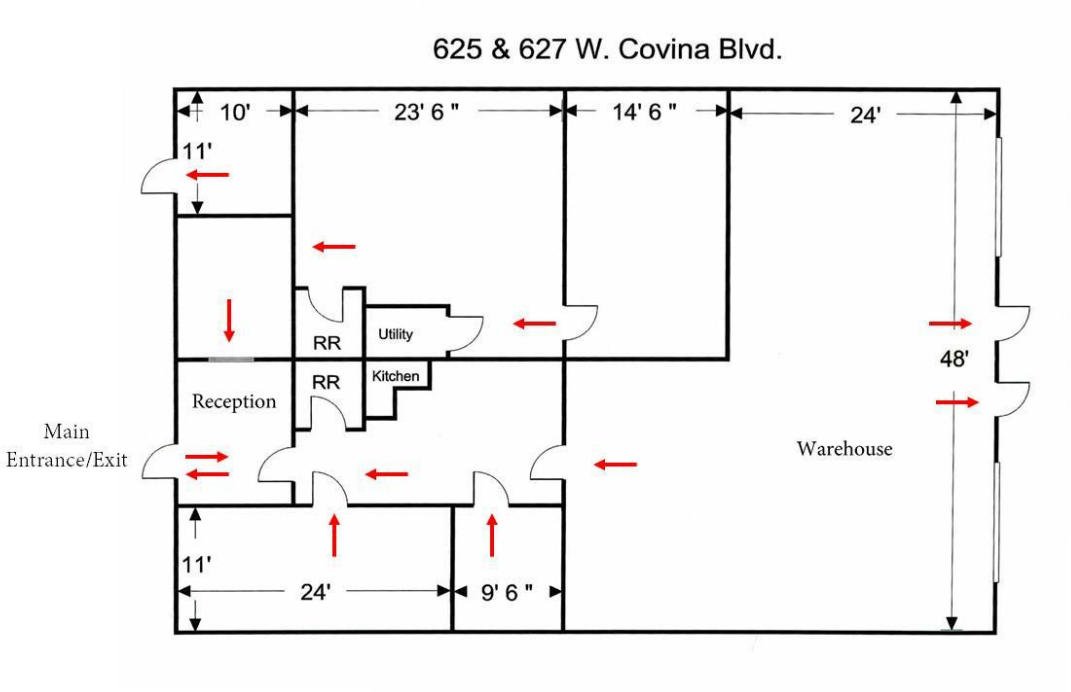
Any problems associated with safe ingress and egress will be addressed immediately.

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

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

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

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

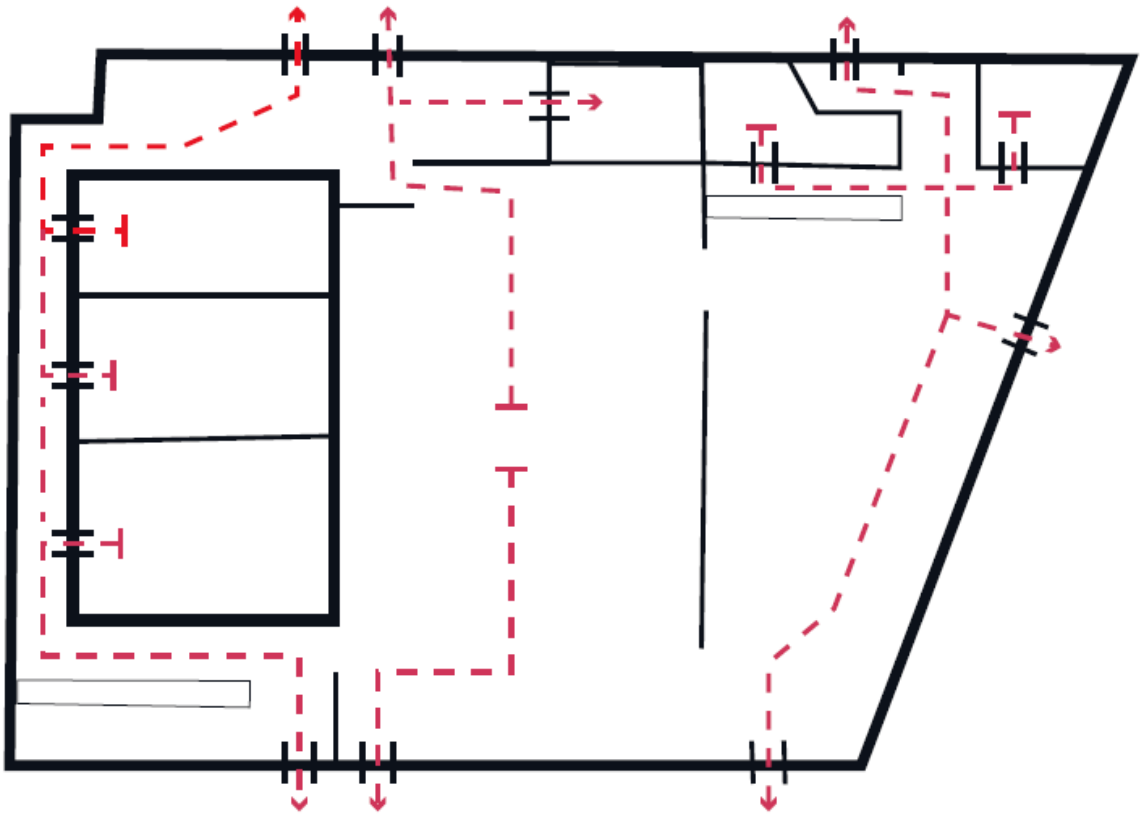


Blue Ridge Academy – Safe Ingress and Egress
33304 Santiago Road, Acton, CA 93510

