

**JLPAA
REGULAR BOARD MEETING MINUTES**

June 29, 2022

5:30 p.m.

19740 Grand Avenue Lake Elsinore, California 92530 (teleconference)

CALL TO ORDER 05:30 p.m.

ROLL CALL Board Members Present: Davis, Rodriguez, Frazier, Briseno and Schramm

AGENDA ITEMS TO BE REMOVED - EXECUTIVE DIRECTOR ANNOUNCEMENT

Sometimes it is necessary to remove items from the agenda. We apologize for any inconvenience this may cause you.

PUBLIC BUSINESS FROM THE FLOOR - AGENDIZED ITEMS

No public comments

ACTION ITEMS

A 1. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency, for June 29, 2022

Board findings pursuant to Government Code Section 54953(e) The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020 and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

Motion made by Schramm to approve the board meeting during the State of emergency, for June 29, 2022

Second by Rodriguez

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

A 2. Approval of the JLPAA Board Minutes for the following meeting date: 05/20/2022

Motion made by Frazier to approve the JLPAA Board Minutes for the following meeting date: 05/20/2022

Second by Schramm

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

A 3. Approval of Bylaws

Motion made by Briseno to approve the Bylaws

Second by Frazier

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

A 4. Approval of the Education Protection Account (EPA)

Motion made by Rodriguez to approve the EPA

Second by Briseno

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

A 5. Approval of Dolores Briseno as the Governing Board Secretary and William Frazier for Governing Board Treasurer for the FY 2022-23 school year

Motion made by Schramm to approve Briseno as Secretary and Frazier as Treasurer

Second by Rodriguez

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

Comment: Board President Olivia Davis will serve a second year with the Bylaws approved (A3)

A 6. Approval of the FY 2022-23 Operating Budget

Motion made by Rodriguez to approve the FY 2022-23 Operating Budget

Second by Frazier

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

Comment: Includes professional development

A 7. Approval of salary for the Executive Director

Motion made by Rodriguez to approve the Executive Director's Salary

Second by Frazier

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

A 8. Approval of the Universal Prekindergarten Plan

Motion made by Rodriguez to approve the Universal Prekindergarten Plan

Second by Frazier

All in favor by: Davis, Rodriguez, Frazier, Briseno and Schramm. Motion carried and approved.

A 9. Approval of the Local Control and Accountability Plan

Motion made by Briseno to approve the LCAP

Second by Frazier

All in favor by: Davis, Frazier, Briseno and Schramm. Motion carried and approved.

A 10. Approve the Provisional Internship Permit request for a certificated employee, Catherine Szuba, Courtney Brown and Grace Foltz

Motion made by Frazier to approve the Provisional Permit for the requested

Second by Briseno

All in favor by: Davis, Frazier, Briseno and Schramm. Motion carried and approved.

DISCUSSION ITEMS

D 1. Monthly Financial Report (Absolute Charter Group; Chris Williams) See attached

D 2. Executive Director Monthly Report (Oral Report)

Congratulations Dolores(Secretary) and William(Treasurer) and thank you to all Board Members for serving. The last conference (National Charter Conference) I attended had canceled and or delayed flight, in which I had to purchase through another airline vendor. I'll use credit towards 2022-23 conference and will report once the credit is used. Modulars will be ready and we'll keep you posted on the progress at the next meeting. Thank you, Chris Williams (Absolute Charter Group), for the three students that were awarded the scholarships. The 8th grade promotion was a great celebration.

D 3. Principal Monthly Report (Oral Report)

Thank you to our teachers, parents, Chris and Ray for their hard work throughout this year. JLPAA had multiple promotions that included TK, Kindergarten, 5th grade right to passage, and of course 8th grade promotion. Staff from LEUSD helped with transitions for SPED students and it was a seamless process.

D 4. IT Manager and Facilities Manager Monthly Report (Oral Report)

Working on end of year attendance reporting /CALPADS, there are four parts to the process. Also working on auditing inventory for chrome books, desk, books, chairs, etc.

Motion made by Frazier to adjourn, Second by Schramm

All in favor by: Davis, Frazier, Briseno and Schramm. Motion carried and approved.

ADJOURNMENT: 06:57 p.m.



JULIA LEE PERFORMING ARTS ACADEMY

**Budget Update for
Public Hearing**

June 24, 2022

JULIA LEE PERFORMING ARTS ACADEMY

2022-23 Budget

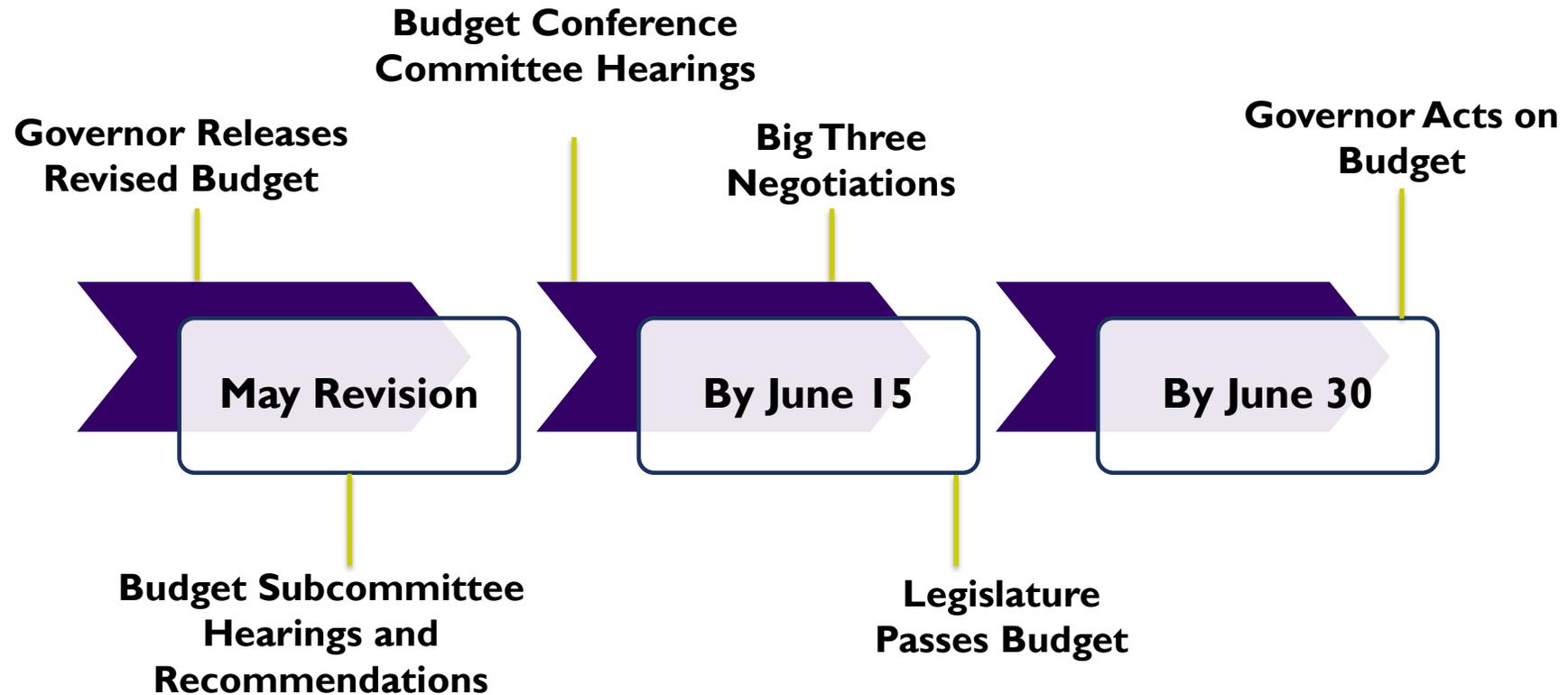


2022-23 Budget Development Process

- On May 13, 2022, the Governor released the May Revision to his 2022-23 January State Budget Proposal
- Due to timing and in the absence of a Final State Adopted Budget, Charter Schools build Budgets based on the Governor's May Revision
- The School's Budget is updated throughout the year
 - First Interim – December
 - Second Interim – March
- Budget assumptions are developed with guidance from:
 - The Riverside County Office of Education (RCOE)
 - School Services of California (SSC)
 - The California School Development Center (CSDC)
 - A variety of other sources....



