

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Julia Lee Performing Arts Academy
CDS code:	33-10330-0137851
LEA contact information:	Tanya Taylor/TTaylor@jlpaaschool.org/951-595-4500
Coming School Year:	2022 – 23
Current School Year:	2021 – 22

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

Projected General Fund Revenue for the 2022 – 23 School Year		Amount
Total LCFF funds	\$	4,506,617
LCFF supplemental & concentration grants	\$	683,173
All other state funds	\$	1,037,683
All local funds	\$	24,000
All federal funds	\$	323,395
Total Projected Revenue	\$	5,891,695
Total Budgeted Expenditures for the 2022 – 23 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,687,534
Total Budgeted Expenditures in the LCAP	\$	1,278,687
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	691,273
Expenditures not in the LCAP	\$	4,408,847
Expenditures for High Needs Students in the 2021 – 22 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	264,798
Actual Expenditures for High Needs Students in LCAP	\$	264,798

LCFF Budget Overview for Parents: Narrative Responses

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>We are using \$1.1M to cover overhead and facilities costs while other academic programs like Universal TK, English Learner outreach and education, and other programs will constitute the other \$3.3M in funding that is not included in the LCAP.</p>
<p>A prompt may display based on information provided in the Data Input tab.</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

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

CDS Code: 33-10330-0137851

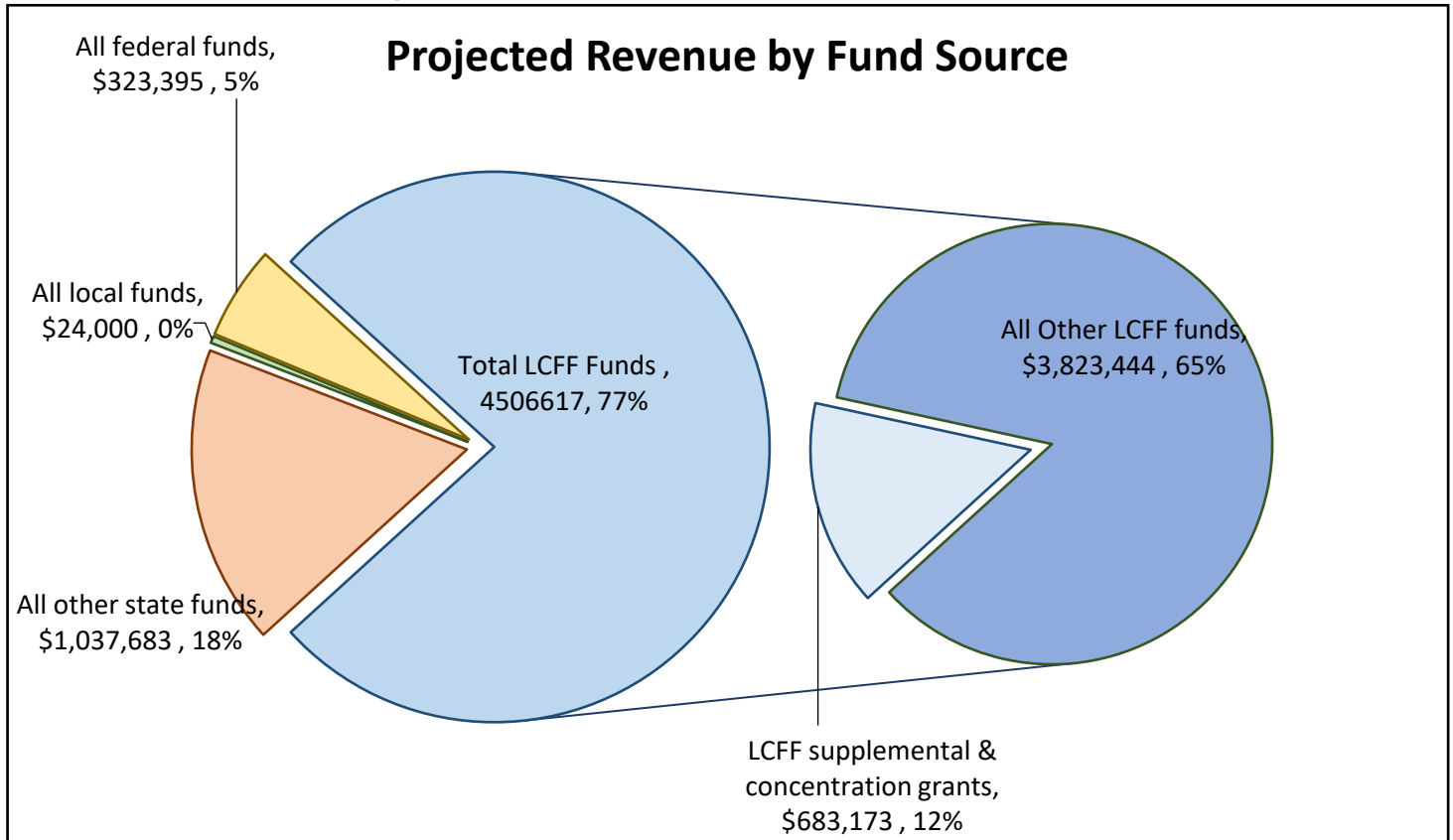
School Year: 2022 – 23

LEA contact information: Tanya Taylor/TTaylor@jlpaaschool.org/951-595-4500

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 2022 – 23 School Year

Projected Revenue by Fund Source

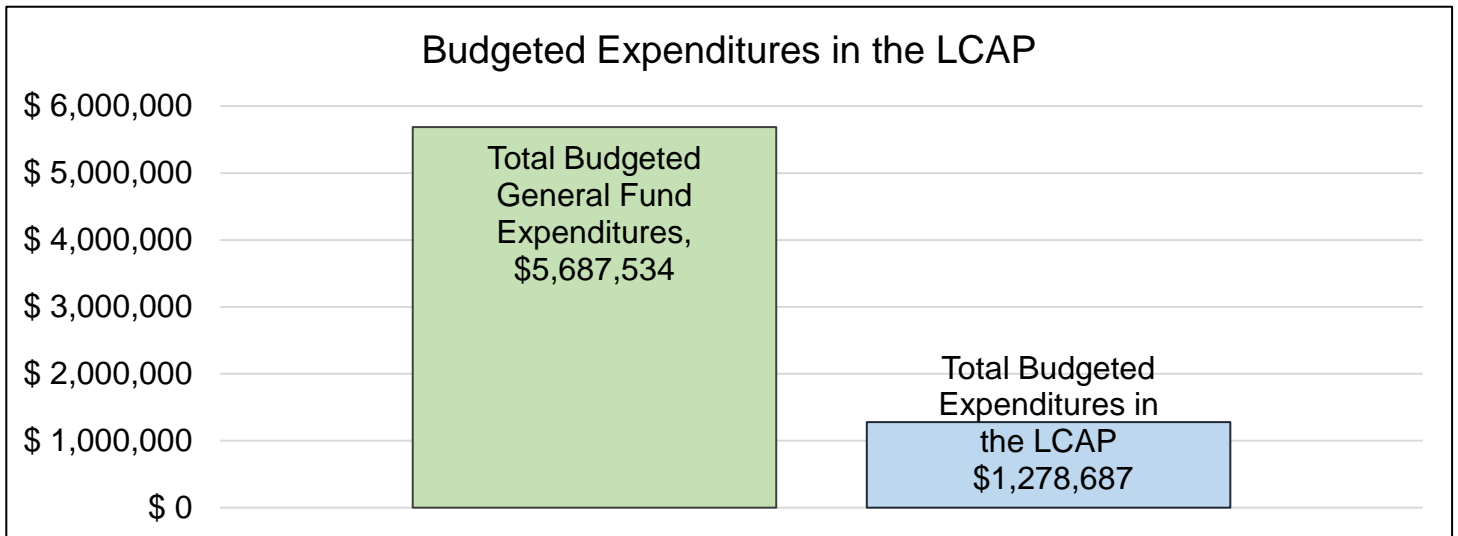


This chart shows the total general purpose revenue Julia Lee Performing Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Julia Lee Performing Arts Academy is \$5,891,695.00, of which \$4,506,617.00 is Local Control Funding Formula (LCFF), \$1,037,683.00 is other state funds, \$24,000.00 is local funds, and \$323,395.00 is federal funds. Of the \$4,506,617.00 in LCFF Funds, \$683,173.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Julia Lee Performing Arts Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Julia Lee Performing Arts Academy plans to spend \$5,687,534.00 for the 2022 – 23 school year. Of that amount, \$1,278,687.00 is tied to actions/services in the LCAP and \$4,408,847.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