There is 1 entrance and 6 exits
Open – Close: Tuesday and Thursday 8:00 am - 1:00 pm, and as needed

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

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



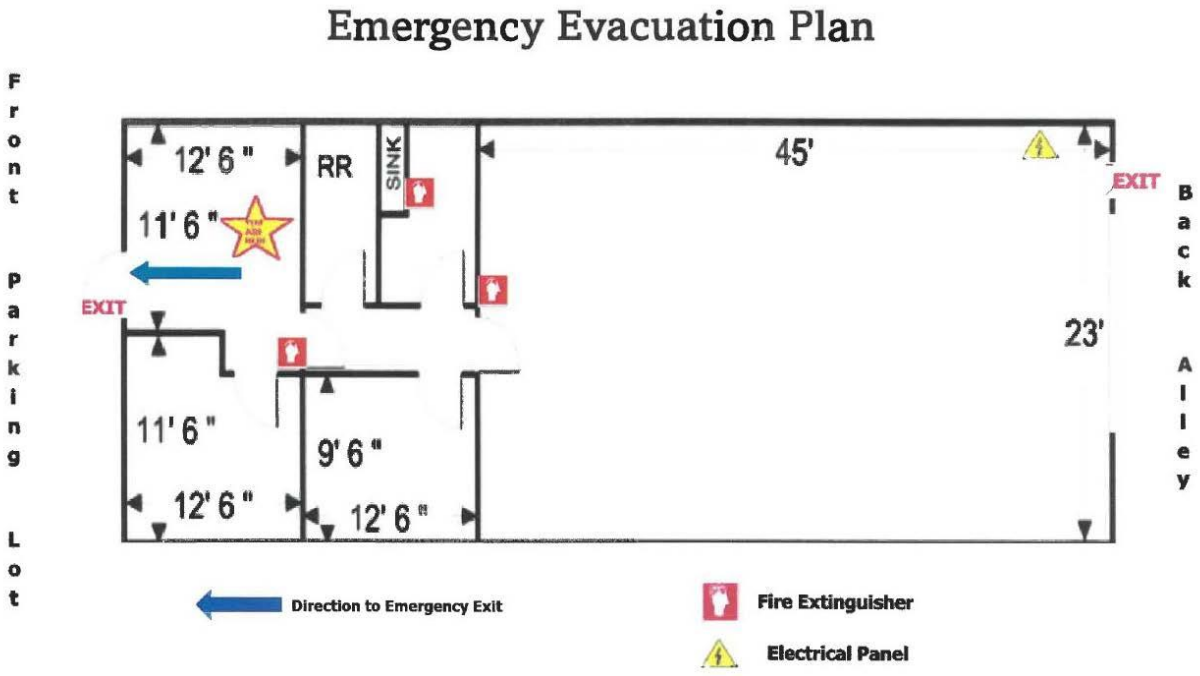
33304 Santiago Rd. Acton, CA

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

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

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

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



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

I: Rules and Procedures on School Discipline
Philosophy of Student Discipline
Our focus for all students is to be respectful and supportive of each other.

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

Level II - Learning Opportunity - Office Referral, Parent Contact, Counselor
Common misbehaviors needing redirection; again, seen as a learning opportunity to be handled between the student and supervising adult; in some cases, office referral and parent notification is required (mostly managed with teacher)

Level III – Immediate Administrative referral; Parent Contact/Written Documentation, suspensions, Law Enforcement
Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and ensure the safety of staff and students (managed by director)

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

The following process will be used for all office referrals:

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

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

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

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

Typical consequences for a bully/harasser are as follows:

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

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

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

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

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

J: Procedures for Conducting Tactile Responses to Criminal Incidents

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

K: Drills Related to Active Shooters/Armed Assailants

To the extent that Blue Ridge Academy conducts any drill to prepare for active shooters or other armed assailants, Blue Ridge Academy shall comply with all requirements in Education Code section 32282(a)(2)(K), including that it shall not conduct a high-intensity drill.

~~K:~~L: Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity

Blue Ridge Academy is committed to assessing and responding appropriately to reports of dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This comprehensive school safety plan details the procedures for assessing and responding to reports of dangerous, violent, or unlawful activity (see, e.g., Sections B, J). When Blue Ridge Academy receives a report regarding such activity that is conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school, Blue Ridge

Academy will promptly call 911 and take necessary and appropriate measures to ensure student and staff safety. All staff will receive appropriate training as discussed within this safety plan.

M: Sudden Cardiac Arrest or Similar Life-Threatening Medical Emergency Response Procedures

Sudden cardiac arrest occurs suddenly and often without warning. It is triggered by an electrical malfunction in the heart that causes an irregular heartbeat. With the heart's pumping action disrupted, the heart cannot pump blood to the brain, lungs, and other organs. Seconds later, a person loses consciousness and has no pulse. Death occurs within minutes if the victim does not receive treatment.

Symptoms of sudden cardiac arrest are immediate and severe and include:

- Sudden collapse.
- No pulse.
- No breathing.
- Loss of consciousness.

Sometimes other symptoms occur before sudden cardiac arrest. These might include:

- Chest discomfort.
- Shortness of breath.
- Weakness.
- Fast-beating, fluttering or pounding heartbeat called palpitations.