From May Revision to Budget Enactment





Risks to the State Budget



- While the economy continues to grow, many economists are projecting a slowdown in the near future. Possibly a recession.
- UCLA identifies five key risks to California's economy:
 - Volatile stock market
 - Covid-19 lockdown in China
 - Supply chain constraints
 - Inflation
 - Russian/Ukraine war
- Other areas of concern:
 - Rising wages
 - Lack of workers



2022-23 May Revise Highlights

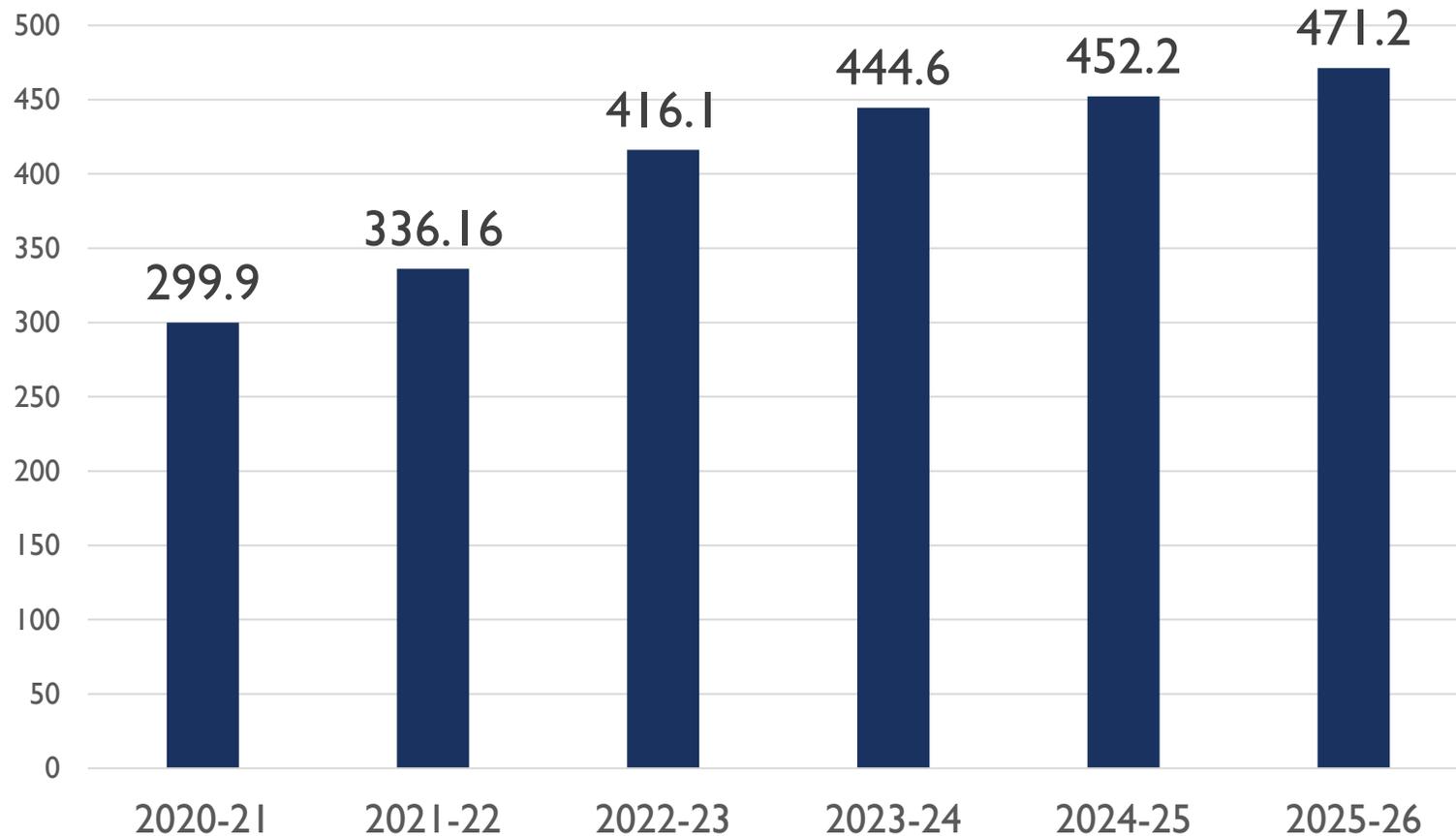


- LCFF Ongoing Funding:
- Governor's proposal funds a Cost-of-Living Adjustment (COLA) projected at 6.56%
- Given the state revenue windfall since January, there are huge increases added
- Impact of COLA for JLPAA is approximately \$277 thousand
- Overall increase in LCFF funding including growth is projected at \$1.095 million



Enrollment Growth

Average Daily Attendance

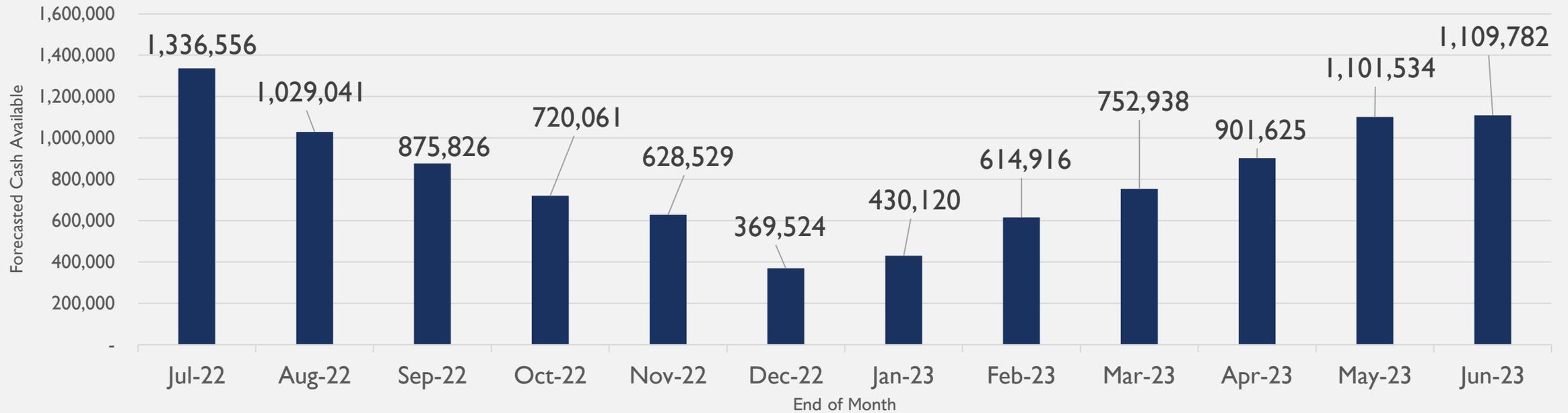




Breakdown of Available Funding



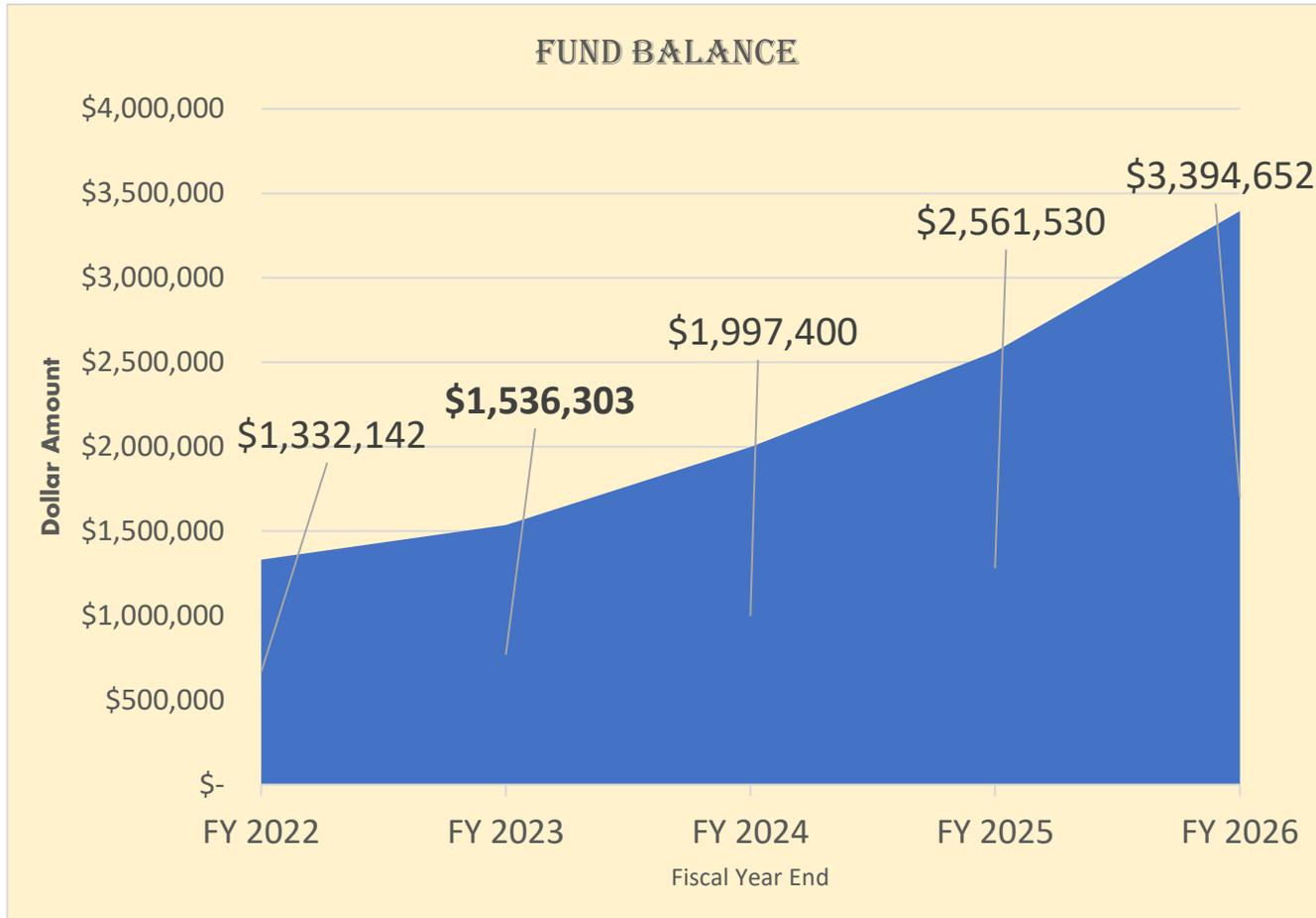
Cash At End Of Month



2022-23 CASH FLOW BALANCE



2021-22 thru 2025-26 Budget Fund Balance



FUND BALANCE PERCENTAGE

RCOE Requirement = 5%

| | |
|---------|--------------|
| FY 2022 | 29.4% |
| FY 2023 | 27.0% |
| FY 2024 | 34.5% |
| FY 2025 | 42.8% |
| FY 2026 | 55.0% |