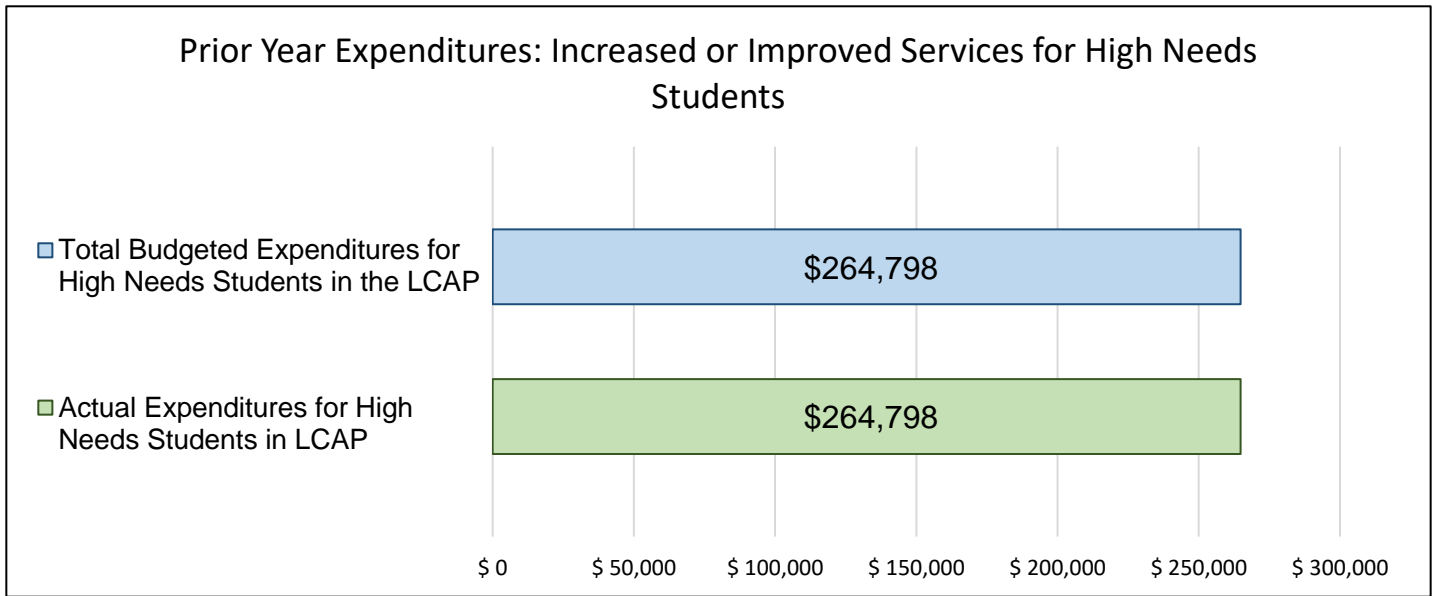
We are using \$1.1M to cover overhead and facilities costs while other academic programs like Universal TK, English Learner outreach and education, and other programs will constitute the other \$3.3M in funding that is not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Julia Lee Performing Arts Academy is projecting it will receive \$683,173.00 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 \$691,273.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Julia Lee Performing Arts Academy budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021 – 22, Julia Lee Performing Arts Academy's LCAP budgeted \$264,798.00 for planned actions to increase or improve services for high needs students. Julia Lee Performing Arts Academy actually spent \$264,798.00 for actions to increase or improve services for high needs students in 2021 – 22.

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	rthomas@jlpaaschool.org 951-595-4500

Plan Summary 2022-2023

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 4th 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 with the recent addition of 8th grade. JLPAA received a five-year renewal in July 2020, the newcharter term will start with the 2021-22 and end with the 2025-26 school year.

Currently JLPAA has 49 (13%) English Learners and 1 (0.02%) foster youth and 1 (0.02%) homeless family. Additionally, JLPAA has 51 (14%) students that receive special education services either through Specialized Academic Instruction, Occupational Therapy or Speech Language Pathology. 61% 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 221 students or 61% of the student population.

Reflections: Successes

Dashboard Performance Indicator Progress

English Learner Progress Performance Indicator (State Priority 4)

In so far, the English Learner Progress Indicator did not list the overall results due to the small number of EL students. However, as the school population has increased so has the number of EL students. JLPAA has administered the ELPAC assessment to determine student levels and evaluate interventions and support systems needed. JLPAA understands that the key metric for English Learner progress is the rate at which students are Redesignated from English Learner to Reclassified Fluent English Proficient (RFEP) as well as the percent of students meeting proficiency in the summative test. JLPAA purchased and implemented an English Learner program designated to support language development for our students..

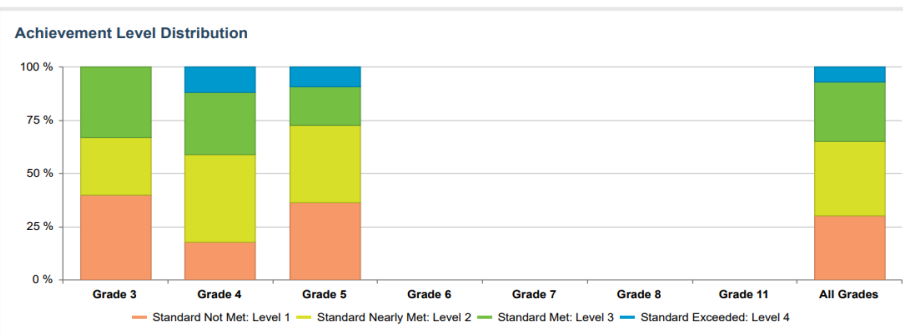
English/Language Arts Academic Performance Indicator (State Priority 4)

In the 2018/19 school year, JLPAA administered its' first summative assessments with 34.89% of the students that tested meeting proficiency in English/Language Arts. Our dashboard does not indicate a color as we have not taken a second assessment until this school year due to the pandemic. Our focus on academics and language arts support for our students should reflect growth in this area.