When sudden cardiac arrest or a similar life-threatening medical emergency arises or is suspected, the first person to come into contact with the individual should take the following actions:

1. Call 9-1-1 right away.
2. Notify the site administrator.
3. If trained to do so, perform CPR until medical professionals arrive.
4. ~~1.~~Use an automated external defibrillator (AED), if one is available.

N: Presence of Immigration Enforcement Agents

Blue Ridge Academy is required to notify parents/guardians, teachers, administrators, and school personnel when Blue Ridge Academy confirms the presence of immigration enforcement at its schoolsite (i.e. facilities). Such notification is intended to prevent panic, promote a sense of security, and maintain an environment where all students—regardless of immigration status—feel safe and supported.

Blue Ridge Academy may release such notification by any means deemed appropriate by the Executive Director or designee, including but not limited to via email or phone call. When determining when and how to issue such notification, the Executive Director or designee shall consider the safety and well-being of students, employees, and community members. The notification may, but is not required to, include a hyperlink to further resources for families with information about their educational rights, state laws that protects parents' and students' privacy and confidentiality, and any counseling or support services if available. The notification shall not include any personally identifiable information, including of any student or staff member.

~~L.~~O: Protocol for student opioid overdose

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

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

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

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

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

Exhibit A

Accident/Incident Investigation Form

(To be used to report office safety accidents and incidents in the workplace)



Accident/ Incident Investigation Form

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

PART I- General Information

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

Relationship to School: Employee ❑ Student ❑ Visitor ❑ Other: _____

Exact Location of Incident: _____

Type of Incident: Accident ❑ Injury ❑ Near Miss ❑ Other _____

PART II- Description of Incident

Describe What Happened:

_____

_____

_____

_____

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

Was a Safety Rule Violated? No ❑ Yes ❑

If yes, describe _____

PART III- Cause

Description of conditions at time of incident:

_____

_____

_____

Fundamental Cause of Incident:

_____

_____

PART IV- Corrective Action

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

_____

_____

_____

COMPLETED BY	APPROVED BY	DATE PREPARED

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

~~2025-26~~ Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Blue Ridge Academy	Blue Ridge ~~Ridge~~ Academy	Samantha Haynes Executive Director/Principal	samantha.haynes@theblueridgeacademy.com (805) 638-7321

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) ~~was last revised on June 24, 2025 and~~has been adopted by Blue Ridge ~~Ridge~~ Academy ~~on June 24, 2025~~ to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP ~~will be~~is included in the LEA's Comprehensive School Safety Plan (CSSP) ~~by July 1, 2025~~. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Blue Ridge ~~Ridge~~ Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)
Phone Calls
Email
School Portal
Social Media

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Blue Ridge Academy's goal is to maintain safety, transparency, and accessibility despite disruptions. This will occur by providing clear updates regarding student safety, schedules, and resources, and enabling families to communicate with the school during outages.
This will minimize confusion and anxiety during emergency situations.

In the event of an outage, Blue Ridge Academy will utilize Multi-Tiered Communication Methods.
Tier 1: Primary Digital Communication (When Systems Are Operational)

- School website updates
- Email and mobile app alerts
- Social media platforms (Facebook, Instagram)

Tier 2: Mobile-Based Communication (Power May Be Out, Cell Towers Still Operational)

- SMS alerts with key information
- Phone call trees: Pre-assigned staff and parent volunteers relay info by calling down a list
- Voicemail hotline: Pre-recorded, regularly updated information line

Tier 3: Low-Tech/Offline Communication (When Digital Systems Fail)

- Physical signage at school office locations

Families will maintain two-way communication with the School via email, social media, and phone hotlines checked by School staff.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs

Blue Ridge Academy shall use the methods of communication described above to identify students' social-emotional, mental health, and/or academic needs following the emergency. The Charter School will provide support(s) as appropriate to students who may be experiencing challenges in these areas. The Charter School has also developed a Crisis Team that, along with providing mental health support, provides additional resources to students and families who have experienced extreme hardships, including job loss and negative effects from natural disasters.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Blue Ridge ~~Ridge~~ Academy will provide access to instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

~~While~~ Since the school is non-classroom based, instruction will continue to be primarily virtual. In-person activities may include, e.g., students ~~may~~ attending park days, testing locations, and 3rd party vendor facilities. Should access to in-person activities be paused, we have outlined below what conditions will be reviewed and met to resume these services. Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

-Evacuation orders lifted
-Power and utilities functioning
-Healthy air quality
-Access to safe and clean water
-Office and/or vendor spaces free from debris and hazards
-Internet fiber lines connected and functioning
-Sufficient staff available

Remote Instruction

Plans for remote instruction.

As required, Blue Ridge ~~Ridge~~ Academy remote instruction will align with EC sections 51747 ~~and 51749.5, governing Independent Study instruction modalities~~. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Blue Ridge Academy is an independent study program and aligns with all applicable EC sections governing Independent Study.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Blue Ridge Academy provides multiple options to access instructional materials, including but not limited to textbooks, online courses, and a lending library.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Blue Ridge Academy collects work samples and Student Activity Logs digitally as well as at in-person meetings on a regular basis.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Blue Ridge Academy is a non-classroom based public charter school. Reassignment will not be needed, as all students can continue to meet school requirements remotely. Staff and teachers can continue to support students remotely during emergencies. Blue Ridge will provide additional digital accommodations, such as hotspots and devices, to ensure students have access during emergency situations.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Blue Ridge Academy will utilize Multi-Tiered Communication Methods.
Tier 1: Primary Digital Communication (When Systems Are Operational)

- School website updates
- Email and mobile app alerts
- Social media platforms (Facebook, Instagram)

Tier 2: Mobile-Based Communication (Power May Be Out, Cell Towers Still Operational)

- SMS alerts with key information
- Phone call trees: Pre-assigned staff and parent volunteers relay info by calling down a list
- Voicemail hotline: Pre-recorded, regularly updated information line

Tier 3: Low-Tech/Offline Communication (When Digital Systems Fail)

- Physical signage at school office locations

Families will maintain two-way communication with the School via email, social media, and phone hotlines checked by School staff.