2022-23 Budget & Multiyear Projections

| | <u>FY 21-22</u> | <u>FY 22-23</u> | <u>FY 23-24</u> | <u>FY 24-25</u> | <u>FY 25-26</u> |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| | % | % | % | % | % |
| Revenue | 4,919,241 | 5,891,696 | 6,250,015 | 6,544,951 | 7,000,483 |
| <i>Classroom based expenses</i> | | | | | |
| Certificated Salaries | 1,618,179 | 2,069,501 | 2,229,745 | 2,284,682 | 2,333,324 |
| Classified Salaries | 703,128 | 957,255 | 967,870 | 993,229 | 1,013,094 |
| Benefits | 677,668 | 807,708 | 862,113 | 895,133 | 927,596 |
| Books and Supplies | 304,556 | 411,754 | 364,543 | 386,251 | 410,671 |
| Subagreement Services | 274,165 | 360,210 | 256,517 | 268,768 | 282,245 |
| Facilities, Repairs and Other Leases | 594,802 | 535,766 | 527,867 | 543,071 | 548,721 |
| <i>Non-classroom based expenses</i> | | | | | |
| Operations and Housekeeping | 96,036 | 123,268 | 147,967 | 159,712 | 172,607 |
| Professional/Consulting Services | 232,922 | 410,780 | 422,265 | 439,942 | 469,072 |
| Interest | 19,980 | 1,260 | - | - | - |
| Total Expenses | 4,521,436 | 5,677,503 | 5,778,887 | 5,970,789 | 6,157,329 |
| <i>Non-cash expenses</i> | | | | | |
| Depreciation | 10,873 | 10,032 | 10,032 | 10,032 | 10,032 |
| Net Surplus | 386,931 | 204,161 | 461,097 | 564,130 | 833,122 |

**JULIA LEE PERFORMING ARTS ACADEMY
AND
ABSOLUTE CHARTER GROUP**

Questions?

Julia Lee Performing Arts Academy

Multi-Year Budget

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Assumptions | | | | | |
| <i>LCFF COLA</i> | 5.07% | 6.56% | 5.38% | 4.02% | 3.72% |
| <i>Attendance Rate</i> | 91.1% | 95.0% | 95.0% | 90.8% | 88.1% |
| <i>Enrollment</i> | 369.00 | 438.00 | 468.00 | 498.00 | 535.00 |
| <i>Average Daily Attendance</i> | 336.16 | 416.10 | 444.60 | 452.20 | 471.20 |
| Revenues | | | | | |
| State Aid - Revenue Limit | | | | | |
| 8011 LCFF State Aid | \$ 2,715,308 | \$ 3,609,959 | \$ 4,162,148 | \$ 4,418,773 | \$ 4,806,623 |
| 8012 Education Protection Account | 67,232 | 83,220 | 88,920 | 90,440 | 94,240 |
| 8019 State Aid - Prior Year | (28,296) | - | - | - | - |
| 8096 In Lieu of Property Taxes | 657,165 | 813,438 | 869,153 | 884,010 | 921,154 |
| | <u>3,411,410</u> | <u>4,506,617</u> | <u>5,120,221</u> | <u>5,393,224</u> | <u>5,822,017</u> |
| Federal Revenue | | | | | |
| 8181 Special Education - Entitlement | 53,584 | 60,988 | 65,165 | 66,279 | 69,064 |
| 8220 Federal Child Nutrition | 200,355 | 105,838 | 105,838 | 105,838 | 105,838 |
| 8290 Title I, Part A - Basic Low Income | 72,842 | 57,656 | 61,605 | 62,658 | 65,291 |
| 8291 Title II, Part A - Teacher Quality | 9,662 | 9,250 | 9,883 | 10,052 | 10,475 |
| 8296 Other Federal Revenue | 342,729 | 89,664 | - | - | - |
| 8299 Prior Year Federal Revenue | 308,546 | - | - | - | - |
| | <u>987,718</u> | <u>323,395</u> | <u>242,491</u> | <u>244,827</u> | <u>250,667</u> |
| Other State Revenue | | | | | |
| 8311 State Special Education | 193,158 | 339,221 | 362,456 | 368,652 | 384,141 |
| 8520 Child Nutrition | (26,422) | 10,027 | 10,027 | 10,027 | 10,027 |
| 8545 School Facilities (SB740) | 173,977 | 360,296 | 371,105 | 382,238 | 393,705 |
| 8550 Mandated Cost | 5,161 | 6,165 | 7,814 | 8,350 | 8,492 |
| 8560 State Lottery | 94,422 | 94,871 | 101,369 | 103,102 | 107,434 |
| 8598 Prior Year Revenue | (37,148) | - | - | - | - |
| 8599 Other State Revenue | 80,505 | 227,103 | 10,533 | 10,533 | - |
| | <u>483,654</u> | <u>1,037,683</u> | <u>863,304</u> | <u>882,901</u> | <u>903,799</u> |
| Other Local Revenue | | | | | |
| 8660 Interest Revenue | 14,130 | 24,000 | 24,000 | 24,000 | 24,000 |
| 8689 Other Fees and Contracts | 689 | - | - | - | - |
| 8699 School Fundraising | 21,641 | - | - | - | - |
| | <u>36,460</u> | <u>24,000</u> | <u>24,000</u> | <u>24,000</u> | <u>24,000</u> |
| Total Revenue | \$ 4,919,241 | \$ 5,891,696 | \$ 6,250,015 | \$ 6,544,951 | \$ 7,000,483 |

Julia Lee Performing Arts Academy

Multi-Year Budget

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|--|------------------|------------------|------------------|------------------|------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Expenses | | | | | |
| Certificated Salaries | | | | | |
| 1100 Teachers' Salaries | 1,322,920 | 1,567,925 | 1,721,441 | 1,767,277 | 1,806,485 |
| 1170 Teachers' Substitute Hours | 11,210 | - | - | - | - |
| 1175 Teachers' Extra Duty/Stipends | - | 19,500 | 17,500 | 17,700 | 18,054 |
| 1300 Administrators' Salaries | 271,345 | 378,012 | 385,572 | 393,284 | 401,149 |
| | <u>1,618,179</u> | <u>2,069,501</u> | <u>2,229,745</u> | <u>2,284,682</u> | <u>2,333,324</u> |
| Classified Salaries | | | | | |
| 2100 Instructional Salaries | 381,553 | 693,981 | 699,331 | 719,319 | 733,705 |
| 2200 Support Salaries | 84,214 | - | - | - | - |
| 2300 Classified Administrators' Salaries | 78,983 | 71,400 | 72,828 | 74,285 | 75,770 |
| 2400 Clerical and Office Staff Salaries | 53,652 | 58,344 | 59,511 | 60,701 | 61,915 |
| 2900 Other Classified Salaries | 104,727 | 133,530 | 136,201 | 138,925 | 141,703 |
| | <u>703,128</u> | <u>957,255</u> | <u>967,870</u> | <u>993,229</u> | <u>1,013,094</u> |
| Benefits | | | | | |
| 3101 STRS | 280,895 | 372,987 | 403,148 | 413,186 | 422,013 |
| 3301 OASDI | 43,185 | 66,584 | 67,387 | 69,107 | 70,489 |
| 3311 Medicare | 33,317 | 43,888 | 46,365 | 47,530 | 48,523 |
| 3401 Health and Welfare | 258,953 | 253,314 | 271,046 | 290,019 | 310,321 |
| 3501 State Unemployment | 26,953 | 28,560 | 29,400 | 29,400 | 29,400 |
| 3601 Workers' Compensation | 32,707 | 42,375 | 44,767 | 45,891 | 46,850 |
| 3901 Other Benefits | 681 | - | - | - | - |
| | <u>677,668</u> | <u>807,708</u> | <u>862,113</u> | <u>895,133</u> | <u>927,596</u> |
| Books and Supplies | | | | | |
| 4100 Textbooks and Core Curricula | 44,307 | 35,000 | 25,000 | 25,000 | 25,000 |
| 4200 Books and Other Materials | 6,920 | 25,800 | 18,800 | 18,800 | 18,800 |
| 4302 School Supplies | 57,993 | 18,500 | 18,500 | 18,500 | 18,500 |
| 4305 Software | - | 35,000 | 35,000 | 35,000 | 35,000 |
| 4310 Office Expense | 21,223 | 30,559 | 31,159 | 31,759 | 32,959 |
| 4400 Noncapitalized Equipment | 27,303 | 75,000 | 25,000 | 25,000 | 25,000 |
| 4700 Food Services | 146,738 | 191,895 | 211,084 | 232,192 | 255,412 |
| | <u>304,556</u> | <u>411,754</u> | <u>364,543</u> | <u>386,251</u> | <u>410,671</u> |

