

## LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) name:</b>	Julia Lee Performing Arts Academy
<b>CDS code:</b>	33-10330-0137851
<b>LEA contact information:</b>	Tanya Taylor
<b>Coming School Year:</b>	2021 – 22
<b>Current School Year:</b>	2020 – 21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021 – 22 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	3,770,980
LCFF supplemental & concentration grants	\$	456,940
All other state funds	\$	840,464
All local funds	\$	-
All federal funds	\$	534,043
<b>Total Projected Revenue</b>	<b>\$</b>	<b>5,145,487</b>
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	3,026,522
Total Budgeted Expenditures in the LCAP	\$	264,798
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	264,798
<b>Expenditures not in the LCAP</b>	<b>\$</b>	<b>2,761,724</b>
<b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	176,783
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	176,783

## LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>General fund expenditures for the 21-22 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. Other commitments include books and supplies, subagreement services, facility costs and professional consultants .</p>
<p>The amount budgeted to increase or improve services for high needs students in the 2021 – 22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021 – 22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>The school implemented a summer school program to extend the school year to target the school's high need population. The school is also adding an English Language Arts teacher to focus on improving the California dashboard scores.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Julia Lee Performing Arts Academy

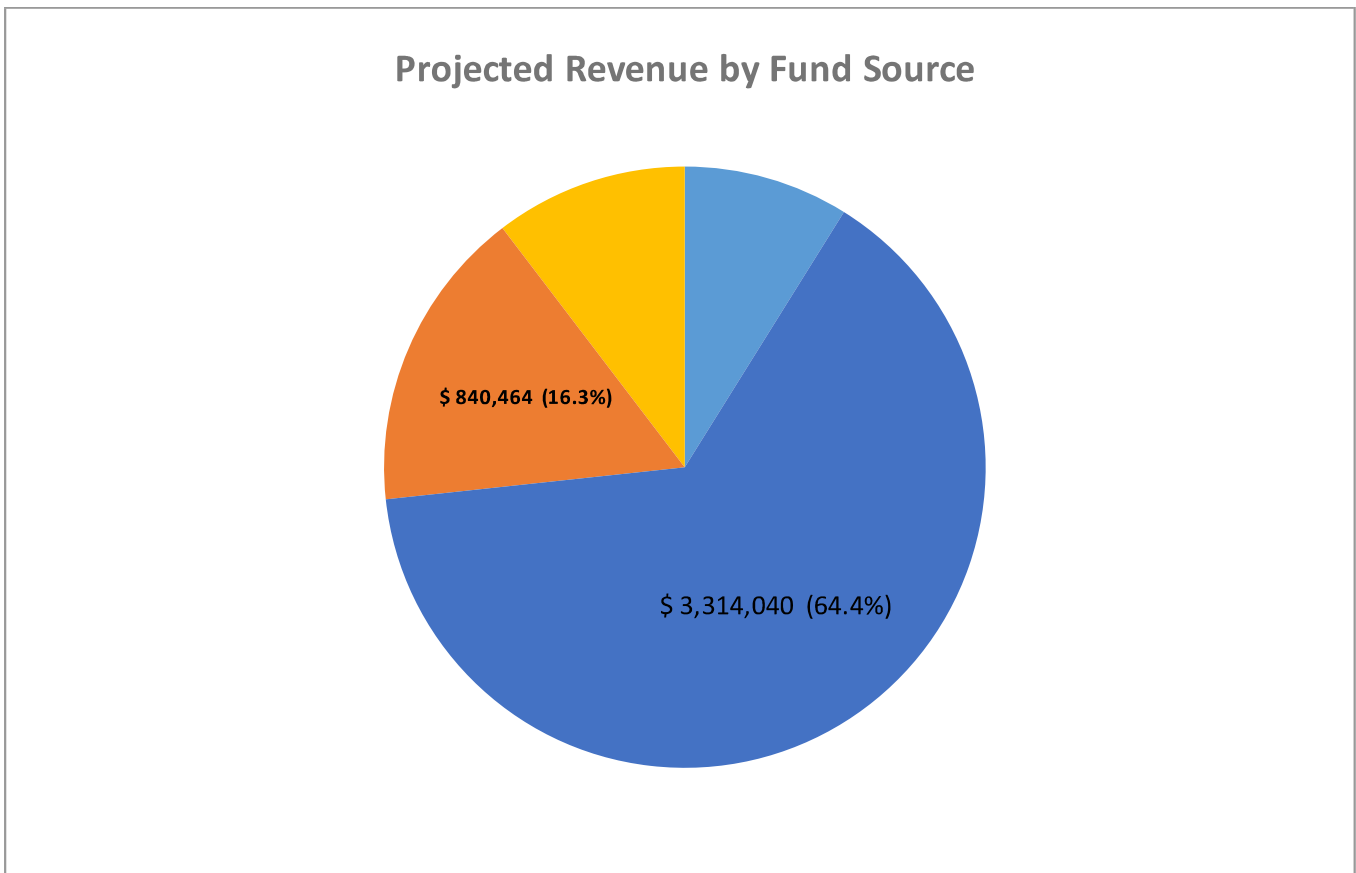
CDS Code: 33-10330-0137851

School Year: 2021 – 22

LEA contact information: Tanya Taylor

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

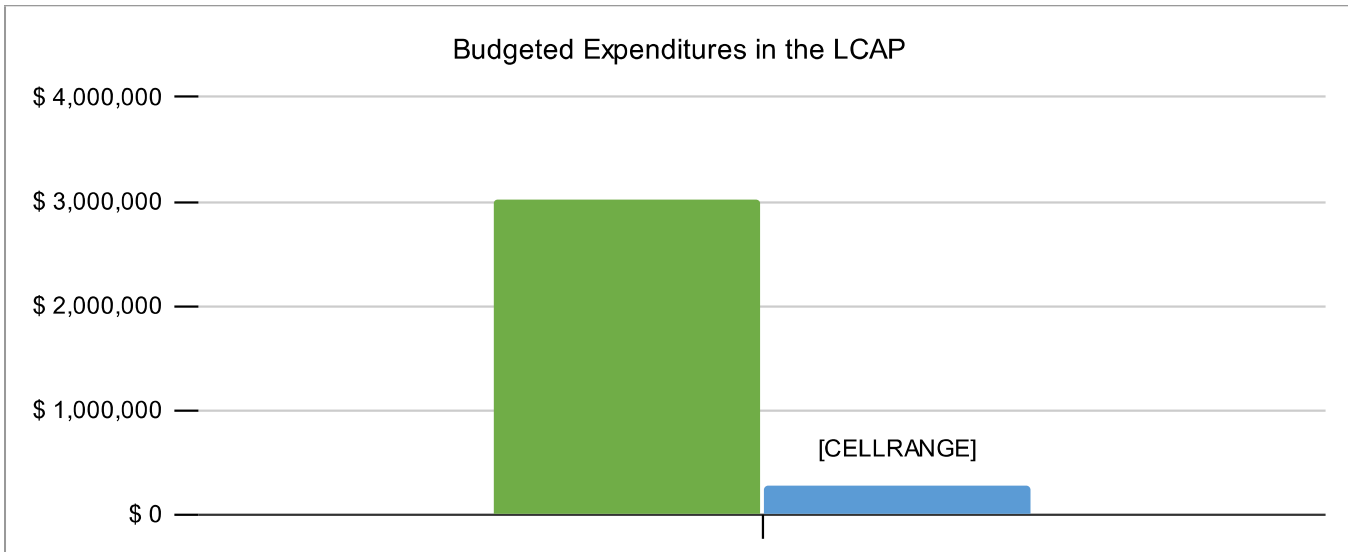
### Budget Overview for the 2021 – 22 School Year



This chart shows the total general purpose revenue Julia Lee Performing Arts Academy expects to receive in the coming year from all sources.

The total revenue projected for Julia Lee Performing Arts Academy is \$5,145,487.00, of which \$3,770,980.00 is Local Control Funding Formula (LCFF), \$840,464.00 is other state funds, \$0.00 is local funds, and \$534,043.00 is federal funds. Of the \$3,770,980.00 in LCFF Funds, \$456,940.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 Julia Lee Performing Arts Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Julia Lee Performing Arts Academy plans to spend \$3,026,522.00 for the 2021 – 22 school year. Of that amount, \$264,798.00 is tied to actions/services in the LCAP and \$2,761,724.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

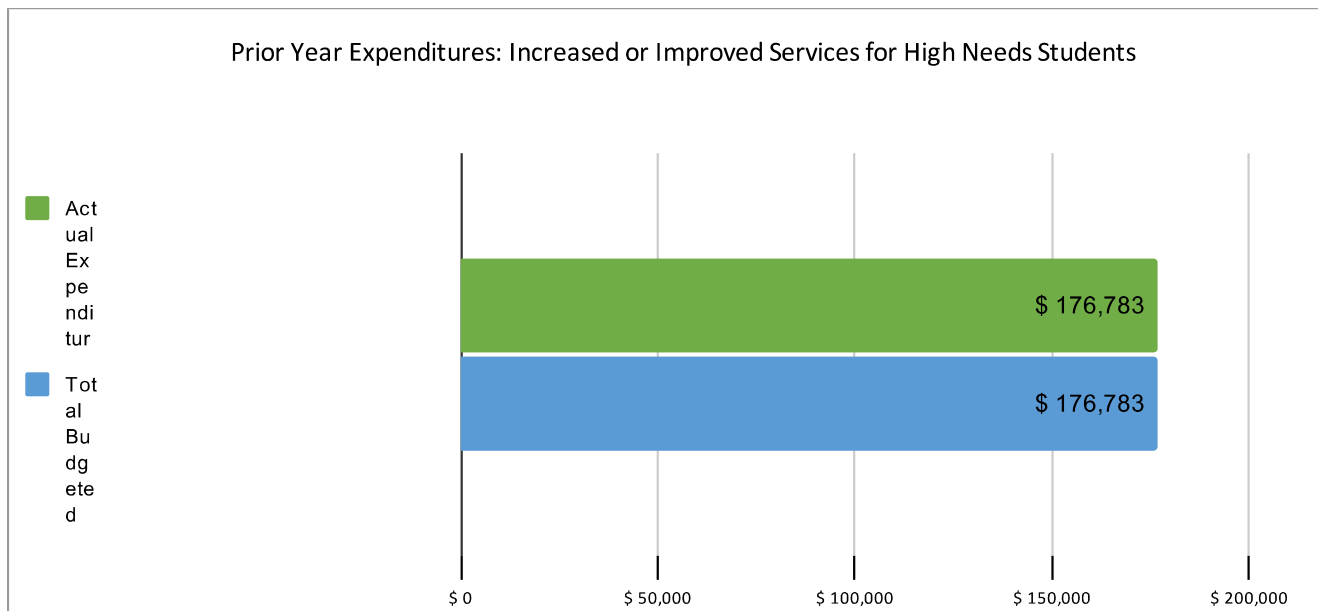
General fund expenditures for the 21-22 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. Other commitments include books and supplies, subcontract services, facility costs and professional consultants.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Julia Lee Performing Arts Academy is projecting it will receive \$456,940.00 based on the enrollment of foster youth, English learner, and low-income students. Julia Lee Performing Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Julia Lee Performing Arts Academy plans to spend \$264,798.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

The school implemented a summer school program to extend the school year to target the school's high need population. The school is also adding an English Language Arts teacher to focus on improving the California dashboard scores.