Information will be distributed as it becomes available and will be updated as often as is practical and possible.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Blue Ridge Academy is an Independent Study program, and therefore, all staff and students are equipped for remote learning.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Remote learning is provided in a number of ways, including but not limited to synchronous instruction, office hours, online courses, and regular meetings with the Homeschool Teacher.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Blue Ridge Academy will continue to provide equal access to instruction to all students via the Independent Study model already in place.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP’s will continue to be provided and maintained via the Independent Study model already in place.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL Students will continue to be supported via the Independent Study model already in place.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Blue Ridge Academy is non-classroom based, therefore, all staff are already prepared and provide remote instruction. No additional resources are needed.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Blue Ridge Academy provides access to these services via our Independent Study model, no changes will be required.

Plans to provide access back-up, water and medicines in the event of an emergency.

Blue Ridge Academy does not maintain student facilities and, therefore, will utilize and direct families to the community emergency resources made available in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Blue Ridge Academy already provides special education and counseling programs via our Independent Study model; no changes will be required. ~~.~~No after-school or meal programs are offered, and will not be affected.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Blue Ridge Academy staff work remotely and can continue to meet virtually to collaborate and implement the ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

All student learning at Blue Ridge Academy takes place remotely, however, some meetings and/or school-sponsored activities take place in public locations. The school also operates two library locations that are available to families. Prior to re-opening these sites the following criteria must be met:
-Any evacuation orders lifted
-Power and utilities functioning
-Healthy air quality
-Access to safe and clean water
-Locations free from debris and hazards
-Internet fiber lines are connected and functioning
-Staff availability to properly serve the students

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Blue Ridge Ridge Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) ~~will be~~is included as an integral component of Blue Ridge ~~Ridge~~ Academy's Comprehensive School Safety Plan (CSSP)~~ by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27~~.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

annually, in conjunction with the review and updates made to the Comprehensive School Safety Plan.

AMENDED AND RESTATED
ARTICLES OF INCORPORATION
OF
BLUE RIDGE ACADEMY

The undersigned hereby certify that:

1. They are the president and secretary, respectively, of Blue Ridge Academy, a California nonprofit public benefit corporation, with California Entity Number 4029079.

2. The Articles of Incorporation of the corporation are amended and restated to read as follows:

I.

The name of the corporation is Blue Ridge Academy ("Corporation").

II.

A. This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of this Corporation is to operate one or more California public charter schools.

III.

A. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 as amended (the "Code").

B. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

C. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of, or in opposition to, any candidate for public office.

D. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of the Corporation, and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a

corporation exempt from taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

~~E. It is intended that the Corporation shall have the status of a corporation which is exempt from federal income taxation under section 501(a) of the Code as an organization described in section 501(c)(3) of the Code and which is other than a private foundation by reason of being described in section 509(a) of the Code. These Articles shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly. In the event the Corporation is determined to be a private foundation within the meaning of section 509 of the Code, then during such period:~~

~~(i) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax or undistributed income imposed by section 4942 of the Code.~~

~~(ii) The Corporation shall not engage in any act of self-dealing, as defined in section 4941(d) of the Code.~~

~~(iii) The Corporation shall not retain any excess business holdings as defined in section 4943(c) of the Code.~~

~~(iv) The Corporation shall not make any investments in such manner as to subject it to tax under section 4944 of the Code.~~

~~(v) The Corporation shall not make any taxable expenditures as defined in section 4945(d) of the Code.~~

IV.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, distribute its remaining assets to another public school that meets the requirements of Section III.A of Internal Revenue Service Notice 2015-07 Relief for Certain Participants in § 414(d) Governmental Plans, or to the State of California, or to a political subdivision of the state, or to any other agency or instrumentality of the state.~~dispose of all of the assets of the Corporation for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or shall distribute such assets to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by the applicable court in the county which the principal office of the Corporation is then located, exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Code, or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.~~

V.

Except as otherwise provided herein, all conditions, qualifications, requirements, privileges and regulations regarding the Board of Directors of the Corporation, including

voting rights if any, shall be fixed and governed by or pursuant to the Bylaws of the Corporation.

VI.

The Corporation is authorized to indemnify its agents (as defined in section 5238 of the California Nonprofit Corporation Law) to the fullest extent permissible under California law.

3. The foregoing amended and restated Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: _____, 2026

_____
Arlene Nelson, President

_____
Nicole Zolfo, Secretary

FOURTH~~THIRD~~ AMENDED BYLAWS

OF

BLUE RIDGE ACADEMY

a California Nonprofit Public Benefit Corporation

ARTICLE I
OFFICES

Section 1. PRINCIPAL OFFICE. The board of directors ("Board") shall fix the location of the principal executive office of the corporation at any place within or outside the State of California. If the principal executive office is located outside the State of California, and the corporation has one or more offices in the State of California, the Board shall likewise fix and designate a principal office in the State of California.

Section 2. OTHER OFFICES. The corporation may also establish offices at such other places, both within and outside the State of California, as the Board may from time to time determine or the activities of the corporation may require.