Julia Lee Performing Arts Academy

Multi-Year Budget

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Subagreement Services | | | | | |
| 5102 Special Education | 232,755 | 193,047 | 207,517 | 219,768 | 233,245 |
| 5103 Substitute Teacher | - | - | - | - | - |
| 5105 Security | 41,410 | 44,000 | 44,000 | 44,000 | 44,000 |
| 5106 Other Educational Consultants | - | 123,163 | 5,000 | 5,000 | 5,000 |
| | <u>274,165</u> | <u>360,210</u> | <u>256,517</u> | <u>268,768</u> | <u>282,245</u> |
| Operations and Housekeeping | | | | | |
| 5201 Auto and Travel | 17,110 | 15,000 | 15,000 | 15,000 | 15,000 |
| 5300 Dues & Memberships | 4,900 | 4,500 | 4,500 | 4,500 | 4,500 |
| 5400 Insurance | 56,615 | 48,428 | 66,471 | 73,118 | 80,430 |
| 5501 Utilities | 5,041 | 20,160 | 22,176 | 24,394 | 26,833 |
| 5502 Janitorial Services | - | 22,000 | 26,400 | 29,040 | 31,944 |
| 5900 Communications | 9,004 | 10,180 | 10,420 | 10,660 | 10,900 |
| 5901 Postage and Shipping | 3,366 | 3,000 | 3,000 | 3,000 | 3,000 |
| | <u>96,036</u> | <u>123,268</u> | <u>147,967</u> | <u>159,712</u> | <u>172,607</u> |
| Facilities, Repairs and Other Leases | | | | | |
| 5601 Rent | 377,078 | 353,349 | 363,950 | 374,868 | 386,114 |
| 5604 Other Leases | 179,077 | 127,046 | 130,857 | 134,783 | 138,826 |
| 5610 Repairs and Maintenance | 38,647 | 52,671 | 30,000 | 30,000 | 20,000 |
| | <u>594,802</u> | <u>535,766</u> | <u>527,867</u> | <u>543,071</u> | <u>548,721</u> |
| Professional/Consulting Services | | | | | |
| 5801 IT | 14,045 | 8,076 | 8,676 | 9,276 | 10,476 |
| 5802 Audit & Taxes | 9,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| 5803 Legal | 18,709 | 24,000 | 14,400 | 18,000 | 19,200 |
| 5804 Professional Development | 59,197 | 45,536 | 41,000 | 41,000 | 41,000 |
| 5806 Special Activities/Field Trips | 10,079 | 20,000 | 25,000 | 25,000 | 30,000 |
| 5807 Bank Charges | 475 | 1,200 | 1,200 | 1,200 | 1,200 |
| 5808 Printing | 5,281 | 6,600 | 6,600 | 7,200 | 7,200 |
| 5809 Other taxes and fees | 14,149 | 12,000 | 14,400 | 15,600 | 18,000 |
| 5811 Management Fee | 143,001 | 147,292 | 156,250 | 163,624 | 175,012 |
| 5812 District Oversight Fee | 32,836 | 58,917 | 62,500 | 65,450 | 70,005 |
| 5814 SPED Encroachment | (74,150) | 74,159 | 79,238 | 80,593 | 83,979 |
| 5815 Public Relations/Recruitment | 300 | - | - | - | - |
| | <u>232,922</u> | <u>410,780</u> | <u>422,265</u> | <u>439,942</u> | <u>469,072</u> |
| Depreciation | | | | | |
| 6900 Depreciation Expense | 10,873 | 10,032 | 10,032 | 10,032 | 10,032 |
| | <u>10,873</u> | <u>10,032</u> | <u>10,032</u> | <u>10,032</u> | <u>10,032</u> |
| Interest | | | | | |
| 7438 Interest Expense | 19,980 | 1,260 | - | - | - |
| | <u>19,980</u> | <u>1,260</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Expenses | <u>\$ 4,532,309</u> | <u>\$ 5,687,535</u> | <u>\$ 5,788,919</u> | <u>\$ 5,980,821</u> | <u>\$ 6,167,361</u> |

Julia Lee Performing Arts Academy
Multi-Year Budget

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Surplus (Deficit) | \$ 386,931 | \$ 204,161 | \$ 461,097 | \$ 564,130 | \$ 833,122 |
| | 7.9% | 3.5% | 7.4% | 8.6% | 11.9% |
| Fund Balance, Beginning of Year | \$ 945,211 | \$ 1,332,142 | \$ 1,536,303 | \$ 1,997,400 | \$ 2,561,530 |
| Fund Balance, End of Year | \$ 1,332,142 | \$ 1,536,303 | \$ 1,997,400 | \$ 2,561,530 | \$ 3,394,652 |
| | 29.4% | 27.0% | 34.5% | 42.8% | 55.0% |

Cash Flow Adjustments

| | | | | | |
|--------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Surplus (Deficit) | 386,931 | 204,161 | 461,097 | 564,130 | 833,122 |
| Cash Flows From Operating Activities | | | | | |
| Depreciation/Amortization | 10,873 | 10,032 | 10,032 | 10,032 | 10,032 |
| Public Funding Receivables | 1,060,539 | (49,059) | 16,440 | 286 | (9,183) |
| Other Assets | (53,054) | - | - | - | - |
| Accounts Payable | (219,081) | 24,603 | (16,913) | (288) | 528 |
| Accrued Expenses | 19,507 | - | - | - | - |
| Other Liabilities | 12,776 | - | - | - | - |
| Unposted entries | (23,511) | - | - | - | - |
| Cash Flows From Investing Activities | | | | | |
| Purchases of Prop. And Equip. | (123,776) | (100,000) | - | - | - |
| Notes Receivable | (241,085) | - | - | - | - |
| Cash Flows From Financing Activities | | | | | |
| Proceeds from Factoring | - | - | - | - | - |
| Payments on Factoring | - | - | - | - | - |
| Proceeds(Payments) on Debt | - | (410,000) | - | - | - |
| Total Change in Cash | 830,121 | (320,262) | 470,656 | 574,160 | 834,499 |
| Cash, Beginning of Year | 599,924 | 1,430,045 | 1,109,782 | 1,580,438 | 2,154,598 |
| Cash, End of Year | \$ 1,430,045 | \$ 1,109,782 | \$ 1,580,438 | \$ 2,154,598 | \$ 2,989,097 |

Julia Lee Performing Arts Academy

Monthly Budget FY22-23

Absolute!
Charter Group

| ADA = 416.10 | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | 2023 Accruals | FY 22-23 Budget |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|--------------------|
| Revenues | | | | | | | | | | | | | | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | 127,152 | 127,152 | 228,874 | 228,874 | 228,874 | 228,874 | 228,874 | 442,257 | 442,257 | 442,257 | 442,257 | 442,257 | - | 3,609,959 |
| 8012 Education Protection Account | - | - | 16,808 | - | - | 16,808 | - | - | 28,799 | - | - | 20,805 | - | 83,220 |
| 8096 In Lieu of Property Taxes | 39,430 | 78,860 | 52,573 | 52,573 | 52,573 | 52,573 | 52,573 | 144,095 | 72,047 | 72,047 | 72,047 | 72,047 | - | 813,438 |
| | <u>166,582</u> | <u>206,012</u> | <u>298,255</u> | <u>281,447</u> | <u>281,447</u> | <u>298,255</u> | <u>281,447</u> | <u>586,351</u> | <u>543,103</u> | <u>514,304</u> | <u>514,304</u> | <u>535,109</u> | - | <u>4,506,617</u> |
| Federal Revenue | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | - | - | - | - | - | 20,329 | - | - | 20,329 | - | 20,330 | 60,988 |
| 8220 Federal Child Nutrition | - | - | 8,820 | 8,820 | 8,820 | 8,820 | 8,820 | 8,820 | 8,820 | 8,820 | 8,820 | 8,820 | 17,640 | 105,838 |
| 8290 Title I, Part A - Basic Low Income | - | - | 12,859 | - | - | 44,797 | - | - | - | - | - | - | - | 57,656 |
| 8291 Title II, Part A - Teacher Quality | - | - | 2,063 | - | - | 7,187 | - | - | - | - | - | - | - | 9,250 |
| 8296 Other Federal Revenue | - | - | - | - | - | 29,837 | 6,848 | - | 19,450 | 33,529 | - | - | - | 89,664 |
| 8299 Prior Year Federal Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | - | - | <u>23,742</u> | <u>8,820</u> | <u>8,820</u> | <u>90,640</u> | <u>15,668</u> | <u>29,149</u> | <u>28,270</u> | <u>42,349</u> | <u>29,149</u> | <u>8,820</u> | <u>37,969</u> | <u>323,395</u> |
| Other State Revenue | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 13,703 | 13,703 | 24,665 | 24,665 | 24,665 | 24,665 | 24,665 | 37,699 | 37,699 | 37,699 | 37,699 | 37,699 | 339,221 |
| 8520 Child Nutrition | - | - | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 1,671 | 10,027 |
| 8545 School Facilities (SB740) | - | - | - | - | - | - | 180,148 | - | - | - | 90,074 | - | 90,074 | 360,296 |
| 8550 Mandated Cost | - | - | - | - | - | 6,165 | - | - | - | - | - | - | - | 6,165 |
| 8560 State Lottery | - | - | - | - | - | - | 19,161 | - | - | 19,161 | - | - | 56,549 | 94,871 |
| 8598 Prior Year Revenue | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 8599 Other State Revenue | - | 7,200 | 17,200 | 17,200 | 17,200 | 17,200 | 17,200 | 27,733 | 17,200 | 17,200 | 17,200 | 54,570 | - | 227,103 |
| | - | <u>20,903</u> | <u>31,738</u> | <u>42,700</u> | <u>42,700</u> | <u>48,865</u> | <u>242,009</u> | <u>53,233</u> | <u>55,734</u> | <u>74,895</u> | <u>145,808</u> | <u>93,104</u> | <u>185,992</u> | <u>1,037,683</u> |
| Other Local Revenue | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | - | 24,000 |
| 8699 School Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | <u>2,000</u> | - | <u>24,000</u> |
| Total Revenue | 168,582 | 228,914 | 355,735 | 334,967 | 334,967 | 439,761 | 541,124 | 670,733 | 629,107 | 633,548 | 691,261 | 639,033 | 223,962 | 5,891,696 |
| Expenses | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | - | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | 142,539 | - | 1,567,925 |
| 1120 Teachers' Extra Duty | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1140 Teachers' Stipends | - | - | - | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | 2,167 | - | 19,500 |
| 1200 Pupil Support Salaries | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | 8,672 | - | 104,064 |
| 1300 Administrators' Salaries | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | 31,501 | - | 378,012 |
| | <u>40,173</u> | <u>182,712</u> | <u>182,712</u> | <u>184,878</u> | - | <u>2,069,501</u> |
| Classified Salaries | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | 57,832 | - | 693,981 |
| 2200 Support Salaries | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 2300 Classified Administrators' Salaries | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | 5,950 | - | 71,400 |
| 2400 Clerical and Office Staff Salaries | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | 4,862 | - | 58,344 |
| 2900 Other Classified Salaries | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | 11,128 | - | 133,530 |
| | <u>79,771</u> | - | <u>957,255</u> |
| Benefits | | | | | | | | | | | | | | |
| 3101 STRS | 7,240 | 32,930 | 32,930 | 33,321 | 33,321 | 33,321 | 33,321 | 33,321 | 33,321 | 33,321 | 33,321 | 33,321 | - | 372,987 |
| 3301 OASDI | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | 5,549 | - | 66,584 |
| 3311 Medicare | 1,739 | 3,806 | 3,806 | 3,837 | 3,837 | 3,837 | 3,837 | 3,837 | 3,837 | 3,837 | 3,837 | 3,837 | - | 43,888 |
| 3401 Health and Welfare | 10,432 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | 22,080 | - | 253,314 |
| 3501 State Unemployment | 1,266 | 2,379 | 2,379 | 2,504 | 2,504 | 2,504 | 2,504 | 2,504 | 2,504 | 2,504 | 2,504 | 2,504 | - | 28,560 |
| 3601 Workers' Compensation | 1,679 | 3,675 | 3,675 | 3,705 | 3,705 | 3,705 | 3,705 | 3,705 | 3,705 | 3,705 | 3,705 | 3,705 | - | 42,375 |
| 3901 Other Benefits | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | <u>27,905</u> | <u>70,419</u> | <u>70,419</u> | <u>70,996</u> | - | <u>807,708</u> |