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Julia Lee Performing Arts Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Julia Lee Performing Arts Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Julia Lee Performing Arts Academy's Learning Continuity Plan budgeted \$176,783.00 for planned actions to increase or improve services for high needs students. Julia Lee Performing Arts Academy actually spent \$176,783.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Julia Lee Performing Arts Academy	Rachel Thomas Principal	<a href="mailto:rthomas@jlpaa.school.org">rthomas@jlpaa.school.org</a> 951-595-4500

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

### Goal 1

**PUPIL ACHIEVEMENT & PUPIL OUTCOMES:** By June 2020, JLPAA students including ELD, and SPED students will demonstrate continuous progress. The students will have academic growth as evidenced on the CAASPP assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: **1, 2,4 & 8**

**Local Priorities: Developing a professional development plan and a STAGE Plan per student to identify, monitor and deploy interventions for growth (charter document pg. 106). Hiring properly credentialed teachers, creating a comprehensive evaluation system to monitor teachers.**

### Annual Measurable Outcomes

Expected	Actual
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<b>Creating employee personnel files</b>	All employees at JLPAA have an employee file with all pertinent information included. The files are kept with the Office Manager.
<b>SBAC (grades 3-6)</b>	N/A- due to the pandemic and school closure CAASPP was suspended for the 2019-2020 school year.
<b>NWEA/MAP scores</b>	JLPAA administered Fall and Winter assessments. The Spring assessments were suspended due to the pandemic and school closures. The scores are included below.
<b>ELPAC results</b>	The Summative assessments were given during the 2020-2021 school year in the month of September 2020.

### **Actions / Services**

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Develop a comprehensive professional development plan	\$0	\$0
Develop an action plan to create STAGE Plans needed for every student	\$0	\$0
Instructional staff will develop and improve their ELD teaching skills through PD sessions and conferences. Students will be placed in a designated class for an hour per day for designated EL instruction.	\$47,500	\$47,500
School principal will evaluate the teachers at least twice during the school year. Credentials, transcripts, and evaluations will be kept in a personnel file.	\$0	\$0

### **Goal Analysis**

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

The funds that were budgeted were used as described in the actions and services.

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

JLPAA administered the NWEA/ MAP assessments twice during the 2019-2020 school year. The Fall administration was given to all the TK-6 students assessments during the month of September and the Winter assessments were given during the months of January/February. The third administration was planned for May, however the pandemic/school shut down occurred in March. The assessments and a secure browser were not available to us. The table below was used in the charter petition for renewal, and it is used in this document to demonstrate JLPAA's growth between the two administrations.

Prior to the school shut down, JLPAA's students were fully participating in the adopted school's curriculum. The curriculum was textbook based and in person daily. The students participated in the Visual and Performing Arts (VAPA) program daily. The VAPA program consisted of Music, Hip Hop dance & Musical Theater. Once school was shut down, the staff at JLPAA completed the huge task of transferring the textbook-based materials to an online format or via packets and creating a schedule that would accommodate a VAPA program virtually as well. JLPAA felt committed to the students accessing the VAPA classes as key to the social emotional learning and full participation in the JLPAA program. The teaching staff was intentional in creating a schedule using Google Classroom, disseminating Chromebooks where needed to families and creating academic and VAPA lessons for all the students. The families that asked for paper packets to complete their assignments were given those packets.

JLPAA created a system of packet pick up and lunch pick up on Tuesdays and the families would return the completed packets on the following Tuesday as well as picking up more meals. This proved to be very successful, and JLPAA would sustain this practice until the end of the school year in June 2020. Throughout the remainder of the school year (March-June 2020) the Attendance Clerk would follow up with the families that were disengaged. The Office Manager and additional office staff enrolled 73 new students for the 2020-2021 school year.

9 general education teachers attended RCOE's Induction Program, paid for by JLPAA. 2 of the teachers needed to complete Year 2 during the 2020-2021 school year. Two of the three VAPA teachers initiated their credential programs under CTE. A third VAPA (Music) teacher is fully credentialed. Several paraprofessionals were hired to assist with the educational program, the lunch program and with supervision.

JLPAA acquired several new portable classrooms due to student growth. JLPAA will add a second 4<sup>th</sup> grade class as well as a 6<sup>th</sup> grade class during the 2020-2021 school year.

2019-20 NWEA MAP RESULTS: READING			
GRADE LEVEL	FALL	WINTER	85th PERCENTILE EOY NORM



	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	
GRADE K	140.5	137. 4	131.3	148	142	138.8	153
GRADE 1	154.6	149. 4	152.3	163.2	161. 2	159.3	173
GRADE 2	173.3	169	180	177.1	172	183.2	191
GRADE 3	180.5	174. 8	180	188	178. 3	174	202
GRADE 4	190	173	179.3	198	186	189	209
GRADE 5	196.6	200. 5	215	197.1	199. 5	221	214
GRADE 6	208.6	202. 3	196.5	213.1	207. 5	196.5	218

**2019-20 NWEA MAP RESULTS: MATH**

GRADE LEVEL	FALL			WINTER			85th PERCENTILE EOY NORM
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	
GRADE K	134.8	128.2	124.3	149.5	143	138.5	156
GRADE 1	154.1	148.5	156.8	164.3	158. 4	163	176
GRADE 2	174.3	167.56	183.6	182.8	183. 5	191.6	192
GRADE 3	177.3	171.8	167.3	183.5	177	188	204
GRADE 4	193.4	187.7	176.7	200.3	195	182.3	217
GRADE 5	198.5	201.5	205	199.2	207	206	229
GRADE 6	206.2	199.5	192.5	213.4	210	190	

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## Goal 2

### Conditions of learning for all JLPAA students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6 & 7

**Local Priorities:** To address a whole child's needs which results in continued academic growth, JLPAA will identify the risk factors that compromise school success and supply appropriate programs and professionals for individual students.

### Annual Measurable Outcomes

Expected	Actual
Boys Town Training	N/A- did not enact this program
Attendance Rates	2019-20= 92.14%; 2020-21= 91.30%
Dance/Music minutes- 90 minutes daily	90 minutes daily prior to school shut down

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
By 2020 the instructional staff will identify quarterly themes LEA wide to address the social-emotional needs to the students. The staff will receive training using the Boys Town Social Skills curriculum. The curriculum & PD will be incorporated with the academic curriculum for an integrated approach.	\$0	\$0

The attendance and tardy rates will be tracked daily and on a weekly basis. The students' academic records will be reviewed during a PLC/STAGE session.	\$0	\$0
The standards-based dance and music classes are fully incorporated within the academic program at JLPAA via full time dance and music teachers. The students will participate in an annual production demonstrating the mission of the charter.	\$142,000	\$142,000

## Goal Analysis

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

The funds that were budgeted were used as described in the actions and services.

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

JLPAA began to use MTSS school wide during the beginning of the 2020-2021 school year because of some playground behaviors. All of the staff were available to assist the classroom teachers with the students that were experiencing behavioral issues. JLPAA saw a decrease in adverse behaviors and therefore the need for Boys Town Training was deemed unnecessary at that time.

The EOY attendance rate during the 2019-2020 school year was 92.14%. The attendance rate decreased as a result of the school shut down. JLPAA hired a part-time clerk that was dedicated to handling attendance issues. The clerk calls, emails and follows up with parents/guardians and teachers on absences and tardies. The clerk was about to keep abreast of physical and mental issues resulting from the pandemic. Issues surrounding food insecurities and the need to disseminate information about food banks to the families. The role of attendance clerk evolved as a result of the constant contact that JLPAA was able to make with the families.

JLPAA offers 45-minute VAPA classes daily to the students. During the months of August-March the students attended two VAPA classes per day, one dance and one music class. This schedule allowed for 90 minutes of performing arts per day. During the school shut down, Mid-March-June, the students received recorded lessons from the VAPA teachers which allowed them to participate in the VAPA program. The students that were able to participate synchronously did so. There were some students that participated asynchronously via recordings. The VAPA classes were included in the daily classroom schedules.

### Goal 3

As a new school, it is important that we create a strong culture, maintain security and involve the community in our efforts as defined by the charter petition.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, & 6

Local Priorities: **Stakeholders will advocate for the mission of the charter school and participate, collaborate, and shape the school's culture.**

#### Annual Measurable Outcomes

Expected	Actual
VAPA School Productions-Will successfully conduct school-wide productions that will include all students	JLPAA held a school wide production in December. Due to shut down a spring performance was not possible.
School Advisory Meeting- JLPAA will hold meetings with parents and guardians	JLPAA held several School Advisory and Principal Café' meetings prior to the school shut down.
JLPAA will conduct at least one parent climate survey	JLPAA sent out an EOY survey.

#### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
JLPAA will successfully conduct school-wide productions that will include all students	\$15,572	\$15,572
JLPAA will hold 3 school advisory meetings per school year. We will also have quarterly "Coffee with the Principal" sessions.	\$0	\$0
JLPAA will create an annual school climate survey for the parents/families. The parents will give anonymous information on why they sought out this school, curriculum, instruction.	\$0	\$0

## Goal Analysis

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

The funds that were budgeted were used as described in the actions and services.

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

JLPAA held a school wide VAPA production in December 2019 prior to the Winter holiday break. The students under the direction of the VAPA teachers performed as a class or a grade level to the delight of their families. JLPAA had a packed house which included a middle school band in the lobby and the current RCOE superintendent, Dr. Edwin Gomez. A second school-wide production was planned for the spring semester but did not materialize due to the school shut down. As previously stated, the VAPA program continued to operate during the school shut.

The School Advisory Meetings and Principal's Café continued a regular basis prior to the shut-down. There were 3 School Advisory Meetings and 2 Principal's Cafes held prior to the shut down and subsequent distance learning period. It was more difficult to hold those same meetings after the shut- down, but the principal was available daily during the lunch pick up time. The parent reported that they needed to work or the computers in the house were being used during the day.

JLPAA released a survey to the parents/guardians about school in general and about devices and wi-fi in specific. JLPAA used the information from this survey on supplying meals, disseminating Chromebooks and eventually purchasing Hot Spots for the families that needed them.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Chromebooks (grades 1-7) and tablets (grades TK & K), internet Hot Spots purchases and the recurring internet costs for this school year	\$58,000	\$58,000	Y
Laptops for paraprofessionals	\$2,866	\$2,866	Y
Teachers (general, VAPA and special education)	\$997,595	\$997,595	Y
Paraprofessionals (general and special education)	\$191,760	\$191,760	Y
Professional Development for teachers, paraprofessionals, classified staff and the principal	\$16,600	\$16,600	Y
Additional VAPA teachers to support social distancing	\$55,000	\$55,000	Y
Additional classroom space-purchase of modular classrooms for social distancing	\$38,000	\$38,000	Y
Upgraded communication and word processing tools: Microsoft 365 and Adobe professional programs	\$3,630	\$3,630	Y
School Psychologist, Occupational Therapist & Speech Pathologist	\$50,000	\$50,000	Y

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

There were no substantive differences.

## Analysis of In-Person Instructional Offerings

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

JLPAA was able to move to a hybrid schedule during the 2020-21 school year: April 12, 2021-June 3, 2021. The plan had been to start as hybrid and then move to fully in-person, however that was not realized due to the short time frame.

We were able to return to in-person instruction on April 12, 2021, for the TK-2<sup>nd</sup> graders. When asked on a survey the parents/guardians were about a 52% to 48% split on whether they wanted to send their children back to in-person learning. As a result, the students were separated into Group A “Roomies” and Group B “Zoomies”. The Roomies attended school on Mondays and Tuesdays from 8:00am-11:00am which equated to 240 minutes. The Zoomies attended school online daily 12:00pm-3:00pm, as their parents indicated that they did not want their children to return to school just yet. The kindergarten teachers were able to accommodate more students during the morning sessions by have their Group A students on Mondays/Tuesdays and their Group B students attend school on Wednesdays/Thursdays. The 3<sup>rd</sup>-7<sup>th</sup> grade students joined the in-person attendees on April 28, 2021. The 3<sup>rd</sup> and 4<sup>th</sup> graders used the same “roomies” and “zoomies” schedule. This schedule was very successful because the TK-4<sup>th</sup> grade teachers did not have to teach their in-person students and the distance learning students at the same time. It made for a better learning experience for the students.

The middle school students were met with a few challenges due to their schedule. Less than half of the parents wanted their children to return to in-person school. This meant that the teachers had more students learning from home than were in the classroom. Each of the middle school teachers had students both in class and at home simultaneously. Their schedule did not allow for a Group A and Group B configuration because they had an hour of their core classes with different subject matter teachers. The schedule also included an 85-minute VAPA period. However, we were able to create an additional 60-minute study hour on Mondays-Thursday.

Fridays remained distance learning for all the students and our minimum day was changed to Fridays: 8:00am-1:30pm, with a 30-minute break period. We used Fridays for small group instruction, to mitigate learning loss, and Parent University. Parent University was a two-hour period where parents could learn the skills that were being taught to the students, discuss their child’s progress, or discuss the technology being used. It was a space where the parents had access to the teachers without having to make an appointment. Moving forward the instructional staff voted to leave the minimum day on Fridays. It is less disruptive to the instructional program.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Chromebooks (grades 1-7) and tablets (grades TK & K), internet Hot Spots purchases and the recurring internet costs for this school year	\$58,000	\$58,000	Y
Laptops for paraprofessionals	\$2,866	\$2,866	Y
Teachers (general, VAPA and special education)	\$997,595	\$997,595	Y
Reading teacher	\$48,038	\$48,038	Y
Paraprofessionals (general and special education)	\$191,760	\$191,760	Y
Classified staff	\$172,010	\$172,010	Y
Professional development for teachers, paraprofessionals, classified staff and the principal	\$16,000	\$16,000	Y
Additional VAPA teacher to support smaller class size (separated student groups)	\$55,000	\$55,000	Y
iReady incl: professional development (diagnostic assessment, reading and mathematics) online program	\$16,000	\$16,000	Y
Brain Pop Subscription	\$3,745	\$3,745	Y
Elmos	\$1,605	\$1,605	Y
Webcams	\$990	\$990	Y
Adobe Creative Cloud & Students	\$2,460	\$2,460	Y



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

There were no substantive differences.

## Analysis of the Distance Learning Program

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

**Continuity of Learning:** All of the curricula purchased was used with fidelity. The students were able to take their consumable materials home and the apps purchased worked fine. iReady was used for asynchronous instruction throughout the distance learning period. JLPAA was able to complete the plan as described in the Learning Continuity and Attendance Plan, except for the scheduling. Originally during the distance learning period Groups, A & B were the classes separated for the teachers to have smaller classes. Group A attended school 8:00am-11:00am including a synchronous work period 12:00pm-1:00pm and the lunch period was 11:00-12:00 for all to give the parents an opportunity to prepare lunch for the students then Group B began their day with an asynchronous work period at 10:00am-11:00am. Their synchronous time with the classroom teacher began immediately after lunch at 12:00pm-3:00pm. The TK-4<sup>th</sup> graders participated in VAPA daily via Zoom. The VAPA teachers accessed the classes via the general education teachers Zoom. Once the VAPA teachers entered the classroom Zoom, the general education teachers could leave to plan their lessons. The middle school students schedule remained the same as described. Each core class operated every hour, the VAPA classes were placed in the middle of the day and the students attended via Zoom just as if they were on campus. The success and challenge in this area were the same. We were able to set up a schedule that would remain the same once we resumed in-person. It was also a challenge because we went through a few iterations of the schedule until we landed on one that worked. The children and families were not adversely affected. The middle school day was able to be shortened which helped with the students focus during the day.

**Access to Devices and Connectivity:** During the summer of 2020 we sent out a survey to the parents about the opening of school and the necessity of acquiring devices. Once we received those results, we immediately purchased 262 Chromebooks and 75 tablets, that meant that on August 11, 2020, the first day of the 2020-21 school year 100% of JLPAA had a device. We then learned that we needed to purchase 10 Hot Spots which we did. Additional devices needed to be purchased because we received several new students, and some Chromebooks arrived with connectivity issues or devices were subsequently broken. As time went on, it became very difficult to get Chromebooks because all schools needed them across the world due to the pandemic. One shipment took about 6-8 weeks to arrive.

**Pupil Participation and Progress:** JLPAA's plan for synchronous minutes was to have the students attend via Zoom. All students logged in and attendance was taken daily, followed by the pledge of allegiance and then direct instruction occurred for the required

number of minutes per grade: TK/K= 180 instructional minutes; 1st- 7th grade= 240 instructional minutes. Each class established Breakout Rooms within their Zoom classrooms where the students will work with additional JLPAA staff to complete their work and receive individualized attention. The students in 1st-4th grades received an additional hour of asynchronous instruction. The students in the 5th-7th grades received an hour of their core subjects per day, with a “hands-on” STEM/health hour activity on Fridays. Fridays for all students are set aside for additional learning loss mitigation assessment & instruction (small groups). Participation was measured much like it is during a regular school day as the students spend most of their school day with their teachers and assistants. All work completed through an online program is time and date stamped, this allows the teachers to see just how much time each student devoted to the prescribed activity (iReady, Epic books and Brain Pop). The teachers communicate this information on Fridays during our Parent University 2-hour time block. The parents receive additional training, have their questions answered or are trained on how best to help their children with assignments. The JLPAA teachers use the CDE’s form “Combined Daily Participation and Weekly Engagement Template” to keep track of participation and engagement. <https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf>

The teachers submitted these documents along with the weekly attendance report is printed from our Student Information System, signed, and dated by the teacher and submitted to the principal weekly.

**Distance Learning Professional Development:** Based on JLPAA’s data: student data and teacher’s knowledge of distance learning we are conducting professional development utilizing Zoom and Microsoft Office 365-Teams. During the initial stay at home order in the Spring semester, 9 of the 13 teachers were in RCOE’s online Induction program. Two of the 9 teachers that attended during the 2019-2020 school will be attending the Induction program to complete their Year 2 of the program. We have also added 2 additional teachers to the Induction program for the 2020-2021 school year for a total of 4 teachers. The instructional staff have been attending professional development sessions since the Spring 2020 semester in preparation of returning to school in either a hybrid or an online format. We held weekly meetings on Wednesdays to development a needs assessment for the staff, parents and for technology and curriculum. We attended professional development sessions offered by the publishers of the online curriculum that we selected, learned more about Google classroom, attended Zoom Academy, Parent Square webinars, CTI- Online Colloquiums, and various Online webinars from RCOE and our legal teams.