ARTICLE II
OBJECTIVES AND PURPOSES

The specific objectives and purposes of this corporation shall be to operate one or more California public charter schools.

ARTICLE III
NONPARTISAN AND TAX-EXEMPT ACTIVITIES

The corporation has been formed under the California Nonprofit Public Benefit Corporation Law (the "Law") for the public, nonprofit, nonpartisan, and charitable purposes described in its articles of incorporation. Notwithstanding any other provision in these bylaws, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("IRC"), or (b) by a corporation contributions to which are deductible under IRC Section 170(c)(2).

ARTICLE IV
DEDICATION OF ASSETS

The properties and assets of this corporation are irrevocably dedicated to the charitable purposes described in Article III above and in the articles of incorporation of this corporation. No

part of the net earnings, properties, or assets of this corporation, on dissolution or otherwise, shall inure to the benefit of its directors or officers, or to any individual. On liquidation or dissolution of this corporation, all remaining assets of this corporation, after payment, or provision for payment, of all debts and liabilities of this corporation, shall be distributed as set forth in its articles of incorporation~~and paid over to an organization dedicated to charitable purposes that is exempt from federal income tax under IRC Section 501(c)(3) and that is exempt from California income tax under Section 23701d of the California Revenue and Taxation Code~~.

ARTICLE V
NO MEMBERS

Section 1. NO MEMBERS. The corporation shall have no members within the meaning of Section 5056 of the Law.

Section 2. AUTHORITY VESTED IN BOARD. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 3. ASSOCIATES. The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the Law.

ARTICLE VI
DIRECTORS

Section 1. POWERS. Subject to the provisions of the Law and any limitations in the articles of incorporation and these bylaws, the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised by or under the direction of the Board. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board shall have the following powers in addition to the other powers enumerated in these bylaws:

(a) To select and remove all of the other officers, agents, and employees of the corporation; prescribe any powers and duties for them that are consistent with law, with the articles of incorporation, and with these bylaws; fix their compensation; and require from them security for faithful service.

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations that are consistent with law, the articles of incorporation, and these bylaws, as they deem to be appropriate and in the best interests of the corporation.

(c) To adopt, make, and use a corporate seal; and to alter the form of such seal.

(d) To borrow money and to incur indebtedness on behalf of the corporation, and to cause to be executed and delivered for the purposes of the corporation, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

(e) To change the principal executive office or the principal office in the State of California from one location to another; to cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country and conduct its activities within or outside the State of California; and to designate any place within or outside the State of California for the holding of any Board meeting or meetings.

(f) To make donations for the public welfare or for community funds, hospital, charitable, educational, scientific, civic, religious, or similar purposes.

(g) To act as a trustee under any trust incidental to the principal objects of the corporation, and to receive, to hold, to administer, to exchange, and to expend funds and property subject to such trust.

(h) To receive endowments, devises, bequests, gifts, and donations of all kinds of property for its own use, or in trust, in order to carry out or to assist in carrying out, the objects and purposes of the corporation and to do all things and acts necessary or proper to carry out each and all of the purposes and provisions of such endowments, devises, bequests, gifts, and donations with full power to mortgage, sell, lease, or otherwise to deal with or dispose of the same in accordance with the terms thereof.

(i) To sell any property, real, personal, or mixed, owned by the corporation at any time, and from time to time upon such terms as the Board may deem advisable, at public or private sale, for cash or upon credit.

(j) To retain sums received by the corporation uninvested, if, in the discretion of the Board, such sums cannot be invested advantageously.

(k) To retain all or any part of any securities or property acquired by the corporation in whatever manner, and to invest and reinvest any funds held by the corporation, according to the judgment of the Board without being restricted to the class of investments that the Board is or may hereafter be permitted by law to make or any similar restriction; provided, however, that no action shall be taken by or on behalf of the corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under IRC Section 501 or Section 23701 of the California Revenue and Taxation Code.

(l) To invest funds received by the corporation in stocks, bonds, mortgages, loans, whether secured or unsecured, or other investments as the Board shall deem advisable.

Section 2. NUMBER AND QUALIFICATION. The authorized number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to these

bylaws, with the actual number to be determined from time to time by a resolution or motion of the Board. Directors shall be elected by a vote of a majority of directors then in office.

(a) Subject to the Director Selection process in Article VI, Section 5 below, the qualifications for directors are generally the ability to attend Board meetings and a dedication to this corporation's mission and its charitable and educational endeavors.

(b) A director may be removed from serving on the Board in accordance with Article VI, Section 7 below, in the event the director does not attend twenty-five percent (25%) of the Board meetings within the corporation's fiscal year.

Section 3. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. In accordance with the Law, no more than 49 percent of the persons serving on the Board may be "interested persons" (as defined in this Section 3). An "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation, if any, paid to a director as director; or (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister- in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. Spouses of staff are ineligible to serve as a member of the Board to avoid any potential for conflicts of interest under Government Code section 1090. The Board and designated staff members are required to follow the recusal processes identified in the Government Code sections 1091 and 1091.5, and the Political Reform Act (Government Code sections 87100, *et seq.*), when applicable.

Section 4. TERM OF OFFICE; EVENTS CAUSING VACANCIES ON BOARD. Each director shall hold office for two (2) years, which terms shall be staggered. A director may serve multiple terms of service. A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under the Law, Chapter 2, Article 3; and (c) the increase of the authorized number of directors.