Julia Lee Performing Arts Academy

Monthly Budget FY22-23

Absolute!
Charter Group

| ADA = 416.10 | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | 2023 Accruals | FY 22-23 Budget |
|---|------------------|------------------|------------------|------------------|------------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|--------------------|
| Books and Supplies | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Curricula Matr | 15,000 | 10,000 | 5,000 | 5,000 | - | - | - | - | - | - | - | - | - | 35,000 |
| 4200 Books and Other Reference Materi | 17,000 | 4,600 | 3,100 | 1,100 | - | - | - | - | - | - | - | - | - | 25,800 |
| 4302 School Supplies | 1,833 | 3,833 | 3,833 | 2,833 | 1,833 | 833 | 583 | 583 | 583 | 583 | 583 | 583 | - | 18,500 |
| 4305 Software | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | - | 35,000 |
| 4311 Office Expense | 2,533 | 2,533 | 2,533 | 2,533 | 2,533 | 2,533 | 2,692 | 2,533 | 2,533 | 2,533 | 2,533 | 2,533 | - | 30,559 |
| 4310 Noncapitalized Equipment | 58,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | 1,500 | - | 75,000 |
| 4700 Food Services | - | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | 17,445 | - | 191,895 |
| | <u>97,783</u> | <u>42,828</u> | <u>36,328</u> | <u>33,328</u> | <u>26,228</u> | <u>25,228</u> | <u>25,137</u> | <u>24,978</u> | <u>24,978</u> | <u>24,978</u> | <u>24,978</u> | <u>24,978</u> | - | <u>411,754</u> |
| Subagreement Services | | | | | | | | | | | | | | |
| 5102 Special Education | 13,917 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | 16,285 | - | 193,047 |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5107 Security | - | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 | - | 44,000 |
| 5106 Other Educational Consultants | - | 11,800 | 11,800 | 11,800 | 11,800 | 11,800 | 11,800 | 11,800 | 11,800 | 11,800 | 16,800 | 163 | - | 123,163 |
| | <u>13,917</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>32,085</u> | <u>37,085</u> | <u>20,448</u> | - | <u>360,210</u> |
| Operations and Housekeeping | | | | | | | | | | | | | | |
| 5200 Auto and Travel | - | 1,000 | 2,000 | 2,000 | 2,000 | - | - | 2,000 | 2,000 | 2,000 | - | 2,000 | - | 15,000 |
| 5300 Dues & Memberships | - | - | - | - | 4,300 | - | 200 | - | - | - | - | - | - | 4,500 |
| 5400 Insurance | - | 12,107 | 4,036 | 4,036 | 4,036 | 4,036 | 4,036 | 4,036 | 4,036 | 4,036 | 4,036 | - | - | 48,428 |
| 5520 Utilities | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | 1,680 | - | 20,160 |
| 5502 Janitorial Services | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | 1,833 | - | 22,000 |
| 5900 Communications | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | 848 | - | 10,180 |
| 5910 Postage and Shipping | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | - | 3,000 |
| | <u>4,612</u> | <u>17,719</u> | <u>10,647</u> | <u>10,647</u> | <u>14,947</u> | <u>8,647</u> | <u>8,847</u> | <u>10,647</u> | <u>10,647</u> | <u>10,647</u> | <u>8,647</u> | <u>6,612</u> | - | <u>123,268</u> |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | |
| 5610 Rent | - | 35,335 | 35,335 | 35,335 | 35,335 | 35,335 | 35,335 | 35,335 | 35,335 | 35,335 | 35,335 | - | - | 353,349 |
| 5603 Equipment Leases | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | 225 | - | 2,700 |
| 5620 Other Leases | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | 10,587 | - | 127,046 |
| 5630 Repairs and Maintenance | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 34,338 | - | 52,671 |
| | <u>12,479</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>47,814</u> | <u>45,150</u> | - | <u>535,766</u> |
| Professional/Consulting Services | | | | | | | | | | | | | | |
| 5801 IT | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 650 | 926 | 650 | 650 | - | 8,076 |
| 5820 Audit & Taxes | - | - | - | - | - | 6,500 | - | - | 6,500 | - | - | - | - | 13,000 |
| 5810 Legal | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | - | 24,000 |
| 5804 Professional Development | - | - | 4,100 | 4,100 | 4,100 | 4,100 | 4,100 | 4,100 | 4,100 | 4,100 | 4,100 | 8,636 | - | 45,536 |
| 5806 Special Activities/Field Trips | - | - | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | - | 20,000 |
| 5514 Bank Charges | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | - | 1,200 |
| 5845 Printing | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | 550 | - | 6,600 |
| 5892 Other taxes and fees | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 | - | 12,000 |
| 5830 Payroll Service Fee | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 5811 Management Fee | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | 12,274 | - | 147,292 |
| 5812 District Oversight Fee | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 3,756 | 13,851 | 58,917 |
| 5814 SPED Encroachment | - | 2,539 | 2,539 | 4,570 | 4,570 | 4,570 | 4,570 | 8,337 | 6,986 | 6,986 | 10,753 | 6,986 | 10,753 | 74,159 |
| | <u>20,330</u> | <u>22,869</u> | <u>28,969</u> | <u>31,000</u> | <u>31,000</u> | <u>37,500</u> | <u>31,000</u> | <u>34,767</u> | <u>39,915</u> | <u>33,691</u> | <u>37,182</u> | <u>37,951</u> | <u>24,603</u> | <u>410,780</u> |
| Depreciation | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | - | 10,032 |
| | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | <u>836</u> | - | <u>10,032</u> |
| Interest | | | | | | | | | | | | | | |
| 7438 Interest Expense | 212 | 212 | 205 | 212 | 205 | 212 | - | - | - | - | - | - | - | 1,260 |
| | <u>212</u> | <u>212</u> | <u>205</u> | <u>212</u> | <u>205</u> | <u>212</u> | <u>-</u> | <u>1,260</u> |
| Total Expenses | <u>298,018</u> | <u>497,265</u> | <u>489,787</u> | <u>491,568</u> | <u>488,761</u> | <u>487,968</u> | <u>481,365</u> | <u>486,773</u> | <u>491,921</u> | <u>485,697</u> | <u>492,188</u> | <u>471,620</u> | <u>24,603</u> | <u>5,687,535</u> |
| Surplus (Deficit) | <u>(129,436)</u> | <u>(268,351)</u> | <u>(134,051)</u> | <u>(156,601)</u> | <u>(153,794)</u> | <u>(48,207)</u> | <u>59,760</u> | <u>183,960</u> | <u>137,186</u> | <u>147,851</u> | <u>199,073</u> | <u>167,412</u> | <u>199,358</u> | <u>204,161</u> |