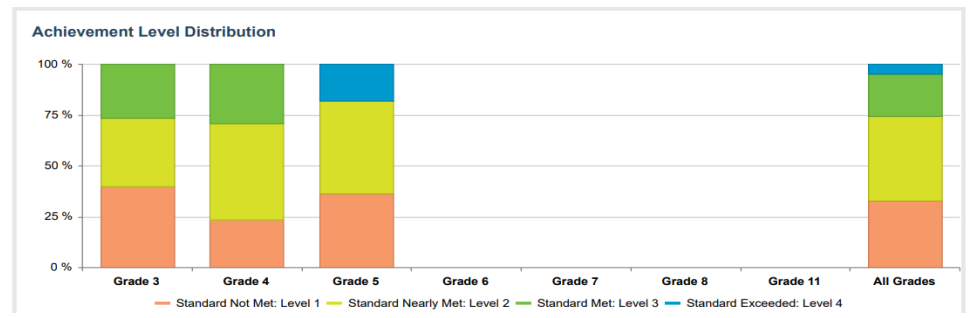
Mathematics Academic Performance Indicator (State Priority 4)

In the 2018/19 school year, JLPAA administered its' first summative assessments with 25.8% of the students that tested meeting proficiency in English/Language Arts. Our dashboard does not indicate a color as we have not taken a second assessment until this school year due to the pandemic. Our focus on academics and math support for our students should reflect growth in this area.

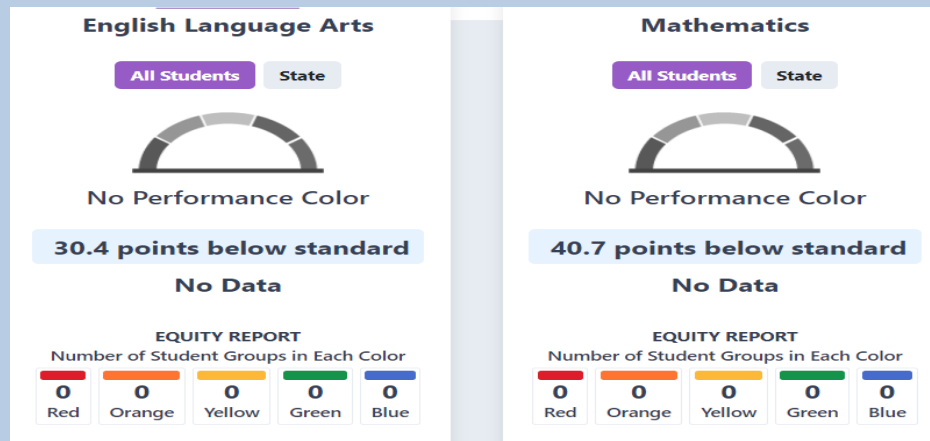
ELA CAASPP Assessment Results 2018/19



Math CAASPP Assessment Results 2018/19



DASHBOARD Indicators for ELA and Math:



The data above reflects the latest dashboard performance levels from 2019 state assessment. The state suspended the 2020 and 2021 state testing. JLPAA participated in the 2022 state testing once it was reinstated after the state allowed reopening of schools. The indicators have not assigned a color to our dashboard until we have a second set of assessment results.

Although state testing was suspended in 2020 and 2021, JLPAA searched for a program that offered a diagnostic tool and curriculum that would address deficiencies/learning loss during 2019-2020 and 2020-2021 distance learning/hybrid educational programs. The diagnostic assessment were administered to the students during the first three weeks of school. These results were used to create student plans and interventions for this school year. We plan to continue the implementation of these assessments and they help our teachers and staff monitor student progress throughout the 2022/23 school year.

Our teachers use the assessment results to develop and implement lessons aligned to students' needs. In addition, we have found iReady assessment helpful in providing reading and mathematics assignments through its computer adaptive model. Both iReady and MAP assessments were utilized as measuring tools to understand learning loss during the pandemic and allowed us to identify areas of need and programs we needed to implement to close the achievement gap.

Reflections: Identified Need

JLPAA utilizes both state assessments results from CAASPP and ELPAC assessments as well as local assessment results to identify areas of need. Based on the 2018/19 CAASPP results indicate that 34.89% of all students tested met proficiency in reading and 25.58% met proficiency in math. As outlined in the 2019-20 LCAP, JLPAA is in consultation with educational partners to strategically implement new actions and services that will support all students.

Our local assessment results are as follows:

2021-2022 NWEA MAP RESULTS: READING									
	FALL			WINTER			SPRING		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD
PREK - K				137			141.4		
KINDERGARTEN	136.6	121	134.3	143.8	128	153	147.3	129.7	148.7
GRADE 1	158.8	148	147.3	162.6	145.5	151.3	168.8	168.7	170.5
GRADE 2	171	165.3	169.4	177.2	171.7	174.8	179.3	168.8	182.8
GRADE 3	182	176.4	177.7	183.3	177.6	169.3	189.9	183	192.6
GRADE 4	190.2	192.5	191.5	190.2	196.5	202	193.6	193.5	193.8
GRADE 5	198.3	185.8	190.7	201.2	188.6	188.3	204.1	200	200.5
GRADE 6	198.2	187.7	198	201.9	185	194	203.8	186.7	192.7
GRADE 7	209.9	195.5		212.5	196.5		212.3	176	198
GRADE 8	216.1	201	207	218	209	213.3	212.3	212	193.3