Section 5. DIRECTOR ELECTION. All directors shall be elected by a majority vote of the directors then in office at the time of election. Currently seated Board members may be given priority to serve an additional term. Nonetheless, the Board retains the discretion to follow its process for electing a new director even if a currently seated Board member expresses interest in serving an additional term. In that instance, the currently seated Board member shall be evaluated for the position along with other applicants. The Board will endeavor to advertise any director vacancies on its website and to the school community. Current Board members may also recommend potential new directors to the Board. The Board will accept applications to fill available vacancies. The Board is not obligated to elect any applicant (including a currently seated Board member) if, in the Board's sole discretion, it does not believe the applicant possesses the requisite skills, availability, demeanor, etc., suitable for the director position even if that means

the position will remain vacant. At least one member of the Board will be a community member or a parent of Blue Ridge Academy student.

Section 6. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president, or the secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may designate a successor to take office as of the date when the resignation becomes effective. Except upon notice to the Attorney General of California, no director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs.

Section 7. REMOVAL OF DIRECTORS. Any director may be removed at any time by a majority vote of directors then in office, with or without cause.

Section 8. VACANCIES. Vacancies on the Board shall be filled by the vote of a majority of directors then in office. Each director so elected shall hold office until expiration of the term of the replaced director, if mid-term, and for the term if voted in at the beginning of a new term.

Section 9. PLACE OF MEETINGS. In accordance with Section 47604.1(c) of the Charter Schools Act, meetings of the Board shall be held within the county in which the greatest number of pupils who are enrolled in the School reside, which may be designated from time to time by resolution of the Board or stated in the notice of the meeting.

Section 10. ANNUAL AND REGULAR MEETINGS. The annual meeting of the Board shall be held each year on the date and time as may be fixed by the Board. At such annual meeting, officers shall be elected and any other proper business may be transacted. Other regular meetings of the Board shall be held at such time as shall from time to time be fixed by the Board.

All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code sections 54950, *et seq*. (the "Brown Act"), as said chapter may be modified by subsequent legislation. The Brown Act requires that at least 72 hours before a regular meeting, and 24 hours before a special meeting, the Board of Directors or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 11. SPECIAL MEETINGS. Special meetings of the Board for any purpose or purposes may be called at any time by the chairman of the Board or a Board majority.

Notice of the time and place of special meetings shall be delivered to each director personally or by telephone or sent by first-class mail, postage prepaid, or telegram, charges prepaid, or electronic transmission, addressed to each director at his or her address as it is shown on the records of the corporation. In case the notice is mailed, it shall be deposited in the United States mail at least four days prior to the time of the holding of the meeting. In case such notice

is delivered personally or by telephone or telegraph, it shall be delivered personally or by telephone or to the telegraph company at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the director or to the person at the office of the director who the person giving the notice has reason to believe will promptly communicate it to the director.

Section 12. PARTICIPATION BY TELECONFERENCE. Directors may participate in a meeting of the Board by teleconference (e.g., telephone, electronic video communication, or similar communications equipment) so long as each director participating in such meeting can communicate with all of the other directors concurrently and is provided the means of participating in all matters before the Board. A meeting during which a director will participate by teleconference must be noticed and conducted in compliance with Section 54953(b) of the Brown Act and the Charter Schools Act, including without limitation the following:

(a) At least a quorum of the Board shall participate in the teleconference meeting from locations within the corporation's jurisdiction (in compliance with the Brown Act and the Charter Schools Act);

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) Agendas shall be posted at all teleconference locations, with each location identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board participates via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

As an alternative to the requirements of Section 54953(b) of the Brown Act described above, the corporation may also provide for a director to participate by teleconference in a Board meeting related to charter school operations pursuant to Section 54953(e) or (f), if applicable.

Section 13. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 15 below. Every act or decision done or made by the Board requires a vote of the majority of the acting Board subject to the provisions of Section 5212 of the Law (appointment of committees), Section 5233 of the Law (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 of the Law (approval of certain transactions between corporations having common directorships), Section 5235 of the Law (compensation of directors or officers), and Section 5238(e) of the Law (indemnification of directors).

Section 14. WAIVER OF NOTICE; CONSENT. Notice of a meeting required by the Law or these bylaws need not be given to any director who, either before or after the meeting, signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of meeting shall also be deemed given to any director who attends the meeting without protesting, before or at the commencement of the meeting, the lack of notice to that director. Notice of all meetings shall be given in accordance with the requirements of the Brown Act.

Section 15. ADJOURNMENT. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting shall be given in the same manner as provided for special meetings, unless notice is waived as provided for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the adjourned meeting was held within 24 hours after the time of the adjournment.

Section 16. FEES AND COMPENSATION. Directors and members of committees shall receive no compensation for their services; provided however, that directors and members of committees may receive reimbursement of out-of-pocket expenses, as determined by resolution of the Board. Nothing contained herein shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, employee, or otherwise, and receiving compensation for such services if compensation is awarded by the Board.

ARTICLE VII
COMMITTEES

Section 1. COMMITTEES OF DIRECTORS. The Board may, by resolution adopted by a majority of the directors then in office, designate one or more committees, each consisting of two or more directors, to serve at the pleasure of the Board. Appointments to such committees shall be by a majority vote of the directors then in office. The Board may designate one or more directors as alternate members of any committee, who may replace any absent member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the Board, shall be advisory only.