During the 2020-2021 school year the Instructional staff attended trainings such as: UDL training, English Language RISE, Math Symposium for students with learning disabilities, and Social Emotional Learning. The chart demonstrates the time spent in online professional development sessions during the year. The instructional staff completed **190.9** hours of professional development during the 2020-2021 school year.



# JLPAA Professional Development

2020-2021

Month	Mode of Training	Hours	Completion Status
August	Online	18	Completed
September	Online	3.5	Completed
October	Online	38.5	Completed
November	Online	21	Completed
December	Online	15	Completed
January	Online	16	Completed
February	Online	27.5	Completed
March	Online	16.5	Completed
April	Online	7.9	Completed
May	Online	27	Completed
<b>Total Hours</b>		<b>190.9</b>	

**Staff Roles and Responsibilities:** JLPAA has 15 full time fully credentialed teachers for the TK-7 and Music program. These teachers were given the choice to teach from home or to teach from their classrooms. Those that taught from home during the distance learning period received a \$400 supplement for the use of their electricity and wi-fi. The split was 90% teaching from home where they come to school and pick up their materials used to instruct. The other 50% that have elected to teach from school, attend school daily from 7:00-3:00 in a room used only by them. Many of them have their own microwaves and refrigerators which allows them to stay in their rooms all day and reduce the amount of contact they could have with others. The grade level teachers are creating their lessons as a team without too much deviation, in order to be consistent across the grade levels. The teachers interacted with the parents daily during the lessons because many of the parents are doing the schoolwork with their children. JLPAA has a practice of having the parents sign out at the end of the school day, which affords the parents the opportunity to discuss their child's day. Since conducting distance learning, the parents and teachers are interacting in "real time". During this distance learning period JLPAA has a "Parent University" every Friday, 8:30 am-10:30 am. While the students are completing their work asynchronously, the parents can receive additional training in how to access the technology, the online content or discuss an issue they may have. No appointments are necessary during this time, the parents know that this is dedicated time just for them. This is different that during the regular school day as all of the time

is dedicated for the students. JLPAA has designed the school day differently because the teachers are working with the parents as academic partners. As a performing arts academy JLPAA hired 2 additional teachers full time to teach the Hip-Hop and Musical Theater so that all of the students would have access to the VAPA program as prescribed by the charter petition. The VAPA program contributes greatly to the social emotional learning for all of the students at Julia Lee Performing Arts Academy.

The paraprofessionals roles have been expanded to monitoring break-out rooms, conducting introductory student trainings, and distributing lunch during our 3-hour Grab and Go program. We have a few paraprofessionals that work from home and in the Zoom classrooms with the students that are receiving special education services or with the students that are receiving EL support. Additionally, we have paraprofessionals that work at the school distributing books, meals, and technology support. The office staff monitors attendance, student engagement and student enrollment. JLPAA established a new system of reporting student absences and tardiness in real time where the teacher sends an email to a designated email address that a student has not shown up on camera in either their classrooms, for their special education services or EL support. The office staff calls the parent/guardian to let them know and a response is immediately applied. This email address is key because some of the teachers are not on-site. The office staff works with the principal when there is a new student. The office staff does not have to wait until the teacher completes their attendance in the SIS system, which is delayed because the teacher needs to be on the computer and on Zoom when the students log in. The two programs don't always work well together, but the email is very reliable. Two of the paraprofessionals (one for 1st – 4th grade and another for 5th-7th grade) that conduct a 45 minute to 1 hour "training" with the new students and their parents on the systems and platforms used by their grade level. The new student learning how to log in, where/how to access Google Classroom, how to interface with the curricula platforms and an introduction to the VAPA program. Everyone is learning how to engage with Google Classroom, Teams meetings and Zoom to conduct the business of school on a daily basis.

**Support for Pupils with Unique Needs:** JLPAA's students with exceptional needs enrollment is 12%. Those students receive all of their services online with fully credentialed teachers as identified by their IEP. During the week of August 3rd-7th, prior to the beginning of school, the psychologist completed the 1:1 testing with the students that required it. The IEP meetings are scheduled regularly with the SPED team: coordinator, resource teacher, speech pathologist and occupational therapist as needed. The principal and classroom teacher attend those meetings as well. During the synchronous sessions, the paraprofessionals attend the classroom sessions with the students as applicable, at times they may work with a student in a Break-out Room under the supervision of the classroom or special education teacher. The paraprofessionals aid during the asynchronous sessions also. We have an EL enrollment of 10% with most of the students needing integrated EL support. The classroom teachers have materials and resources embedded within the curriculum to aid the students with language support. The students that require designated EL support receive that support with a credentialed teacher on Fridays during the independent study time. JLPAA also employs a teacher that works with the students that have difficulty with reading. While she primarily works with the students in grades 3 & 6, she is available to assist all students with reading: phonics, word attack strategies, fluency, and close reading. While JLPAA does not have any students that have been identified as experiencing homelessness or in foster care we have purchased hot spots for those families that have requested one. We supply 2 lunches and 2 breakfast meals per day, families can pick up a multi-day supply of food on any day. Many of the school supplies needed have been distributed and continue to be distributed as needed.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading teacher	\$48,038	\$48,038	Y
iReady	\$16,000	\$16,000	Y
Teachers (general and special education)	\$897,595	\$897,595	Y
Paraprofessionals	\$191,760	\$191,760	Y
Professional Development for the instructional team	\$16,600	\$16,600	Y

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

There were no substantive differences.

### Analysis of Pupil Learning Loss

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

JLPAA utilizes NWEA MAP as a diagnostic assessment normally. During the 2019-2020 school year we searched for a program that offered a diagnostic tool and curriculum that would address deficiencies/learning loss during 2019-2020 distance learning. After vetting a few products, we decided to incorporate the iReady program. During the first three-weeks of school, the diagnostic assessment was administered to the students. The TK and Kindergarten teachers used the assessment as a starting point for instruction. The students were placed in groups of 2-3 students per group and they are working with the teacher and paraprofessionals on their skills. In the 2020-2021, the 1st -7th grade students were diagnosed for learning loss using the iReady assessment. The program assigns the reading and mathematics assignments in a computer adaptative model. The students work in the program primarily during their

asynchronous time, especially on Fridays. JLPAA's diagnostic assessment was given twice during the 2020-2021 school year. The first assessment was given in August for assess learning loss for students in 1st-7th grades. The second assessment was given in January/February, 2021. The expectation is that the students demonstrate growth due to the instructional strategies instituted during the first semester of the 2020-2021 school year. The third administration was to be given in May prior to the CAASPP administration. As a staff we opted to give the NWEA/MAP assessments instead. The month of May became very test heavy due the return to school, the students that opted to remain on distance learning and the schedule. We will continue to measure the effectiveness of the services and supports using the curriculum embedded assessments. JLPAA will incorporate additional online programs that offer growth models for reading and math, we will take those programs into consideration as well in the Fall.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

The students and staff's mental health, social and emotional well-being is paramount. During the 2019-2020 school shut down the instructional staff met every Wednesday via Zoom beginning during Spring Break. This was important for updates and outreach. Questions were answered and anxieties were discussed. JLPAA created a plan of how best to address the school shut down, communication tools and online programs that would be used. We continue to be committed to meeting on Wednesdays to refine the academic program, discuss their understanding or what is required and inform their pedagogy. The students and their families are given information on mental health organizations within the community by our SPED department. Families are encouraged to access those resources and they have. Our VAPA program is invaluable in aiding students with emotional well-being. The students participate in dancing, music, and musical theater daily, it is a respite from traditional instruction albeit on the screen. JLPAA is committed to providing professional development to the staff on addressing mental health concerns.

During the 2020-2021 school year JLPAA added many new resources to the school's website. To ensure that parents/guardians were aware of the website tab, JLPAA asked if the parents were aware of the resources on the end of year survey. 100% of the parents that responded stated that they were aware of the "Community Resources" tab. The Desert Mountain SELPA offered all of its schools the use of a program called Care Solace. Care Solace is an organization that assists families in obtaining mental health services. Our families and staff have access through [www.caresolace.com/jlpaa](http://www.caresolace.com/jlpaa). JLPAA has also developed a page on the school's website that addresses several needs. The families can access many community agencies through [Mental Health | Charter School | Julia Lee Performing Arts Academy \(jlpaa.org\)](#).

## Analysis of Pupil and Family Engagement and Outreach

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

1. Two of the paraprofessionals (one for 1st – 4th grade and another for 5th-7th grade) that conduct a 45 minute to 1 hour “training” with the new students and their parents on the systems and platforms used by their grade level. The new student learning how to log in, where/how to access Google Classroom, how to interface with the curricula platforms and an introduction to the VAPA program.
2. The office staff monitors daily attendance, student engagement and student enrollment. JLPAA established a new system of reporting student absences and tardiness in real time where the teacher sends an email to a designated email address that a student has not shown up on camera in either their classrooms, for their special education services or EL support. The office staff calls the parent/guardian to let them know and a response is immediately applied. This email address is key because some of the teachers are not on-site. The office staff works with the principal when there is a new student. The office staff does not have to wait until the teacher completes their attendance in the SIS system, which is delayed because the teacher needs to be on the computer and on Zoom when the students log in. Instead of relying on the two programs human interaction is called for. Our office staff is bilingual as 63% of our families are Spanish speaking. The staff is extremely capable of speaking and engaging with the families at JLPAA. The office staff often aids families with many of their needs as a first point of contact.
3. The teachers and the office staff contact the principal when they have a difficult situation that requires more in-depth intervention. The principal reviews the Weekly Engagement and Attendance sheets and contacts the parents of the students that have been absent 3 or more times in one week.

JLPAA established a phone number for parents that were experiencing issues with the devices. This was also a key learning from a survey. The teachers spent some of the professional development time during the school year learning MTSS and UDL. The school’s website was updated several times to reflect additional information requested by the parents or additional resources that were needed by the families. Several of those updates are noted under the “Community Resources” section [Julia Lee Performing Arts Academy | Charter School | Lake Elsinore \(jlpaa.org\)](#).