2021-2022 NWEA MAP RESULTS: MATH									
	FALL			WINTER			SPRING		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD
PREK - K							141.4		
KINDERGARTEN	141.1	126.3	138	149.4	130	151	154.3	134.3	143.7
GRADE 1	163.5	164.3	163	166.7	165	156.7	173.2	176.7	178
GRADE 2	172.7	167.7	167.2	181.1	175.4	176.2	186.5	178.5	178.5
GRADE 3	182.8	180.3	180.9	186.2	184.9	178	191.5	188.6	192.1
GRADE 4	190.2	192	185	190.4	188	195	191.7	190.5	184.7
GRADE 5	197.2	182.5	200.8	200.9	191.2	195.3	202.6	197.3	205.7
GRADE 6	204.5	196	196	201.4	185	190.5	206.3	197.5	197.3
GRADE 7	209.1	185	203	215.4	204.5	205	215.4	194	208.8
GRADE 8	213.5	207	199.5	215.6	206.5	202	217.8	205	196

We have noted that the data indicates some progress in local assessments from beginning of the year to end of year. However, as we compile and analyze local assessments with state results we realize the need for implementation of intervention and focus on both reading and math. The data also shows that our EL population is struggling to make similar progress when compared to our school wide data. Our leadership team has established the need to add intervention for students in both reading and math as well as the need to develop goals that are specific to our EL students with their own set of needs. We plan to designate ELD time for EL students that will foster support in language and vocabulary development.

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. The following two years were impacted by the COVID 19 pandemic that resulted in several changes to education including distance learning via zoom. Although, those two years were taxing, JLPAA continued to grow by adding one grade level per year and is currently a TK-8th grade school.

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 needs of EL students a focus area. New curriculum and staffing are planned for the 2022-23 school year.

During the 2021-22 school year our new teachers received PBIS training, and our returning teachers and staff continued to implement PBIS strategies. JLPAA plans to provide ongoing training for all the teachers at the school. Professional Development is a key focus in several areas: PBIS, EL training, iReady and Social Learning.

JLPAA added ballet and choir to the Visual and Performing Arts program during this 2021-2022 school year. JLPAA added Soundtrap this past year. 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). Adding Soundtrap increases the elective course offerings for all the students by two additional performing arts classes and it integrates across the curriculum.

Julia Lee Performing Arts Academy (JLPAA) goal is to provide students with a strong academic program that unlocks and supports the artistic potential of all students, while providing a rigorous liberal arts education and performing arts program. In addition, we provide an encouraging atmosphere where each student can work in a creative, cooperative and collaborative manner. JLPAA promotes the desire for excellence in a student's chosen pursuits and independent thinking in the areas of academics and performing arts. JLPAA facilitates an environment of creativity placed within a firm framework of high standards in teaching and learning. We will be extremely focused on the development of students' individual talents, critical thinking, and technology skills by being actively engaged in the learning process.

JLPAA plans to foster a group of teachers, administrators, parents, and a strong community sharing the responsibility for advancing the school's mission while promoting high standards and expectations and continuous commitment to improvement, ensuring that our students are well-rounded, self-directed, lifelong learner.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

JLPAA engages educational partners by setting up parent meetings to seek their advice. Parents have influenced several decisions made at the school. Parents requested that their children have access to a counselor as indicated in a parent survey. JLPAA hired a part-time counselor for the 2021/22 school year and have increase this position to a full-time, fully licensed counselor to enhance direct services to students and implement class presentations for students. The presentations include preventative conversations and solutions to potential issues students are faced with daily.

Parent meetings are held on a regular basis with each grade levels' parents to address their specific concerns, ideas, and communication to provide updates and information. In addition, annual parent surveys are distributed to parents to further gather information regarding their ideas, concerns, and recommendations.

Parents' responses and ideas from the survey and monthly parent meetings were collected and analyzed to develop goals and actions for the 2022/23 LCAP.

JLPAA engages staff, teachers, and community members in the decision-making process by holding monthly board meetings, meetings with community members and weekly meetings with staff and teachers.

The board members advise is sought out a collected during board meetings where ongoing updates are provided and needs are communicated. JLPAA seeks continuous feedback to finalize LCAP goals and actions.

Staff and Teachers provide input during monthly whole group and weekly department level groups. Furthermore, four key committees have been established to provide opportunities for staff to share their ideas and be involved in the decision-making process. The four committees include curriculum, VAPA, Health & Safety, and lastly, Human Resources. These committees hold regular monthly meetings as well as meetings based on needs and emerging situations.

Another example of feedback provided by parents during the school year was a request to having a longer kindergarten program. The current kindergarten program was half day, and a morning and afternoon session were offered. Parents' responses revealed the need to extend the day for the kindergarten to students to add additional minutes of VAPA to their day without hindering their academic content time. Kindergarten school day for the 2022/23 year will be extended to 1PM and 45 minutes were added for VAPA time.

The curriculum committee adopted the Houghton Mifflin reading program after vetting several other programs. The procedure for engaging all educational partners in vetting curriculum is by allowing groups or individuals to take their curriculum ideas to the committee and after the committee does the research and it meets the academic requirements as outlined by the curriculum form the information shared with leadership team and for board approval if needed.

A summary of the feedback provided by specific educational partners.