Section 2. MEETINGS AND ACTION. Meetings and action of committees of the Board shall be governed by, and held and taken in accordance with, the provisions of Article VI of these bylaws, Sections 9 (place of meetings), 10 (annual and regular meetings), 11 (special meetings), 12 (participation by teleconference), 13 (quorum), 14 (waiver of notice), and 15 (adjournment), with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board and its members, except for the following: (a) the time of regular and annual meetings of committees may be determined by resolution of the Board as well as the committee; (b) special meetings of committees may also be called by resolution of the Board; and (c) and notice of special meetings of committees shall also be given to all alternate members,

who shall have the right to attend all meetings of the committee. Minutes of each meeting of any committee shall be kept and filed with the corporate records. The Board may adopt rules for the government of any committee not inconsistent with the provisions of these bylaws. If required by law, committee meetings shall be held in accordance with the Brown Act.

ARTICLE VIII
OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, a chairman of the Board, one or more vice presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed in accordance with the provisions of Section 3 of this Article VIII. Any number of offices may be held by the same person, except that neither the secretary nor the chief financial officer may serve concurrently as the president or the chairman of the Board.

Section 2. ELECTION. The officers of the corporation, except such officers as may be appointed in accordance with the provisions of Section 3 or Section 5 of this Article VIII, shall be chosen by the Board, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. It shall be the practice of the Board that holding office shall be for a term of two years and those terms shall be staggered so that in no given year will all officer positions be newly elected.

Section 3. OTHER OFFICERS. The Board may appoint, and may empower the president to appoint, such other officers as the activities of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. REMOVAL AND RESIGNATION. Subject to the rights, if any, of any officer under any contract of employment, any officer may be removed, either with or without cause, by the Board or, except in case of an officer chosen by the Board, by any officer upon whom such power of removal may be conferred by the Board.

Any officer may resign at any time by giving written notice to the corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any such resignation is without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party.

Section 5. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for regular appointments to such office.

Section 6. CHAIRMAN OF THE BOARD. The chairman of the Board, if such an officer be elected, shall, if present, preside at meetings of the Board and exercise and perform such

other powers and duties as may be from time to time assigned to him or her by the Board or prescribed by the bylaws. If there is no president, the chairman of the Board will in addition be the chief executive officer of the corporation and shall have the powers and duties prescribed in Section 7 of this Article VIII.

Section 7. PRESIDENT. Subject to such supervisory powers, if any, as may be given by the Board to the chairman of the Board, if there be such an officer, the president shall be the chief executive officer of the corporation and shall, subject to the control of the Board, have general supervision, direction, and control of the activities and the officers of the corporation. He or she shall preside, in the absence of the chairman of the Board, or if there be none, at all meetings of the Board. He or she shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the Board or the bylaws.

Section 8. VICE PRESIDENTS. In the absence or disability of the president, the vice presidents, if any, in order of their rank as fixed by the Board or, if not ranked, a vice president designated by the Board, shall perform all the duties of the president, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president. The vice presidents shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board or the bylaws and the president or the chairman of the Board.

Section 9. SECRETARY. The secretary shall keep, or cause to be kept, at the principal executive office or such other place as the Board may direct, a book of minutes of all meetings and actions of directors, and committees of directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice thereof given, the names of those present at directors and committee meetings, and the proceedings thereof.

The secretary shall give, or cause to be given, notice of all meetings of the Board required by the bylaws or by law to be given, and he or she shall keep the seal of the corporation, if one be adopted, in safe custody, and shall have such other powers and perform such other duties as may be prescribed by the Board or by the bylaws.

Section 10. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall at all reasonable times be open to inspection by any director.

The chief financial officer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board. He or she shall distribute, or cause to be disbursed, the funds of the corporation as may be ordered by the Board, shall render to the president and directors,

whenever they request it, an account of all financial transactions and of the financial condition of the corporation, and shall have such other powers and perform such other duties as may be prescribed by the Board or the bylaws.

If required by the Board, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his or her office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on the death, resignation, retirement, or removal from office of the chief financial officer.

ARTICLE IX
INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES

Section 1. DEFINITIONS. For the purposes of this Article IX, the definition of the terms "agent", "proceeding", and "expenses" shall be governed by Section 5238 of the Law.

Section 2. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of the corporation to procure a judgment in its favor, an action brought under Section 5233 of the Law, or an action brought by the Attorney General of California or a person granted relator status by the Attorney General of California for any breach of duty relating to assets held in charitable trust) by reason of the fact that such person is or was an agent of the corporation, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of the corporation and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of the corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

Section 3. INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION. The corporation shall have power to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending, or completed action by or in the right of the corporation, or brought under Section 5233 of the Law, or brought by the Attorney General of California or a person granted relator status by the Attorney General of California for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation, and with such care, including reasonable inquiry, as an ordinarily

prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section 3 for any of the following:

(a) Any claim, issue, or matter as to which such person shall have been adjudged to be liable to the corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such action was brought shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

(b) Amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

(c) Expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General of California.

Section 4. INDEMNIFICATION AGAINST EXPENSES. To the extent that an agent of the corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article IX or in defense of any claim, issue, or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

Section 5. REQUIRED DETERMINATIONS. Except as provided in Section 4 of this Article IX, any indemnification under this Article shall be made by the corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article IX by:

(a) A majority vote of a quorum consisting of directors who are not parties to such proceeding; or

(b) The court in which such proceeding is or was pending upon application made by the corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney, or other person is opposed by the corporation.

Section 6. ADVANCE OF EXPENSES. Expenses incurred in defending any proceeding may be advanced by the corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article IX.