## Analysis of School Nutrition

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

During the 2019-2020 distance learning period, JLPAA provided 2 breakfasts and 2 lunches per day during the Grab and Go Meal services. Those meals were free to all families in the community that attended the drive through line. We continued during the 2020-2021 school year to offer our Grab and Go Meals for JLPAA families. We supplied and distributed those meals daily from 10:30am-1:30pm.

When JLPAA returned to in-person school in April, the students that attended were given a hot lunch at dismissal. The students that remained at home, were offered a meal during the 10:30am-1:30pm time slot. The families that stated that they would like to have the 5 meals during a pickup were given the requested meals. A survey was sent to the families to ensure that their needs were being met. The following link lists the availability of the meals served by JLPAA as well as food banks in the community for families that are in need of those services [Charter School | Julia Lee Performing Arts Academy \(jlpaa.org\)](https://www.jlpaa.org). The school nutrition program has been successful during the distance learning and subsequent hybrid school periods. The final survey sent to the parents referred to summer lunches as JLPAA plans to serve lunch throughout the summer months. [Summer Lunch Program](#)

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health, Social and Emotional Well-Being	PBIS and MTSS training Community Supports	\$100,000	\$100,000	Y
Pupil Engagement & Outreach	Illuminate and professional development	\$25,000	\$0	Y

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

JLPAA did not purchase Illuminate for the 2020-2021 school year as there were enough online programs used as another would have been a source of confusion. We did however purchase more a replacement plan, devices, a security application for pop ups on the student devices, and Hot Spots for the students due to growth and broken equipment.

## Overall Analysis

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



Many of the Goals and Actions were already developed prior to the 2021-24 LCAP, however due to the survey responses from the parents, the needs of the students and the staff concerns many of the actions were revised. Several surveys and conversations have informed the decisions and in the creation of the LCAP.

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

iReady will continue to be used alongside the HMH curriculum to address pupil learning loss. Goal 1, Action 1 states that JLPAA purchased Curriculum Associates, iReady reading and math assessment, independent and guided instruction programs. The initial diagnostic assessments are used to assess the TK-8<sup>th</sup> grade students for any learning loss that occurred because of distance learning, and attendance issues. The independent and guided instruction portions of the program are used to close the achievement gap due to distance learning during the 14 months. Purchasing iReady allows JLPAA to offer targeted assessment and deliver targeted instruction in several ways to mitigate any gap in academic learning that may have occurred. A classroom teacher will administer this assessment at the beginning of the school year (August) and may administer this diagnostic tool at any point during the school year. The students with unique needs will have full access to the iReady program and additional staff if needed to assist with their needs.

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

There were no substantive differences.

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

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

Reflecting on how on the pandemic has affected JLPAA has been interesting to say the least. As a new school (less than 5 years old) the pandemic has shaped how many things are done and created practices for JLPAA. We were not stuck with the attitudes of how we've always "done it" so adjusting was not as difficult as it seemed. We fully expect to be agile at the beginning of the school year (2021-2022) to possible changes in scheduling. We have a blueprint from the 2019-2020 school year.

The school closure allowed us to think about assessment in a different way. In the past assessments were given under strict testing procedures. During the pandemic assessment administrations were able to be done at home or at a distance. The parents became partners in their children's education, as a result, we created an action to keep this partnership alive. There are several situations like this that have developed out of the reflection of the two school years distance learning. One student remarked that he wants to go back to school because he was missing his snack time. His mom did not understand that he is SUPPOSED to have snacks during a break during distance learning. With that said, we better make every effort to fully open school for 2021-2022



# 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
Julia Lee Performing Arts Academy	Rachel Thomas, Principal	<a href="mailto:rthomas@jlpaaschool.org">rthomas@jlpaaschool.org</a> 951-595-4500

## Plan Summary 2021-2024

### General Information

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

Julia Lee Performing Arts Academy is a public charter school located in Lake Elsinore, CA in its 4<sup>th</sup> year of operation. The Julia Lee Performing Arts Academy (JLPAA) is a unique charter school that was approved by the Riverside County Office of Education and services the local communities of Lake Elsinore, Wildomar, Temecula, Murrieta, Menifee, Perris, and other surrounding cities of the Inland Empire. JLPAA is a high-quality educational program for students in grades Transitional Kindergarten through Grade 8 that develops the whole person through a curriculum that integrates both performing arts and college preparatory academics. The Julia Lee Performing Arts Academy strives to develop the students academically, artistically, and socially so that they leave the school as independent, cooperative, responsible, and creative young adults with a lifelong interest and ability in learning and the arts. As we encourage and provide our students with the foundation of these skills and qualities, we will prepare our students to pursue further educational goals and allow them to contribute to the life and wellbeing of society.

JLPAA has added one grade every year since its inception, next year the school will add its final grade, the 8<sup>th</sup> grade class. This is the highest grade level that the school will add as is written in its charter petition. JLPAA received a five-year renewal in July 2020, the new charter term will start with the 2021-22 and end with the 2025-26 school year.

Currently JLPAA has 43 (12.15%) English Learners, 2 (0.56%) foster youth and 0 homeless families. Additionally, JLPAA has 43 (12.15%) students that receive special education services either through Specialized Academic Instruction, Occupational Therapy or Speech Language Pathology. 51% of JLPAA's students receive Free/Reduced lunch. Since March 2020, the school has been providing lunch to all students in the form of several meals at a time. JLPAA's unduplicated students account for 182 students or 51.4% of the student population.

Julia Lee Performing Arts Academy's student demographic information for the 2020-2021 school year:

	Student Count	Percent of Total
American Indian or Alaska Native	<u>7</u>	2.1%
Asian	<u>1</u>	0.3%

<b>Black or African American</b>	<u>63</u>	18.8%
<b>Declined to State</b>	<u>1</u>	0.3%
<b>Hispanic or Latino</b>	<u>134</u>	39.9%
<b>Mexican American</b>	<u>4</u>	1.2%
<b>Other Pacific Islander</b>	<u>2</u>	0.6%
<b>Puerto Rican</b>	<u>1</u>	0.3%
<b>Unspecified</b>	<u>6</u>	1.8%
<b>White</b>	<u>117</u>	34.8%
<b>Total:</b>	<b>336</b>	<b>100.0%</b>

	<b>Student Count</b>	<b>Percent of Total</b>
<b>Female</b>	<u>185</u>	55.1%
<b>Male</b>	<u>151</u>	44.9%
<b>Total:</b>	<b>336</b>	<b>100.0%</b>

	<b>Student Count</b>	<b>Percent of Total</b>
<b>Grade: TK</b>	<u>15</u>	4.5%
<b>Grade: KN</b>	<u>51</u>	15.2%
<b>Grade: 01</b>	<u>48</u>	14.3%
<b>Grade: 02</b>	<u>43</u>	12.8%
<b>Grade: 03</b>	<u>38</u>	11.3%
<b>Grade: 04</b>	<u>50</u>	14.9%
<b>Grade: 05</b>	<u>29</u>	8.6%
<b>Grade: 06</b>	<u>32</u>	9.5%
<b>Grade: 07</b>	<u>30</u>	8.9%
<b>Total:</b>	<b>336</b>	<b>100.0%</b>

## Reflections: Successes

The Riverside County of Education's board granted the school a five-year term beginning on July 1, 2021-June 30, 2026. Since 2018-2019 was JLPAA's first year of operation the 2019-2020 school year would have been the first year that JLPAA would have any data. The chart below shows JLPAA's local assessment data, NWEA/MAP results for the 2019-2020 school year. JLPAA demonstrated growth in the areas of reading math. JLPAA administered the NWEA/MAPs Assessment as the End of Year Assessment for the 2020-2021 school year. The instructional staff opted to use the NWEA assessments this year due to pandemic/distance learning nature of school operations, the access to consistent wi-fi and the access to a secure browser. The Spring results below demonstrate the student achievement during the 2020-2021 school year on the NWEA/MAP assessments school wide. The parents/guardians received notification of their individual child's progress along with the end of year report card. [U.S. Dept of Ed Approves CA's Assessments Plan - Year 2021 \(CA Dept of Education\)](#).

2020-2021 NWEA MAP RESULTS: READING									
GRADE LEVEL	FALL			WINTER			Spring		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD
GRADE K	160.5	153.8	148.5	159.5	152.8	145.6	155.5	158.3	144.3
GRADE 1	161.4	149.4	149.6	168.6	156	171.5	166.4	160.8	158
GRADE 2	170.3	169	162.5	175.2	167.7	176.4	174.5	166.7	170
GRADE 3	182.5	172.3	181..0	185.8	180	185.4	190.5	190.3	182.8
GRADE 4	194.4	186.8	190.2	195.3	183.6	183.6	199.5	184.8	195.3
GRADE 5	197	182.6	184.5	200.6	189.3	200	202.7	185.8	198
GRADE 6	205.2	195	219	204.1	196.5	187	205.2	214	194
GRADE 7	205	188.4	195	209.5	196.8	198.6	212.4	201.6	202

2020-2021 NWEA MAP RESULTS: MATH									
GRADE LEVEL	FALL			WINTER			Spring		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD
GRADE K	163.8	160.8	140	163.5	159.1	147.4	160.6	167.1	149.5
GRADE 1	165.8	157.7	162.8	172.9	161.7	183.6	173	166.8	165.5
GRADE 2	173.8	169	170.6	179	175.8	183.1	182.5	177.7	183.4
GRADE 3	183.9	179	177.2	185.8	178.5	176.6	189.8	183.3	190
GRADE 4	189.8	190.3	174.2	193.6	188.4	189.1	198.8	193	192.7
GRADE 5	195.3	182.6	185.5	200.6	185.5	193.4	202.5	192.2	189.5
GRADE 6	202.2	196.7	186.5	206	215	186	207.3	209.5	188.3
GRADE 7	209.3	194.8	194.3	210.8	198.4	199.6	209.2	203	198.3