Ideas and trends that were noted from the feedback received throughout the year is as follows:

Parents and Community Members:

- Safety of all Students --- Specific Actions needed due to recent school shooting incidents and COVID precautions
- More opportunities for students to participate in VAPA—both visual and performing arts
- Extended Kindergarten so students have more VAPA access
- Academic Support
- Mental Health Support
- Special education needs

Staff and Teachers:

- Academic support
- Behavior intervention
- Improve student attendance
- Curriculum for EL students and ELA and Math

School board and RCOE partners:

- Academic Achievement and Attendance
- Support for all subgroups
- Designated and Integrated ELD requirement to be implemented
- Attract and retain

“A description of the aspects of the LCAP that were influenced by the specific input from educational partners.”

The LCAP was developed based on the input of all educational partners as stated above and the goals were heavily influenced by their input.

The LCAP goals include the following based on educational partner input:

1. The EL students will receive language support 5 days per school week for an increased amount of time for the middle school students. The low-income students will receive targeted instruction from the designated reading teacher several times per week as identified by the diagnostic assessment.
2. JLPAA has two teachers that will conduct pull-out reading and/or language support to the students that require designated EL support assistance.
3. Designated EL students will be placed in a small group of similar ability students and receive targeted instruction for 45-90 minutes per day.
4. The HMH curriculum contains resources that the teachers use to enhance the language needs of the students.

Goals and Actions

Goal

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

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
iReady grade level data-increase annually by 10%	20% of all students will be on grade level	31% of the students are on grade level in the area of reading; 21% for math			60% of all students will be on grade level
NWEA incremental data (Fall, Winter, Spring) increase annually by 10%	20% of all students will meet their gradelevel target	The majority of the students show growth from the fall to spring administration at each grade level.			60% of all students will meet their gradelevel target

ELPAC Summative and Reclassification Data increase annually by 5%	0% of EL students are RFEP students	JLPAA reclassified 5 EL students this school year; 10.20%.			30% of EL students will be RFEP students
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Achievement Gap- iReady	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 th 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.	\$27,000	Y
2	NWEA- MAP: The Growth Assessment	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 th grade) to recognize and demonstrate academic growth across the school year.	\$6,227	Y

3	Standards based-EL Curriculum	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 wouldlike 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 has an increased number of EL students.	\$23,144 ** curriculum \$5,000 & paraeducators \$18,144	Y
4	Certificated EL teacher	JLPAA recognized the need to add additional personnel to the EL department. During the 2021-2022 school year the middle school students were receiving the Designated pull out EL support from the ELA teacher. During the 2022-2023 school year the middle school students will be added to the roster of the identified EL teacher for an increased amount of time throughout the day and the week. JLPAA believes that this will aide in an increased number of students being reclassified.	\$50,000	Y
5	Increased Teacher support for the SWD	During the distance learning school year, many students suffered mental and academically. As a result, JLPAA saw an increased need to add personnel for the Special Education (SPED) students. The academic losses demanded that the SPED department at the school increase in hiring additional personnel.	\$372,000	Y
6	Special Education Assessments	In additional to the hiring of additional special education personnel. There was an increased need to assess many more students to mitigate the academic losses.	\$75,000	Y

7	Academic Technology	JLPAA serves the students by offering a 1:1 student/ device. Each student from TK-8 th grade has a dedicated Chromebook that is accessible to them at school as is the case with our younger student population. The middle school students take the devices home in order to access the curriculum and to complete assignments. JLPAA purchased an additional number of devices in order to replace the damaged or missing devices. Since there is an increase in enrollment JLPAA will add to the stock of devices on hand.	\$125,000	Y
8	Additional General Education-Paraeducators (full-time)	JLPAA will utilize 7 additional full time paraeducators to aide in support in the classrooms especially in the TK- 5 th grades. After the distance learning months, the school saw the need to add more instructional support during the regular school day. The additional support aides in the areas of reading, language arts and mathematics.	\$301,889	Y

Goal Analysis 2021-2022

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 was added during the 2020-2021 school year because a designated language supportive curriculum was needed and this curriculum was purchased and implemented this school year.

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

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 curriculum was needed to provide EL students with designated and integrated ELD support. A purchase of ELD curriculum and training for teachers were purchased to facilitate the process. The goal is for EL students to be redesignated as RFEP and prevent students from becoming LTEL. JLPAA recognized the need to add additional personnel to the EL department. During the 2022-2023 school year the middle school students will be added to the roster of the identified EL teacher for an increased amount of time throughout the day and the week. JLPAA believes that this will aide in an increased number of students being reclassified. JLPAA has an increased reclassification rate of over 10% for the 2021-2022 school year as a result of the EL changes in additional personnel and curricula support.

Action 8- additional full time paraeducators were added for additional instructional support in the general education classroom to assist in the areas of reading, language arts and mathematics.

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.