Julia Lee Performing Arts Academy

Monthly Budget FY22-23

Absolute!
Charter Group

ADA = 416.10

| | Jul-22 | Aug-22 | Sep-22 | Oct-22 | Nov-22 | Dec-22 | Jan-23 | Feb-23 | Mar-23 | Apr-23 | May-23 | Jun-23 | 2023 Accruals | FY 22-23 Budget |
|--------------------------------------|------------------|------------------|------------------|------------------|-----------------|------------------|----------------|----------------|----------------|----------------|------------------|------------------|------------------|--------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | 3.6% |
| Monthly Surplus (Deficit) | (129,436) | (268,351) | (134,051) | (156,601) | (153,794) | (48,207) | 59,760 | 183,960 | 137,186 | 147,851 | 199,073 | 167,412 | 199,358 | 204,161 |
| Cash flows from operating activities | | | | | | | | | | | | | | |
| Depreciation/Amortization | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | 836 | - | 10,032 |
| Public Funding Receivables | 75,111 | - | - | - | 61,426 | 38,366 | - | - | - | - | - | - | (223,962) | (49,059) |
| Accounts Payable | - | - | - | - | - | - | - | - | - | - | - | - | 24,603 | 24,603 |
| Unposted transactions | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cash flows from investing activities | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | (40,000) | (40,000) | (20,000) | - | - | - | - | - | - | - | - | - | - | (100,000) |
| Notes Receivable | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Cash flows from financing activities | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Proceeds(Payments) on Debt | - | - | - | - | - | (250,000) | - | - | - | - | - | (160,000) | - | (410,000) |
| Total Change in Cash | (93,489) | (307,515) | (153,215) | (155,765) | (91,532) | (259,005) | 60,596 | 184,796 | 138,022 | 148,687 | 199,909 | 8,248 | | |
| Cash, Beginning of Month | 1,430,045 | 1,336,556 | 1,029,041 | 875,826 | 720,061 | 628,529 | 369,524 | 430,120 | 614,916 | 752,938 | 901,625 | 1,101,534 | | |
| Cash, End of Month | 1,336,556 | 1,029,041 | 875,826 | 720,061 | 628,529 | 369,524 | 430,120 | 614,916 | 752,938 | 901,625 | 1,101,534 | 1,109,782 | | |

BUDGET REVIEW
Julia Lee Performing Arts Academy
PERCENTAGE SPENT PER DOLLAR
(%s)

| | FY 20-21 | FY 21-22 | FY 22-23 | FY 23-24 | FY 24-25 | FY 25-26 |
|--------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | % | % | % | % | % | % |
| Revenue | 100% | 100% | 100% | 100% | 100% | 100% |
| <i>Classroom based expenses</i> | | | | | | |
| Certificated Salaries | 28% | 33% | 35% | 36% | 35% | 33% |
| Classified Salaries | 21% | 14% | 16% | 15% | 15% | 14% |
| Benefits | 14% | 14% | 14% | 14% | 14% | 13% |
| Books and Supplies | 5% | 6% | 7% | 6% | 6% | 6% |
| Subagreement Services | 4% | 6% | 6% | 4% | 4% | 4% |
| Facilities, Repairs and Other Leases | 10% | 12% | 9% | 8% | 8% | 8% |
| <i>Non-classroom based expenses</i> | | | | | | |
| Operations and Housekeeping | 2% | 2% | 2% | 2% | 2% | 2% |
| Professional/Consulting Services | 6% | 5% | 7% | 7% | 7% | 7% |
| Interest | 0% | 0% | 0% | 0% | 0% | 0% |
| Total Expenses | 90% | 92% | 96% | 92% | 91% | 88% |
| <i>Non-classroom based expenses</i> | | | | | | |
| Depreciation | 0% | 0% | 0% | 0% | 0% | 0% |
| Net Surplus | 10% | 8% | 3% | 7% | 9% | 12% |

BUDGET REVIEW
Julia Lee Performing Arts Academy
REVENUE SPENT PER DOLLAR
(%s)

| | FY 21-22 | FY 22-23 | FY 23-24 | FY 24-25 | FY 25-26 |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| | % | % | % | % | % |
| Revenue | 4,919,241 | 5,891,696 | 6,250,015 | 6,544,951 | 7,000,483 |
| <i>Classroom based expenses</i> | | | | | |
| Certificated Salaries | 1,618,179 | 2,069,501 | 2,229,745 | 2,284,682 | 2,333,324 |
| Classified Salaries | 703,128 | 957,255 | 967,870 | 993,229 | 1,013,094 |
| Benefits | 677,668 | 807,708 | 862,113 | 895,133 | 927,596 |
| Books and Supplies | 304,556 | 411,754 | 364,543 | 386,251 | 410,671 |
| Subagreement Services | 274,165 | 360,210 | 256,517 | 268,768 | 282,245 |
| Facilities, Repairs and Other Leases | 594,802 | 535,766 | 527,867 | 543,071 | 548,721 |
| <i>Non-classroom based expenses</i> | | | | | |
| Operations and Housekeeping | 96,036 | 123,268 | 147,967 | 159,712 | 172,607 |
| Professional/Consulting Services | 232,922 | 410,780 | 422,265 | 439,942 | 469,072 |
| Interest | 19,980 | 1,260 | - | - | - |
| Total Expenses | 4,521,436 | 5,677,503 | 5,778,887 | 5,970,789 | 6,157,329 |
| <i>Non-cash expenses</i> | | | | | |
| Depreciation | 10,873 | 10,032 | 10,032 | 10,032 | 10,032 |
| Net Surplus | 386,931 | 204,161 | 461,097 | 564,130 | 833,122 |

Universal Prekindergarten Planning and Implementation

Summary

Julia Lee Performing Arts Academy

Pending Board Approval – June 29, 2022

Table: Projected Student Enrollment

| Type of Student | 2019–20 | Current (TK-eligible children turn five between September 2 and December 2, inclusive) | 2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive) | 2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) 4 | 2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive) | 2025–26 (TK-eligible children turn four by September 1) |
|-----------------|---------|--|--|---|--|---|
| TK Students | 25 | Est. 10 | Est 15 | Est 20 | Est 20 | Est 15 |

Facility

| Type of Facility | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|------------------|---------|---------|---------|---------|---------|---------|
| TK Classrooms | 1 | 1 | 1 | 1 | 2 | 2 |

Staff

| Type of Staff | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---------------|---------|---------|---------|---------|---------|---------|
| TK | 1 | 1 | 1 | 1 | 2 | 2 |

| 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 | |
|-------------------------|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 10 | 10 | 15 | 15 | |
| Type of Staff | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
| TK Teacher's Assistants | 1 | 1 | 1 | 1 | 2 | 2 |

Projected Number of TK Students Utilizing Extended Learning and Care

Projected Number of Slots Available for TK Students

| Slot Type | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|--------------------|---------|---------|---------|---------|---------|---------|
| ASES Program/ELO-P | 0 | 0 | 10 | 10 | 15 | 15 |

Continued TK Program

The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states

JLPAA will continue to offer 215 instructional minutes as an option of AM or PM for students

JLPAA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation. See below

- a. 2022–23 (Birthdays February 3 or after)
- b. 2023–24 (Birthdays April 3 or after)
- c. 2024–25 (Birthdays June 3 or after)

Universal Prekindergarten Planning and Implementation

Julia Lee Performing Arts Academy

Pending Board Approval – June 29, 2022

UPK Plan

Julia Lee Performing Arts Academy

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. Please complete the following table:

| LEA Name | Contact Name and Title of the Individual Self-Certifying the Statement Above | Email | Phone |
|-----------------------------------|--|-------------------------|--------------|
| Julia Lee Performing Arts Academy | Rachel Thomas Principal | RThomas@jlpaaschool.org | 951-595-4500 |

2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]

- a. Yes
- b. No (X)**

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

Projected Enrollment and Needs Assessment

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)

Parent Survey:

- Longer School Day
 - After School Program
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.¹ Complete the following tables.²

Table: Projected Student Enrollment

¹ If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

² See the implementation schedule above for changes in teacher/adult ratios over the implementation period.

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| Type of Student | 2019–20 | Current (TK-eligible children turn five between September 2 and December 2, inclusive) | 2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive) | 2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive) ⁴ | 2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive) | 2025–26 (TK-eligible children turn four by September 1) |
|----------------------|---------------------|---|---|---|---|--|
| TK Students | 25 | Est. 10 | Est 15 | Est 20 | Est 20 | Est 15 |
| CSPP (if applicable) | [Enter number here] | [Enter number here] | [Enter number here] | [Enter number here] | [Enter number here] | [Enter number here] |

Table: Facilities Estimates (Cumulative)

| Type of Facility | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| TK Classrooms | 1 | 1 | 1 | 1 | 2 | 2 |
| CSPP Classrooms | [Enter number here] |
| Head Start or Other Early Learning and Care Classrooms | [Enter number here] |

Table: Staffing Estimates (Cumulative)

| Type of Staff | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---------------|---------|---------|---------|---------|---------|---------|
| TK | 1 | 1 | 1 | 1 | 2 | 2 |

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| Type of Staff | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| TK Teacher’s Assistants | 1 | 1 | 1 | 1 | 2 | 2 |
| CSPP (if applicable) | [Enter number here] |
| Other CSPP Classroom Staff (if applicable) | [Enter number here] |
| Early Education District-level staffing (if applicable) | [Enter number here] |

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA’s expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

Table: Projected Number of TK Students Utilizing Extended Learning and Care

| 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---------|---------|---------|---------|---------|---------|
| 0 | 0 | 10 | 10 | 15 | 15 |

Table: Projected Number of Slots Available for TK Students

| Slot Type | 2019–20 | Current | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|---------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| CSPP | [Enter number here] |
| Head Start | [Enter number here] |
| ASES Program/ELO-P | 0 | 0 | 10 | 10 | 15 | 15 |

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

There are no required questions in this section.

Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. What is the LEA's vision for UPK? [open response]
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice. [open response]
3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK. [open response]
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others). [open response]
5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. [open response]

6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP. [open response]
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process. [open response]
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners. [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
 - a. TK offered at all sites **(X)**
 - b. TK offered at some sites
 - c. TK stand-alone classes
 - d. TK and kindergarten combination classes
 - e. CSPP and TK combination classes (CSPP funding and ADA funding)
 - f. Locally-funded preschool and TK combination classes
 - g. CSPP stand-alone classes
 - h. Head Start stand-alone classes
 - i. Other [describe, open response]
2. Does the LEA plan to implement full-day TK, part-day TK, or both?³ Part-time and also offer E-LOP

³ The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states

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- a. Full Day TK
 - b. Part Day TK (X)**
 - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. JLPAA will provide both an AM and PM session with minutes that exceed the 180 minimum instructional time.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
 - b. Yes - the LEA applied for a new CSPP contract in 2022–23
 - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)
 - d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
 - e. No - the LEA has no plans to begin or expand a CSPP contract in future years (X)**
 - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
 - b. Four-year-old children who will not be enrolled in TK in the current school year
 - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at

that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

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LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

- d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
 - i. **Yes (X)**
 - ii. No
 - iii. Maybe
 - b. 2023–24 (Birthdays April 3 or after) [select one]
 - i. **Yes)X)**
 - ii. No
 - iii. Maybe
 - c. 2024–25 (Birthdays June 3 or after) [select one]
 - i. **Yes (X)**
 - ii. No
 - iii. Maybe

Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA's UPK Plan prioritize parental needs and choices? [open response]
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? [open response]
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? [open response]
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? [open response]
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day. [open response]

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
 - a. Parent Teacher Association Meetings
 - b. Family or parent surveys (X)**

- c. English Learner Advisory Committee (ELAC) (X)**
 - d. District English Learner Advisory Committee (DELAC)
 - e. Special Education Local Plan Area (SELPA)
 - f. School Site Council
 - g. District Advisory Committee
 - h. LCAP educational partners input sessions (X)**
 - i. Tribal Community input session
 - j. Co-hosting events with community-based organizations (CBOs)
 - k. Hosting meet and greets with the early learning and care community
 - l. LPC Meetings
 - m. Local Quality Counts California (QCC) consortia meetings
 - n. First 5 County Commission meetings
 - o. Community Advisory Committee (CAC)
 - p. Head Start Policy Council meetings
 - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
 - r. Other (Informal Parent Conversations)**
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P) X**
 - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
 - c. CSPP (on an LEA site)
 - d. CSPP (at a CBO site)

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- e. LEA- or locally-funded preschool
- f. Head Start
- g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
- h. Other CBO preschool
- i. State subsidized child care (not including CSPP)
- j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)? [open response]
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities? [open response]

3. What is the LEA’s planned strategy for providing professional learning for educators across the LEA’s P–3 continuum? Plans might include the following: [open response]
- a. Who will receive this professional learning?
 - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
 - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
 - b. What content will professional learning opportunities cover?
 - i. Effective adult-child interactions
 - ii. Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iii. Children’s developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - iv. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - v. Implicit bias and culturally- and linguistically-responsive practice
 - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
 - vii. Curriculum selection and implementation
 - viii. Creating developmentally-informed environments
 - ix. Administration and use of child assessments to inform instruction
 - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - xii. Engaging culturally- and linguistically-diverse families

- c. How will professional learning be delivered?
 - i. Coaching and mentoring
 - ii. Classroom observations and demonstration lessons with colleagues
 - iii. Workshops with external professional development providers
 - iv. Internally-delivered professional learning workshops and trainings
 - v. Operating an induction program
 - vi. Partnerships with local QCC professional learning in CSPP settings
 - vii. In mixed groupings (for example, TK and CSPP teachers)
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
 - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
 - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
 - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and

- prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
 - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
 - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
 - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
 - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
 - i. Apply for workforce development funding and competitive grant opportunities from the CDE
 - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
 - k. Provide advising on credential requirements and options for how to meet these requirements
 - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
 - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
 - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
 - o. Other [describe, open response]
 - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators**

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]
 - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
 - c. Provide information on scholarship and grant opportunities**
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and how to meet the requirements**
 - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
 - i. Develop or work with an established mentorship program to support new TK teachers
 - j. Other [describe, open response]
 - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
 - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
 - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

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- c. Provide information on scholarship and grant opportunities
 - d. Apply for workforce development funding and grant opportunities
 - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
 - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
 - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
 - h. Offer unit-bearing coursework at a local district site during times that work for teachers
 - i. Other [describe, open response]
 - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit (X)**
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ) (X)**
 - b. BRIGANCE Early Childhood Screen
 - c. Desired Results Developmental Profile (DRDP)
 - d. Developmental Reading Assessment (DRA) (X)**
 - e. LEA-based, grade level benchmarks and a report card
 - f. Teaching Strategies GOLD (TS GOLD)
 - g. Work Sampling System (WSS)
 - h. Other [describe, open response]
 - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children’s literacy and language development (aligned with the
Preschool Learning Foundations and Frameworks) (X)**
- c. Children’s developing math and science (aligned with the *California
Preschool Learning Foundations* and the *California Preschool
Curriculum Frameworks*) (X)**
- d. Children’s social-emotional development (aligned with the *California
Preschool Learning Foundations* and the *California Preschool Curriculum
Frameworks*)
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development
and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal
Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on
early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

Recommended Planning Questions

The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. [open response]
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. [open response]
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students?
4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, implementing social-emotional strategies such as the Pyramid Model)? [open response]
6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners? [open response]
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
 - a. Dual language program with a language allotment⁴ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]
 - e. English-only instruction with home-language support (X)**
 - f. None
 - g. Other [describe, open response]

2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
 - a. Dual language program with a language allotment⁵ of 50/50 [open response for language offered]
 - b. Dual language program with a language allotment of 90/10 [open response for language offered]
 - c. Dual language program with a language allotment of 80/20 [open response for language offered]
 - d. Dual language program with a language allotment of 70/30 [open response for language offered]

⁴ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

⁵ The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

- e. English-only instruction with home-language support
 - f. **None (X)**
 - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
 - b. Implement the CSEFEL Pyramid Model in the classroom
 - c. **Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts) (X)**
 - d. **Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings (X)**
 - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
 - f. **Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction (X)**
 - g. **Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills (X)**
 - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. **Implement Universal Design for Learning**
 - b. **Provide adaptations to instructional materials(X)**

- c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models (X)**
 - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
 - e. Provide additional staff to support participation in instruction (X)**
 - f. Other [open response]
- 5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
 - a. ASQ (X)**
 - b. BRIGANCE Early Childhood Screen
 - c. DRDP
 - d. DRA (X)**
 - e. LEA-based grade level benchmarks and a report card(X)**
 - f. TS GOLD
 - g. WSS
 - h. Other (NWEA/MAP) (X)**
 - i. The LEA does not plan to use a common TK assessment
 - j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

Recommended Planning Questions

The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? [open response]
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. [open response]
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [open response]

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? **(JLPAA is a single site LEA therefore all programs are closely monitored by the Administration)(X)**

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

a. Yes (X)

b. No

i. If no, how many more classrooms does the LEA need? [identify number, open response]

ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

a. Yes (X)

b. No

i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

a. Yes (X)

b. No

i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

a. Yes (X)

b. No

- i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
 - a. Turfed area
 - b. Paved area
 - c. Apparatus area
 - d. Land required for buildings and grounds
 - e. Total square feet required
 - f. **None of the above (X)**
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
 - a. Transportation to and from the TK program
 - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
 - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
 - d. **No transportation will be provided (X)**
8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? **JLPAA has one site and will not offer transportation**

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
 - a. **Support for parent surveys to gauge interest in service delivery models (X)**
 - b. **Data analysis capacity building to support staff to refine enrollment projections based on community context (X)**
 - c. Information on program eligibility requirements to project enrollment across programs

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
 - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
 - b. Creating inclusive classrooms, including implementing Universal Design for Learning
 - c. **Templates or framework for drafting a P–3 vision that partners and parents support (X)**
 - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
 - e. Support for developing and applying to administer a CSPP contract
 - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

- g. Guidance on best practices for smooth transitions through the P–3 continuum
 - h. Considerations for TK early admittance (X)**
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
 - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
 - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
 - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children (X)**
 - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
 - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
 - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
 - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA’s P–3 vision (X)**

- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
 - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
 - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions (X)**
 - b. Children’s literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - c. Children’s math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - d. Children’s social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
 - e. Implicit bias and culturally- and linguistically-responsive practice (F)**
 - f. Trauma- and healing-informed practice(X)**
 - g. Curriculum selection and implementation
 - h. Creating developmentally-informed environments
 - i. Administration and use of child assessments to inform instruction (X)**
 - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
 - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
 - l. Engaging culturally- and linguistically-diverse families

6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
- a. **Coaching and mentoring (X)**
 - b. Classroom observations and demonstration lessons with colleagues
 - c. **Workshops with external professional development providers (X)**
 - d. Internally-delivered professional learning workshops and trainings
 - e. Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
 - b. **Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades (X)**
 - c. **Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings (X)**
 - d. **Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students (X)**
 - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
 - f. Specific instructional strategies to support specific skills including, but not limited to, children’s social-emotional development and home language development
 - g. Guidance on appropriate assessment selection and utilization
 - h. Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
- a. Using manipulatives to develop fine motor skills
 - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
 - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children’s learning experiences
 - d. Using differentiated groups that include individual, small, and large group experiences
 - e. Considering the structure of the daily routine to enhance individual and group learning experiences
 - f. Encouraging purposeful play, choice, social interactions, and collaboration
 - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
 - h. Using child development knowledge to guide instructional approaches
 - i. Providing language- and literacy-rich environments
 - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
 - k. Facilitating development and exploration through art (X)**
 - l. Incorporating inclusive practices
 - m. Supporting students’ home language and English language development (X)**
 - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
 - o. Universal Design for Learning
 - p. Integrated English language development