2019-20 NWEA MAP RESULTS: READING							
GRADE LEVEL	FALL			WINTER			85th PERCENTILE EOY NORM
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	
GRADE K	140.5	137.4	131.3	148	142	138.8	153
GRADE 1	154.6	149.4	152.3	163.2	161.2	159.3	173

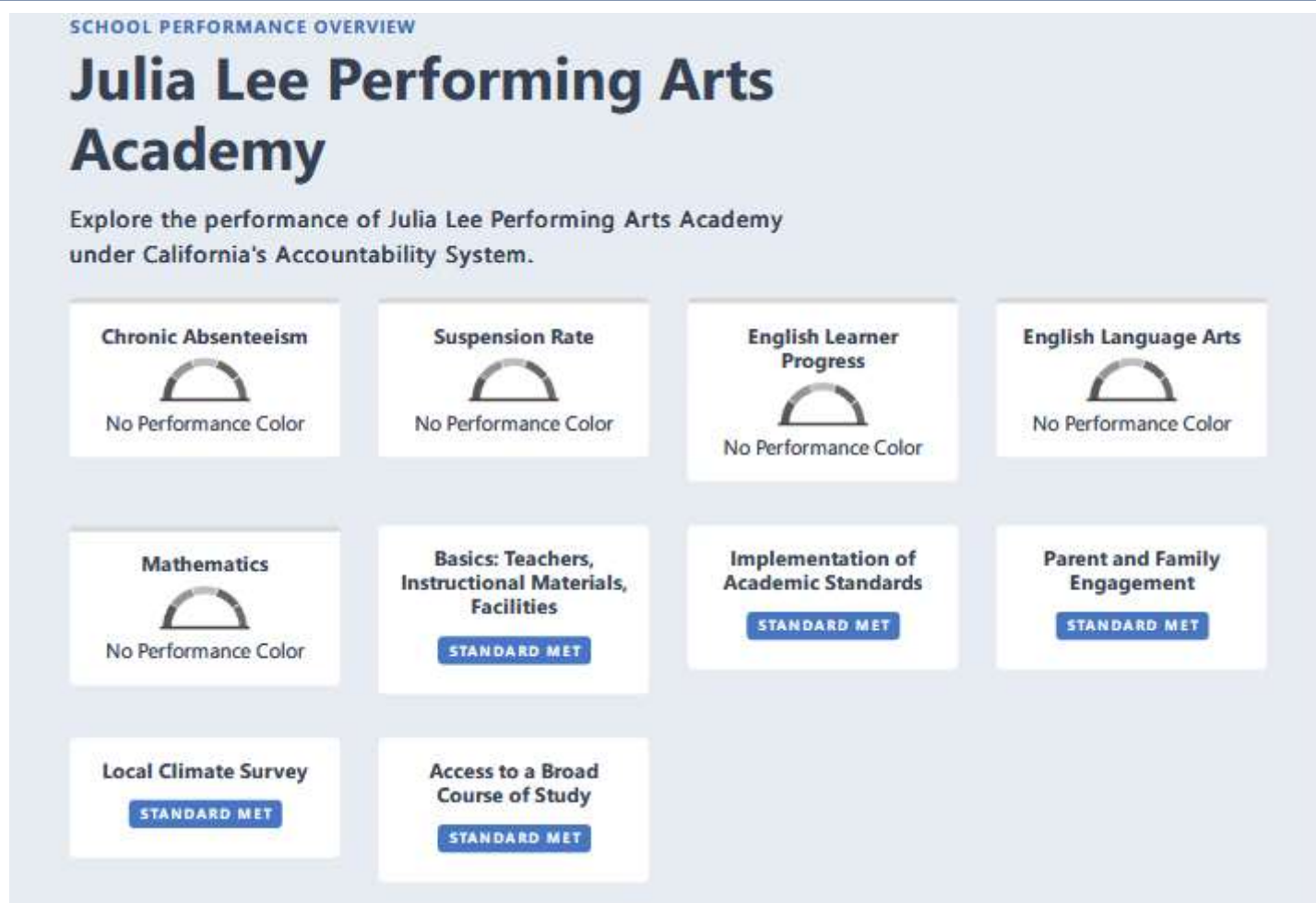
<b>GRADE 2</b>	<b>173.3</b>	<b>169</b>	<b>180</b>	<b>177.1</b>	<b>172</b>	<b>183.2</b>	<b>191</b>
<b>GRADE 3</b>	<b>180.5</b>	<b>174.8</b>	<b>180</b>	<b>188</b>	<b>178.3</b>	<b>174</b>	<b>202</b>
<b>GRADE 4</b>	<b>190</b>	<b>173</b>	<b>179.3</b>	<b>198</b>	<b>186</b>	<b>189</b>	<b>209</b>
<b>GRADE 5</b>	<b>196.6</b>	<b>200.5</b>	<b>215</b>	<b>197.1</b>	<b>199.5</b>	<b>221</b>	<b>214</b>
<b>GRADE 6</b>	<b>208.6</b>	<b>202.3</b>	<b>196.5</b>	<b>213.1</b>	<b>207.5</b>	<b>196.5</b>	<b>218</b>

**2019-20 NWEA MAP RESULTS: MATH**

<b>GRADE LEVEL</b>	<b>FALL</b>			<b>WINTER</b>			<b>85th PERCENTILE EOY NORM</b>
	<b>19-20 MEAN RIT</b>	<b>EL</b>	<b>SWD</b>	<b>MEAN RIT</b>	<b>EL</b>	<b>SWD</b>	
<b>GRADE K</b>	<b>134.8</b>	<b>128.2</b>	<b>124.3</b>	<b>149.5</b>	<b>143</b>	<b>138.5</b>	<b>156</b>
<b>GRADE 1</b>	<b>154.1</b>	<b>148.5</b>	<b>156.8</b>	<b>164.3</b>	<b>158.4</b>	<b>163</b>	<b>176</b>
<b>GRADE 2</b>	<b>174.3</b>	<b>167.56</b>	<b>183.6</b>	<b>182.8</b>	<b>183.5</b>	<b>191.6</b>	<b>192</b>
<b>GRADE 3</b>	<b>177.3</b>	<b>171.8</b>	<b>167.3</b>	<b>183.5</b>	<b>177</b>	<b>188</b>	<b>204</b>
<b>GRADE 4</b>	<b>193.4</b>	<b>187.7</b>	<b>176.7</b>	<b>200.3</b>	<b>195</b>	<b>182.3</b>	<b>217</b>
<b>GRADE 5</b>	<b>198.5</b>	<b>201.5</b>	<b>205</b>	<b>199.2</b>	<b>207</b>	<b>206</b>	<b>229</b>
<b>GRADE 6</b>	<b>206.2</b>	<b>199.5</b>	<b>192.5</b>	<b>213.4</b>	<b>210</b>	<b>190</b>	<b>230</b>



## Reflections: Identified Need



The California Dashboard information above shows a snapshot of the results from 2019-2020. JLPAA's identified needs are the above areas without a performance color. During the 2020-2021 school year the Dashboard was suspended. The NWEA/MAP charts above demonstrate the growth that the students have made during the respective school years during the pandemic and distance learning. JLPAA will continue to work on all students in the areas of math and reading. However, the 3<sup>rd</sup> graders have been participating in additional reading instruction in a pull-out reading program to ensure that they are given instruction with test taking strategies as 3<sup>rd</sup> grade is their first year taking the CAASPP. After reviewing the previous school year's NWEA/MAP scores, it was determined that the 5<sup>th</sup> grade needed additional

reading instruction. The pull-out reading instructional program was initiated for those students as well. There have been slight gains in the 6<sup>th</sup> grade reading so we will continue to monitor and deploy reading and math strategies for the students.

## LCAP Highlights

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

Julia Lee Performing Arts Academy's initial year of operation was in the 2018-2019 school year. During the next two school years (2019-20 & 2020-21) were met with COVID-19. Given this fact that JLPAA operated during the pandemic for 14 months, the school will be focusing on mental health and social emotional activities for both the students and the staff. Goal #3 will include actions and services that will address this mental health needs for the stakeholders at JLPAA. We have had marketed student growth during this time, and this includes the EL population. As a result of this growth, JLPAA has made the EL students a focus area. New curriculum and staffing are planned for the 2021-22 school year.

During the 2020-21 school year several teachers attending a year long PBIS training. JLPAA is looking forward to expanding this training to all the teachers at the school. Professional Development is a key focus in several areas: PBIS, EL training, iReady, Social Learning to name a few.

JLPAA will add ballet and choir to the Visual and Performing Arts program during the 2021-2022 school year. This increases the elective course offerings for all the students by two additional performing arts classes. JLPAA will be adding Soundtrap. This new online program allows students to explore the art of voice-overs, Podcast, creating personalized music and more (with lesson plans and rubrics included). This new VAPA program allows for curricula integration in all areas of the general education curriculum.

## Stakeholder Engagement

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

Julia Lee Performing Arts Academy contacts the families in several times during the school year using different modes of communication. Prior to the pandemic, the school principal held "Principal Cafes", School Advisory, ELAC meetings, surveys, and phone calls. The office staff communicates via email, the Parent Square application, and many phone calls. The teaching staff uses Class Dojo, Class Tag and Remind. The surveys asked the parents and students questions about distance learning, school lunches, and starting school to name a few items. School-wide decisions during the 2020-2021 and the 2021-2022 LCAP were determined based on the responses. At the conclusion of the 2020-2021 school year and prior to finalizing the LCAP: A parent meeting and an ELAC meeting was held on Tuesday, May 25, 2021. All Staff Meetings were held on Friday, May 21<sup>st</sup> and Friday, June 4<sup>th</sup>. The information from those meetings were used to inform the 2021-2022 LCAP.

A summary of the feedback provided by specific stakeholder groups.

**Parents:** Gave information on how they would like to be contacted through out the school year, 82.9% stated that they would like an after-school program, 94.2% reported that their child has improved/greatly improved while attending JLPAA and 100% of the parents stated that they feel safe and supported at JLPAA. JLPAA has work to do in areas of spelling and math. While many parents reported gains in those areas, they were the lowest percentages. This information is in several areas of the LCAP.