JLPAA continues work on closing the achievement gap. In order to close the achievement, gap the social emotional learning (SEL) must be addressed. SEL is fundamental to academic success and must be woven into the work of every teacher in every classroom and every after school and summer learning program, if we truly want to prepare all our students for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of the SEL/Mental Health sessions offered and attended by the teachers.	1 session of professional development perschool year	1 session of professional development took place this school year.			8 sessions of professional development perschool year
Standards based VAPA program	All students will take 1 dance class & 1 music class	We have increased our VAPA offerings so that all students in 6 th -8 th grade are receiving 45 min. block of dance and 45 min. block of			All students will take 2 dance classes & 2 music classes per school year

		music.			
Adding visual arts as a means of support for mental health	Students will participate in one art activity per school year.	Students in all grades are participating in one art activity per quarter.			Students will participate in 6 art activities per school year.
Increasing student attendance for low-income students	89.3% ADA for low-income students with a desire to increase the ADA by 3% annually.	JLPAA increased the attendance to 90% per this school year, by 0.7% for the low-income students.			Increase the attendance to 92% ADA for the low-income students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health/Social Emotional Learning	JLPAA continues to focus 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	Performing Arts: Soundtrap	JPAA continues to expand the VAPA program to offer more course offerings and address growth within the school. 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 their vocabulary, grammar and many English Language Conventions as well as increase student engagement.	\$130,000 VAPA teachers & program	Y
3	Visual Arts	Students will engage in the production of visual art projects integrated in the performing arts program. The projects include 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 action allows the students to demonstrate artistic expression as well as increased rigorous student engagement.	\$7,000 materials	Y

Action #	Title	Description	Total Funds	Contributing
4	Student Engagement: Daily Attendance	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) dedicated to decreasing the absence and tardy rate. The school will also deploy a system that includes an informational email, telephone voicemail and professional development for the employees. Data-driven sessions on parent engagement will be provided for the JLPAA families.	\$48,283 SIS \$4,000 & Attendance Clerk \$44,283	Y
5	Counseling Services for Students	<p>This year 2021/22, we added a part-time counselor due to the needs expressed by educational partners (parents, students, and staff).</p> <p>We will employ the counselor full time next school year as the need for individual and group mental health needs have increased as the school numbers have grown.</p>	Salary & Benefits \$90,000 .00	

Goal Analysis 2021-2022

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.

JLPAA focused on mental health/social emotional learning by accessing professional development sessions from the Desert Mountain SELPA, which was provided in-person prior to the pandemic. As we returned to in-person instruction, these sessions were free because they were accessible via Zoom. 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 due to the session offerings during school time.

We also added action #5, This year 2021/22, we added a part-time counselor due to the needs expressed by educational partners (parents, students and staff).

We will employ a full-time counselor next school year as the need for individual and group mental health needs have increased as the school numbers have grown.

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

There are no major differences between Budgeted Expenditures and Estimates Actual Expenditures, currently reported. Or
The added difference was the addition of a part-time counselor. The estimated cost of this expense was \$50,000.00

Improved Services and Estimated Actual Percentages of Improved Services.

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 action 5 was newly added during the 2021/22 school year. JLPAA has added this item to address the needs of the students and their families. We have seen some progress; therefore, we will continue to implement this goal and monitor student academic progress, attendance and overall student well-being as measured by staff and parent input.

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

As the teachers, staff and leadership teams reflect on our planned goals and desired outcomes, we noted positive results, therefore, continuing actions 2, 3, and 4. 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 and#5 was added because of an on-going issue exacerbated by the pandemic, however, during this past year, it has provided students with opportunities to be fully engaged in school at their academic level. Attendance has slightly increased over the past year and we want to continue to focus on attendance to address issues that may continue to occur over the course of the year. This year has been difficult in terms of attendance and enrollment but JLPAA has grown in both areas.

Goal

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

An explanation of why the LEA has developed this goal.

This goal was 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
Family Engagement: Parent/Guardian attending 70% of all meetings	10% of all parents will attend all of the parent meetings	10% of parents have been in attendance of parent meetings, committee meetings as			70% of all parents will attend all of the parent meetings.

		measured by parent sign in and count of attendees.			
JLPAA will hold 2 ELAC meetings by June annually	5% of all EL parents will attend both meetings	5% of EL parents have been in attendance of parent meetings, committee meetings as measured by parent sign in and count of attendees.			70% of all EL parents will attend both meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
JLPAA will hold 2 parent education workshops by June annually	2 meetings=one meeting during the fall and one meeting in the spring	Two meetings were conducted in the fall and spring for the 2021/22 school year.			JLPAA will hold 2 parent education meetings
JLPAA administer a school climate survey by June annually	JLPAA will administer one survey annually.	School Climate Survey completed this school year.			JLPAA will administer one survey annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Engagement	Annually JLPAA holds several meetings to inform the educational partners (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 were 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	English Language Advisory Committee	EL Students: JLPAA initiated its' English Learner Advisory Committee (ELAC) in 2021/22 and will continue to hold the meetings to include EL parents as educational partners. The goal is to get all parents from every subgroup to influence the decision-making process. The EL population has increased as the number of students has grown.	\$ 18,144 Para-professionals	Y

Action #	Title	Description	Total Funds	Contributing
3	Parent Education Workshops	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	School Climate Survey	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 support parents and include them as educational partners in working with their children and identifying needs.	\$ 0.00	Y

Goal Analysis 2021-2022

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

Although this goal was established during the 2020-21 school year with all actions, we continue to see similar needs even though the pandemic has subsided. Parent meetings were not regularly attended during the pandemic and the attendance increased for the 2021/22 school year, however, the need for the goal to continue is important as we know parent involvement is key to the success of our students as indicated by research studies based on student academic achievement.