Section 7. OTHER INDEMNIFICATION. No provision made by the corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the articles of incorporation, bylaws, a resolution of directors, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any

right to indemnification to which persons other than such directors and officers may be entitled by contract or otherwise.

Section 8. FORMS OF INDEMNIFICATION NOT PERMITTED. No indemnification or advance shall be made under this Article IX, except as provided in Section 4 or Section 5(b), in any circumstance if it appears that:

(a) It would be inconsistent with a provision of the articles of incorporation, bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

(b) It would be inconsistent with any condition expressly imposed by a court in approving a settlement.

Section 9. INSURANCE. The corporation shall have the power to purchase and maintain insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of this Article IX; provided, however, that the corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of Section 5233 of the Law.

ARTICLE X
RECORDS AND REPORTS

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep (a) adequate and correct books and records of account kept either in written form or in any other form capable of being converted into written form and (b) minutes, in written form, of the proceedings of the Board and committees of the Board. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The corporation shall keep at its principal executive office, or if its principal executive office is not in the State of California, at its principal office in this state, the original or a copy of its articles of incorporation and bylaws, as amended to date, that shall be open to inspection by the directors at all reasonable times during office hours. If the principal executive office of the corporation is outside the State of California and the corporation has no principal office in this state, the Secretary shall, upon the written request of any director, furnish to such director a copy of the articles of incorporation or bylaws, as amended to date.

Section 3. INSPECTION. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the

physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts.

Section 4. ANNUAL REPORTS. The Board shall cause an annual report to be sent to the directors within 120 days of the corporation's fiscal year end. That report shall contain the following information, in appropriate detail, for the fiscal year:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes;

(d) The expenses or disbursements of the corporation for both general and restricted purposes; and

(e) Any information required by Section 5 of this Article X.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 5. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, the corporation shall annually prepare and mail or deliver to each director within 120 days after the corporation's fiscal year end, a statement (described below) of any transaction or indemnification (i) in which the corporation was a party and (ii) in which an "interested person" had a direct or indirect material financial interest, if any such transaction occurred. For this purpose, an "interested person" is any director or officer of the corporation.

The statement shall include the following information:

(a) A brief description of any transaction during the previous fiscal year that involved more than $50,000, or was one of a number of transactions in which the same interested person had a direct or indirect material financial interest involving, in the aggregate, more than $50,000;

(b) The names of interested persons involved in such transactions described in the preceding paragraph (a), their relationship to the corporation, the nature of their interest in the transaction and, if practicable, the amount of that interest; provided, however, that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated; and

(c) A brief description of the amount and circumstances of any indemnifications or advances aggregating more than $10,000 paid during the fiscal year to any officer or director of the corporation under Article IX of these bylaws, unless that indemnification already has been approved by the directors under Section 5238(e)(2) of the Law.

ARTICLE XI
GENERAL MATTERS

Section 1. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts, or other orders for payment of money, notes, or other evidences of indebtedness, issued in the name of or payable to the corporation, shall be signed or endorsed by such person or persons and in such manner as, from time to time, shall be determined by resolution of the Board.

Section 2. CORPORATE CONTRACTS AND INSTRUMENTS; HOW EXECUTED. Except as otherwise provided in these bylaws, the Board may authorize any officer or officers, agent or agents, to enter into any contract or execute any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances; and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

Section 3. CONSTRUCTION AND DEFINITIONS. Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the Law shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the singular number includes the plural, the plural number includes the singular, the masculine gender includes the feminine and neuter, and the term "person" includes both a corporation and a natural person. All references in these bylaws to the Law, or to the IRC shall be deemed to be those in effect from time to time.

ARTICLE XII
AMENDMENTS

The Board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the Law. Any amendment to these bylaws will require a majority vote of the directors then in office; provided, however, that if the articles of incorporation of the corporation set forth the number of authorized directors of the corporation, the authorized number of directors may be changed only by an amendment of the articles of incorporation.

CERTIFICATE OF SECRETARY

The undersigned, being the duly elected and acting Secretary of Blue Ridge Academy, a California nonprofit public benefit corporation, does hereby certify that the foregoing ~~Third~~ Fourth Amended Bylaws constitute the bylaws of this corporation as duly adopted at the meeting of the Board of Directors of Blue Ridge Academy on ~~April 22, 2025~~_____, 2026.

IN WITNESS WHEREOF, the undersigned has executed this Certificate this ~~22nd~~ ___day of ~~April, 2025~~_____, 2026.

_____

Nicole Zolfo, Secretary

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Blue Ridge Academy
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 15 63628 0134312
NPBC NAME Blue Ridge Academy
NPBC MAILING ADDRESS 625 West Covina Blvd, San Dimas, CA 91773

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
REPRESENTATIVE'S POSITION TITLE	
REPRESENTATIVE'S EMAIL	
REPRESENTATIVE'S PHONE NUMBER	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

Current Board of Directors' Terms

Arlene Nelson	President	Appointed 6/8/19, renewed through 6/30/26
Nicole Zolfo	Secretary	Appointed 6/8/19, renewed through 6/30/26
Sari Medina	Treasurer	Appointed 6/25/24, through 6/30/26, Resigned as of 6/23/26
May Hampton	Member	Appointed 6/8/19, renewed through 6/30/26
Matt Phillips	Member	Appointed 8/19/25
Matt Aitken	Member	Pending Appointment 6/23/26

2026-2027 Board Meeting Calendar

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			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 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						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 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		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 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				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 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		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 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					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 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	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 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	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 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				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 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						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 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		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			