**Staff:** The staff reported feeling supported and included in decision making. At the end of the school year the staff participates on various committees: Curriculum, first level interviewing, Visual & Performing Arts Scheduling, and Summer School (special projects). They are given free choice about the committees they want to participate on. They select the committee that they have a vested interest in based on what they will be focusing on during the school year. During the 2021-2022 school JLPAA will be purchasing new curriculum for the EL students, math curriculum for all, Soundtrap and an addition of a visual art component.

**Students:** The students reported that they want to continue the middle school rotation. The 2019-2020 was the first year of the middle school rotation.

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

The aspects of the LCAP that were influenced by the stakeholders are in Goal 1, Action 1-the purchase of iReady was discussed and voted on by the teaching staff. The teachers participated in a professional development session and voted to incorporate this program into the curriculum. Goal 2, actions 2 &3 were influenced by stakeholder input (VAPA teachers & students). Goal 3, Actions 1 & 3 were influenced by the parents. Action 1 allows the parents to receive information and to give their input. Action 3 gives the parents information on how to assist their students with their schoolwork.

## Goals and Actions

### Goal

Goal #	Description
1	<b>Students will demonstrate progress toward mastery of all grade level standards annually.</b>

An explanation of why the LEA has developed this goal.

JLPAA uses standards-based curriculum and current instructional methods when teaching the students. It is JLPAA's goal for all of its students to meet if not exceed the standards set forth by the state.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>iReady grade level data- increase annually by 10%</b>	20% of all students will be on grade level				60% of all students will be on grade level
<b>NWEA incremental data (Fall, Winter, Spring) increase annually by 10%</b>	20% of all students will meet their grade level target				60% of all students will meet their grade level target
<b>ELPAC Summative and Reclassification Data increase annually by 5%</b>	0% of EL students are RFEP students				30% of EL students will be RFEP students

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Achievement Gap- iReady</b>	JLPAA purchased Curriculum Associates, iReady reading and math assessment, independent and guided instruction programs. The initial diagnostic assessments are used to assess the TK-8 <sup>th</sup> grade students for any learning loss that occurred because of distance learning, and attendance issues. The independent and guided instruction portions of the program are used to close the achievement gap due to distance learning during the 14 months. Purchasing iReady allows JLPAA to offer targeted assessment and deliver targeted instruction in several ways to mitigate any gap in academic learning that may have occurred. A classroom teacher will administer this assessment at the beginning of	\$27,000	Y

		the school year (August) and may administer this diagnostic tool at any point during the school year.		
2	<b>NWEA- MAP: The Growth Assessment</b>	JLPAA continues to purchase the subscription and use NWEA/MAP as the local assessment. The school administers this assessment three times during the academic year: Fall (September); Winter (February) and Spring (May). This assessment is administered to all students enrolled at JLPAA (TK-8 <sup>th</sup> grade) to recognize and demonstrate academic growth across the school year.	\$6,227	Y
3	<b>Standards-based EL Curriculum</b>	JLPAA will purchase curriculum for the English Learner students to be used during the designated pull-out language support time. Cengage/National Geographic publisher offers a program that uses both print and online curriculum that uses high interest materials. JLPAA would like to reclassify the EL students at a rate of 3% of the English Learners per school year. JLPAA will also have an employee of the school to work specifically with the EL students as the school currently have 43 students or 13% of JLPAA's population designated as EL students.	\$23,144 ** curriculum \$5,000 & parapro \$18,144	Y

## Goal Analysis 2020-2021

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

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

Actions 1 and 2 were a part of the School Plan for Student Achievement and the Learning Continuity and Attendance Plan. JLPAA purchased both programs for the same reason listed in this plan. iReady was purchased in response to the COVID-19 school closure and subsequent distance learning plans. JLPAA will continue to use the programs as they continue to assist the school in their mission to demonstrate mastery of the state standards, Action #3 will be added during the 2020-2021 school year because a designated language supportive curriculum is needed.

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

There is a \$7,011 difference between the budgeted expenditure and the estimated actual expenditures for 2021-22. Due to purchasing additional access to iready, JLPAA spent an additional \$7,011.

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

Actions 1 and 2, were very effective in making progress toward the goal as there are few programs that effectively measure growth over time. The students are very familiar with the NWEA/MAPs tool and the state of California recognizes NWEA as an effective local assessment tool. The iReady diagnostic tool allows the teachers to administer the assessment early in the school year as a whole group or by individual student's classroom by classroom. The individual information derived from the assessment can be acted upon quickly in two ways (guided instruction or independently). This allows the teacher to be agile and the students to receive almost immediate academic intervention.

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

JLPAA recognized that a Designated English Learner curriculum was needed to complement the Integrated English Learner language support delivered in the classroom due to the increase in enrollment. For example, JLPAA currently has 43 EL students (June 2021) which is an increase of about 10% since the beginning of the current school year (2020-2021). This increase necessitates a program and a designated employee to ensure that all the EL students receive a comprehensive designated program of linguistic support.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Goal

Goal #	Description
2	Students will have access to a comprehensive system of supports that promote sound academic and social emotional learning.

An explanation of why the LEA has developed this goal.

As of March 2020, the country has been faced with the issues resulting from the pandemic. The students have been receiving their education primarily through distance learning. Many of the students and their families at JLPAA have expressed issues with mental health or the need to receive social emotional resources. This goal was developed to ensure that attention is given to this area for the students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<b>Number of the SEL/Mental Health sessions offered and attended by the teachers.</b>	1 session of professional development per school year				8 sessions of professional development per school year
<b>Standards based VAPA program</b>	All students will take 1 dance class & 1 music class				All students will take 2 dance classes & 2 music classes per school year
<b>Adding visual arts as a means of support for mental health</b>	Students will participate in one art activity per school year.				Students will participate in 6 art activities per school year.
<b>Increasing student attendance for low-income students</b>	89.3% ADA for low-income students with a desire to increase the ADA by 3% annually.				Increase the attendance to 92% ADA for the low-income students

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Mental Health/Social Emotional Learning</b>	During 2020-2021 school year, JLPAA focused on SEL/Mental Health professional development and community services from the SELPA. RCOE and many other agencies offered services that the school used to assist the teachers and families at JLPAA. Care Solace program offers current, and data proven mental health and social emotional supports for students.	\$5,000	Y
2	<b>Performing Arts: Soundtrap</b>	Soundtrap allows students to explore the art of voice-overs, Podcast, creating personalized music and more (with lesson plans and rubrics included). This new VAPA program allows for curricula integration with Language Arts and Social Science. JLPAA is a performing arts academy, however this program will encourage the students to increase	\$130,000 VAPA teachers & program	Y

		their vocabulary, grammar and many English Language Conventions as well as increase student engagement. JPAA will be expanding the VAPA program beginning with the 2021-2022 school year by adding choir and ballet to its course offerings for all students.		
3	<b>Visual Arts</b>	The students will participate in visual art projects that accompany the performing arts program. The projects may come in the form of set designs for school productions, art contests and other social emotional projects that incorporate various parts of the educational program at JLPAA. JLPAA will purchase the applicable art supplies necessary for all students to fully participate. This goal is to allow the students to demonstrate artistic expression as well as increase student engagement.	\$7,000 materials	Y
4	<b>Student Engagement: Daily Attendance</b>	JLPAA is making a deliberate effort to increase the attendance rate of all of the students at the school, paying particular attention to the low-income students. The low-income students attendance rate is 89.3%. The pandemic has exacerbated an on-going problem in the community and JLPAA is no different. JLPAA will employ a full-time classified employee (Attendance Clerk) is dedicated to decreasing the absence and tardy rate. The school will also deploy a system that includes a dedicated email address, telephone voicemail and professional development for the employee's learning on data driven sessions on parent engagement.	\$48,283 SIS \$4,000 & Attendance Clerk \$44,283	Y

## Goal Analysis 2020-2021

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

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

In the previous school year, JLPAA focused on mental health/social emotional learning by accessing professional development sessions from the Desert Mountain SELPA. These sessions were free because they were accessible via Zoom. However, many of the sessions were held during instructional time. JLPAA enacted a Group A (8:00am-12:00pm) and Group B (12:00pm-3:00pm) instructional format and Middle School conducted instruction 8:00am-1:40pm. The Program Specialist from the Desert Mountain SELPA was able to conduct in person professional development emotional sessions prior to the school shutdown in March of 2020.

Actions 2, 3 and 4 are newly added due to the pandemic and subsequent school shutdown. JLPAA finds it necessary to add new programmatic items to the educational program for student and family engagement, academic and social emotional enhancements.



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

There are no differences between Budgeted Expenditures and Estimates Actual Expenditures, currently reported.

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

The actions for this goal have been enhanced for greater outcomes in the coming years. As previously stated, goal #1 is continued from the previous year however actions 2, 3 and 4 are newly added. JLPAA has added these items to address the needs of the students and their families.

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

Actions 2, 3, and 4 have been added due to the pandemic and the stakeholders (students, parents, and community) needs. Action 2 was added for student engagement and to increase academic achievement for the students in grades 3-8. Action 3 was added because it allowed for further artistic expression from the students as well as enhanced the performing arts program, Action 3 is another means of student engagement that resulted from the prior year's reflection. Action#3 was added because of an on-going issue exacerbated by the pandemic. The attendance has increased over the previous year, however during distance learning the attendance issue did not improve in fact it was worsened by the way the students attended school.

## Goal

Goal #	Description
3	Stakeholders will advocate and participate in the JLPAA charter school community

An explanation of why the LEA has developed this goal.