This year's climate survey provided us with crucial information needed to plan for next school year. We will continue to seek out parent's input via the school climate survey as the input gathered has been valuable and parents have expressed, they feel that their needs have been addressed.

Parent education workshops is another vehicle for parent involvement in educating parents and increase family engagement. These trainings support student understanding of our program and promote student accountability within their classes.

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

There were no substantive differences in planned actions this school year.

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

There were no material differences this school year.

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

As indicated early on, parent involvement is key to student success. Currently, JLPAA has created several avenues to open communication with parents. ELAC and parent meetings are in place to give parents opportunities to be involved and participate in the decision-making process. Other means of communication include parent square, school website, school calendars, class dojo and parent monthly meetings.

Parent surveys have also been distributed annually to parents to collect information and gather input necessary for next steps and to develop LCAP goals.

Special meetings are held via IEP's and transition meetings to meet the needs of our special education students. Some of these meetings at times do develop a different plan of action to address specific needs that may not have been addressed in prior meetings.

JLPAA will be implementing "Parent University" next school year, JLPAA saw a lot of success with this during the distance learning school year 2019-2022.

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.

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: 49- 14%) and Low-Income (count:221-61%)

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

Closing the achievement gap- purchasing iReady

The services for Foster Youth are considered first through a process of review specific to this subgroup. Making an intentional focused effort to ensure this subgroup has access to the systems in place is a priority.

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

The services for English Learners are considered first through a process of review specific to this subgroup. Making an intentional focused effort to ensure this subgroup has access to the systems in place is a priority.

JLPAA will purchase new curriculum specifically designed for EL students.

JLPAA will review the schedule for EL students and identify a setting and time for both designated and integrated ELD time.

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:

The services for English Learners and Low socio-economic students are considered first through a process of review specific to this subgroup. Making an intentional focused effort to ensure this subgroup has access to the systems in place is a priority.

An increase in requests for mental health supports was noted throughout the 2021/22 school 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.

English learners and low socio-economic students have access to mental health supports using the social service agencies attached by the social workers. Teachers and staff are made aware of such services and have been trained to make referrals to increase access to families that may not know how to reach out.

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 arts to facilitate inclusion of these subgroups 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 has been instrumental in opening lines of communication with our chronic absenteeism families. She 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 at 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 221 students or 48% 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, Action1 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.

14%% 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 in danger of becoming long term English Learners (LTEL). We will continue to focus on our English Learner data and implementation of EL curriculum purchased specifically to help them improve and expedite their progress in learning English.

based curriculum designed to assist the students in English language acquisition results in increased services for EL students. Goal 1, Action3 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 85%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.

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 264,798.00	\$ 261,960.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Achievement Gap	Yes	\$ 27,000	\$ 27,000
1	2	NWEA - MAP GROWTH	Yes	\$ 6,227	\$ 3,960
1	3	Standards Based EL Curriculum	Yes	\$ 23,144	\$ 8,027
2	1	Mental Health/Social Emotional Learning	Yes	\$ 5,000	\$ 350
2	2	Performing Arts: Soundtrap	Yes	\$ 130,000	\$ 140,160
2	3	Visual Arts	Yes	\$ 7,000	\$ 9,051
2	4	Student Engagement: Daily Attendance	Yes	\$ 48,283	\$ 48,659
3	1	Family Engagement	Yes	\$ -	\$ -
3	2	English Language Advisory Committee	Yes	\$ 18,144	\$ 24,755
3	3	Parent Education Workshops	Yes	\$ -	\$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 534,009	\$ -	\$ 261,961	\$ (261,961)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Achievement Gap	Yes	\$ -	\$ 27,000.00	0.00%	0.00%
1	2	NWEA - MAP GROWTH	Yes	\$ -	\$ 3,960.00	0.00%	0.00%
1	3	Standards Based EL Curriculum	Yes	\$ -	\$ 8,027.00	0.00%	0.00%
2	1	Mental Health/Social Emotional Learning	Yes	\$ -	\$ 350.00	0.00%	0.00%
2	2	Performing Arts: Soundtrap	Yes	\$ -	\$ 140,159.60	0.00%	0.00%
2	3	Visual Arts	Yes	\$ -	\$ 9,051.00	0.00%	0.00%
2	4	Student Engagement: Daily Attendance	Yes	\$ -	\$ 48,658.78	0.00%	0.00%
3	1	Family Engagement	Yes	\$ -	\$ -	0.00%	0.00%
3	2	English Language Advisory Committee	Yes	\$ -	\$ 24,754.50	0.00%	0.00%
3	3	Parent Education Workshops	Yes	\$ -	\$ -	0.00%	0.00%

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,905,697	\$ 534,009	0.00%	18.38%	\$ 261,961	0.00%	9.02%	\$ 272,048.12	9.36%