This goal is developed because the parents/guardians and integral parts of the school community. JLPAA wants to make intentional efforts in including them in the community. The student outcomes improve when their parents/guardians are involved in the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Family Engagement: Parent/Guardian attending 70% of all meetings</b>	10% of all parents will attend all of the parent meetings				70% of all parents will attend all of the parent meetings.
<b>JLPAA will hold 2 ELAC meetings by June annually</b>	5% of all EL parents will attend both meetings				70% of all EL parents will attend both meetings
<b>JLPAA will hold 2 parent education workshops by June annually</b>	2 meetings=one meeting during the fall and one meeting in the spring				JLPAA will hold 2 parent education meetings
<b>JLPAA administer a school climate survey by June annually</b>	JLPAA will administer one survey annually.				JLPAA will administer one survey annually

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Family Engagement</b>	Annually JLPAA holds several meetings to inform the stakeholders (community, parents/guardians, board members) about the educational program, finances, and special programs. Those meetings include Principal's Café, School Advisory Committee, Winter/Spring Productions, Harvest Festival, Classroom Volunteer Meeting and JLPAA Board meetings. The meetings will be held at different times of the day to meet the needs of the parents work schedule. When home and school are partners, the students are the benefactors, and their academic achievements increase.	\$ 0.00	Y

2	<b>English Language Advisory Committee</b>	EL Students: While each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC), as a new school JLPAA would like to put a special emphasis on the ELAC, so it is included in this report. As the student population increases weekly the EL population increases as well.	\$ 18,144 parapro	Y
3	<b>Parent Education Workshops</b>	JLPAA will offer workshops on various topics to include curriculum, instruction, visual & performing arts, social/emotional to the parent community. These workshops are developed to assist the parents with helping their children with homework, school projects/assignments and deepening their knowledge of the educational program at JLPAA. This action is to increase the home/school relationship.	\$ 0.00	Y
4	<b>School Climate Survey</b>	Annually JLPAA will solicit the parents about the educational program and their needs. There will be questions about curriculum, instruction, mental health needs, nutritional needs, and housing needs. This survey is designed to assist the families and remove barriers that they may have as a means of assisting their students. JLPAA uses Google docs to retrieve this information.	\$ 0.00	Y

## Goal Analysis 2020-2021

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

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

This goal was established during the 2020-21 school year with all actions. The pandemic made it difficult to hold parent meetings during the day because many household wi-fi internet connections in the students' homes. Over 50% of the parents' report internet irregularities, no wi-fi, spotty wi-fi, no devices or the students were using the devices during the day. The meetings were subsequent moved to 6:00pm in the evenings. This allowed for a few more parents attended, still not most of the parents, perhaps parents were just experiencing Zoom fatigue. When the school schedule was developed, the minimum school day was moved to Friday. There was a weekly two-hour period "Parent University" where parents did not have to make an appointment to discuss whatever they needed to with their child's teacher. Many parents met with the teachers to discuss topics such as individual academic progress, Chromebook issues, educational applications, Google and behavioral issues and expectations. As the school year progressed, the attendance at Parent University waned. This was a success because its purpose was served.

An earlier “return to school” survey was deployed and 46% of the parents wanted to remain distance learners. JLPAA was able to meet the needs of the parents that desired to keep their students at home as well as the parents that wanted their students to return to school.

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

JLPAA spent an additional \$16,000 on technology due to COVID-19 pandemic.

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

Parents had difficulty attending meetings, therefore JLPAA created “Parent University”. There was a weekly two-hour period “Parent University” where parents did not have to make an appointment to discuss whatever they needed to with their child’s teacher. Many parents met with the teachers to discuss topics such as individual academic progress, Chromebook issues, educational applications, Google and behavioral issues and expectations. As the school year progressed, the attendance at Parent University waned. This was a success because its purpose was served.

JLPAA increased its number of surveys to gather parental input on “next steps” during distance learning, opening school and school related events. From these surveys, information was gathered about how parents felt about the education program and re-opening school.

JLPAA held evening meetings with shorter agendas on a single night. More parents attended the meetings after this change was instituted.

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

JLPAA’s minimum day will remain on Fridays as this day seemed to work with many of the parents’ schedules and private dance studios lessons. The evening meetings worked well with allowing more fathers to attend the meetings. JLPAA will institute “Parent University” in an online format to continue to assist parents.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-2021**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.69%	\$536,432

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

**Unduplicated Students: Foster Youth (Count:4-1%), English Learners (count: 43- 13%) and Low-Income (count:162-48%)**

**Targeted Services: Goal 1, Actions 1 (Increased) for all unduplicated students:**

**Closing the achievement gap-** purchasing iReady

The students will receive a Chromebook to complete assessment and assignments in iReady

The iReady program provides a diagnostic assessment that can be administered at the beginning of school (time critical)

The iReady program creates independent and direct instruction lessons

Teachers may assess the students at any time individually in math and reading

This action is effective in delivering targeted assessment and instruction to the students in a 1:1 capacity, all instruction is designed to decrease the academic gap individually.

**Targeted Services: Goal 1, Action 3 (Improved) for English Learners:**

**Standards- based EL Curriculum**

JLPAA will purchase new curriculum specifically designed for EL students.

The EL program will focus on English language grammar, language acquisition along with speaking and listening support

Ensures a high-quality academic program for English learners by continuing to refine the program using assessment & instruction in tandem

A revised English Learner Plan using the ELD Roadmap

Stakeholder voice in program design and decisions

This action is effective because it focuses on the needs of the EL students using the CA EL Roadmap and designated curriculum to assist in language support and closing the achievement gap for EL students.

**Targeted Services: Goal 2, Actions 1 (Increased) for EL and low-income students:**

Many of the parents have requested mental health supports during the past year. The EL parents have difficulty in this area as language is a barrier. Navigating the system becomes an issue for the low-income parents as well due to limited knowledge of the systems of supports.

The FY have access to mental health supports using the social service agencies attached by the social workers. If the FY need these services, they may access all of the supports offered to JLPAA's students.

JLPAA has partnered with Care Solace, an organization that coordinates schools with mental health supports in the immediate community. This allows the families to have one connection point while Care Solace searches for appropriate agencies.

JLPAA announces mental health services several times during the school year for the students and immediate family members.

The school's website has been enhanced (drop down) and lists community support.

JLPAA has added visual art to its educational program as a means of engaging the students with art, arts instruction, and contests.

Mental health supports are discussed at parent and board meetings.

### **Goal 2, Action 4 (Increased) for Low-Income:**

The low-income parents report transportation as a barrier to attending school on-time and with regularity. Frequently they rely on rides from friends or family, but most often they will ride the public bus. There is a bus stop conveniently located at the front of the building.

After assessing the circumstances of our low-income students, we learned that the attendance rate of our low-income students is 4% lower than the attendance rate for all students. As a result, JLPAA employs a new full time Attendance Clerk that focuses on those needs of the students. The Attendance Clerk uses the Student Information System as a measure to keep track of the data, the addition of a dedicated email address where teachers and parents can report attendance and tardiness. The Attendance Clerk makes daily phone calls to families and inquiries about absences.

This action is effective because a dedicated employee engages with the families about the attendance issues and the importance of attending school regularly. JLPAA is a small elementary school and a person contacting the families is important as the students are dropped off to school and picked up every day.

### **Targeted Services: Goal 3, Action 3 (Increased): for Unduplicated Students**

This goal has been developed first for the unduplicated students and then extended to help with academic achievement and parental engagement of all the students.

JLPAA will offer workshops on various topics to include curriculum, instruction, visual & performing arts, social/emotional to the parent community. These workshops are developed to assist the parents with helping their children with homework, school projects/assignments and deepening their knowledge of the educational program at JLPAA. This action is increased to all to develop the home/school relationship.

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

Julia Lee Performing Arts Academy is a transitional kindergarten through eighth grade charter elementary school located in Lake Elsinore, California. JLPAA's unduplicated students account for 182 students or 51.4% of the student population. Research shows the unduplicated students typically suffer through an interrupted education because of housing's frequent moves, unreliable transportation, food insecurity, language barriers, unreliable wrap around services (medical, dental, vision, mental health services). Increasing the services in Goal 1, Action

1 especially for low-income students will ensure that technology and connectivity will not be a barrier. If the students are required to move with the boundaries of the school the Chromebooks, Hot Spots and iReady program are portable. The students will not lose time with their teacher until attendance at JLPAA or another appropriate neighborhood school is identified, and transfers are facilitated. iReady will be used to close the achievement gap using immediate assessment data, independent and direct instruction in the key areas of reading and math. Accessing immediate assessment data is key especially if time is a factor. The earlier data is available, the faster remediation can occur.

12.15% of the student population are EL students, 40% of these students receive a score of 2 on the ELPAC. This tells us that the students need a high quality Designated EL program in addition to the Integrated Language support that they receive in the classrooms. Upon further research these students are in grades 4 and higher. Incorporating the California EL Roadmap, a daily pull-out program and a standard based curriculum designed to assist the students in English language acquisition results in increased services for EL students. Goal 1, Action 3 fleshes out the need to increase the services for the EL students to increase the reclassification rate.

Mental health resources are being expanded because of parent and teacher concerns. JLPAA has partnered with Care Solace for mental health services. Care Solace was introduced to JLPAA via the Desert Mountain SELPA. Services from this partnership are extended to the families, students, and employees of the school. Dedicated effort was given towards expanding the “Community Resources” page on the school’s website. The website lists a variety of resources for mental health, housing, and food. The LCAP survey asked the parents if they aware of the Community Resources page on the school’s website and 74.3% reported that they were aware of the page on the website. More work is needed in awareness of the website’s resources as the website is updated frequently.

Research shows that when the school and family are engaged in a cohesive partnership the students outcome improve, [Family Engagement: Partnering With Families to Improve Child Welfare Outcomes](#). JLPAA embraces this partnership and encourages it for all the students, but particularly for the unduplicated students. As a result of the focus on family engagement, Goal 3, Actions 1-4 highlight several areas of family engagement that will be measured through out this LCAP period. JLPAA will also incorporate PBIS and MTSS strategies to ensure the constant engagement of not only the students but the families as well. The addition of a dedicated Attendance Clerk to stem the tide of the chronic tardies and absences is highlighted in Goal 3 as well. Parents are given the tools to interact with the school in a variety of areas whether through meetings, emails, applications, and phone calls. JLPAA will meet the students and parents where they feel the most comfortable giving them what they need.