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children
 - b. Strategies to address transportation issues related to UPK access and enrollment
 - c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
 - d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings (X)**
 - e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA’s own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California’s public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community

partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE’s Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA’s development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA’s should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA’s application for its CSPP contract) what updates would the LEA like to make to the LEA’s program narrative to reflect implementation of TK? [open response]
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? [open response]
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? [open response]
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? [open response]
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? [open response]

Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? [open response]
2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? [open response]

Focus Area D: Curriculum, Instruction, and Assessment

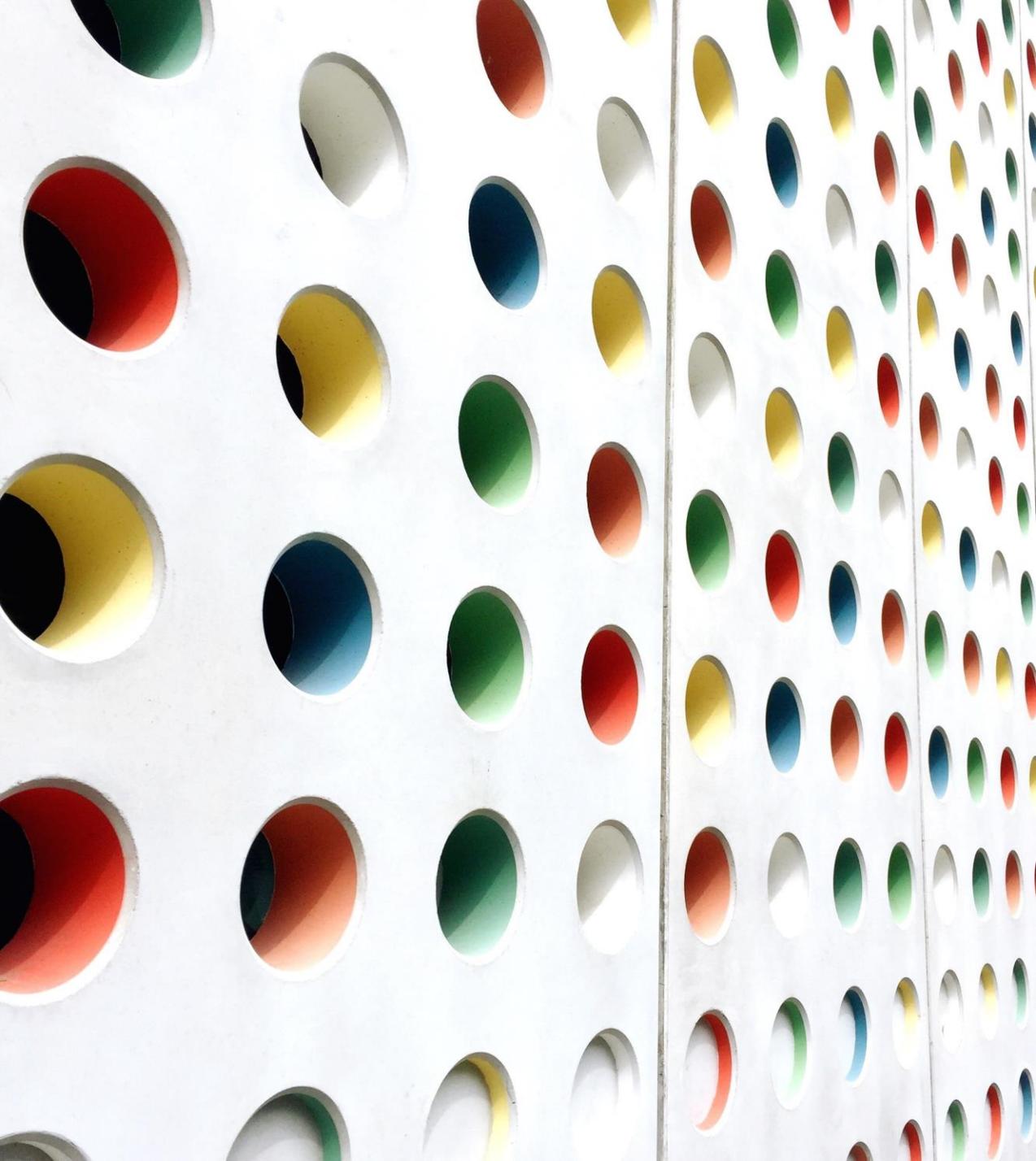
8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California*

Preschool Curriculum Frameworks, California Common Core State Standards, and the Curriculum Frameworks. [open response]

9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) [open response]
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students? [open response]

Focus Area E: LEA Facilities, Services, and Operations

4. Describe what changes the LEA intends to make to the LEA’s Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. [open response]
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. [open response]
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. [open response]

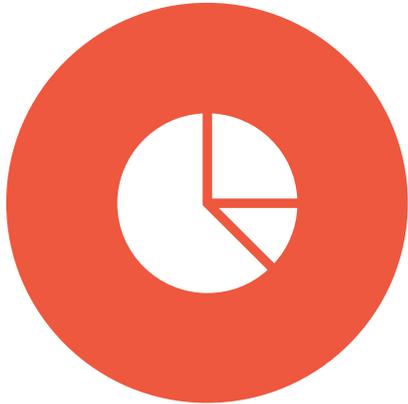


Julia Lee Performing Arts Academy

FINANCIAL PRESENTATION

MAY 2022 YEAR-TO-DATE

Authorizer Page



CASH BALANCE IS \$1,461,491 AND REPRESENTS 3.87 MONTHS OF EXPENSES



THE EOY FUND BALANCE LAST MONTH WAS \$1,457,046 BUT IS NOW EXPECTED TO BE \$1,332,142



THE END OF THE YEAR (P2) ADA IS REPORTED AT 336.

Board of Director Points To Consider

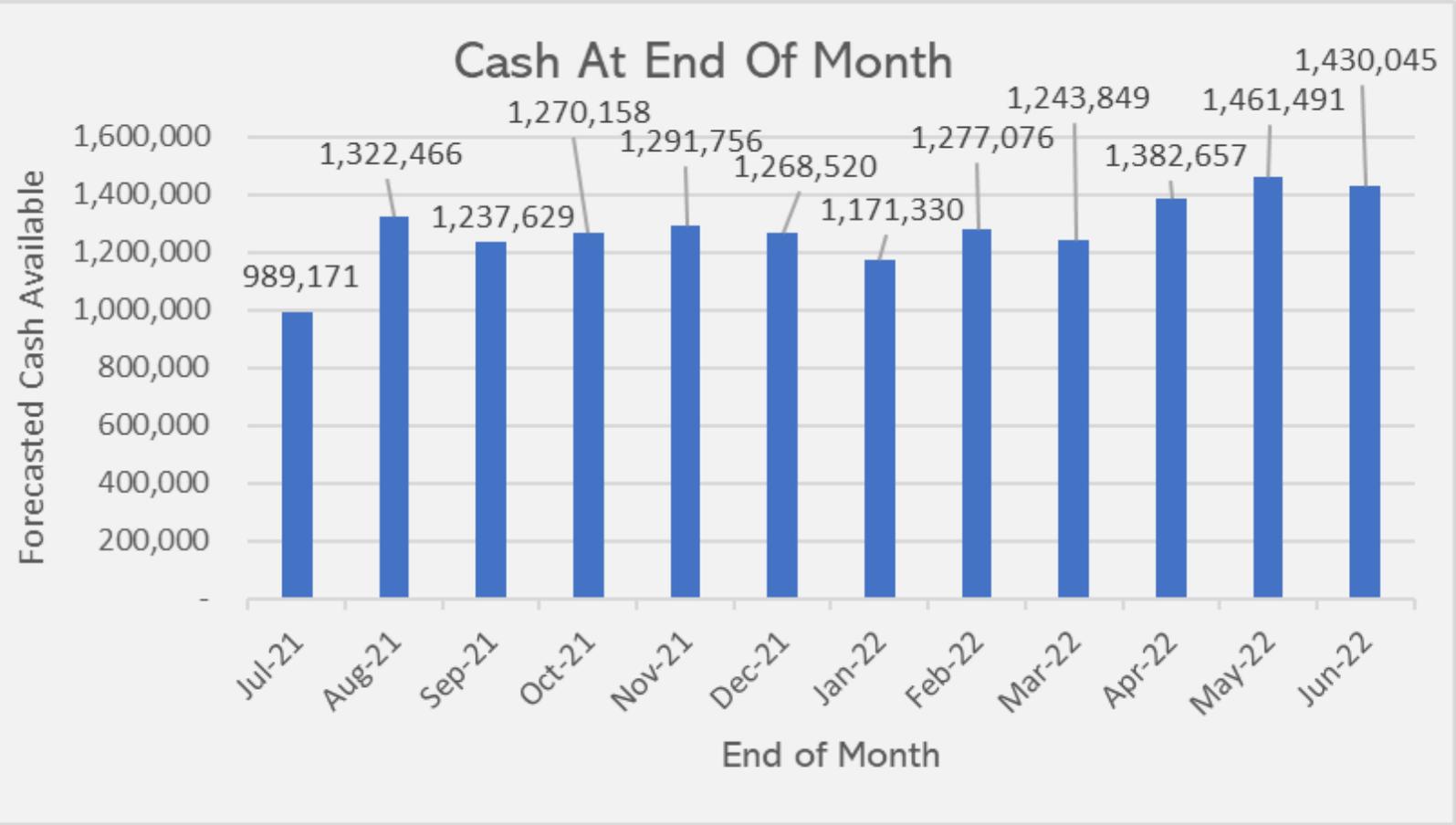
Opportunities

1. n/a

Challenges

1. n/a

Cash Flow Balance

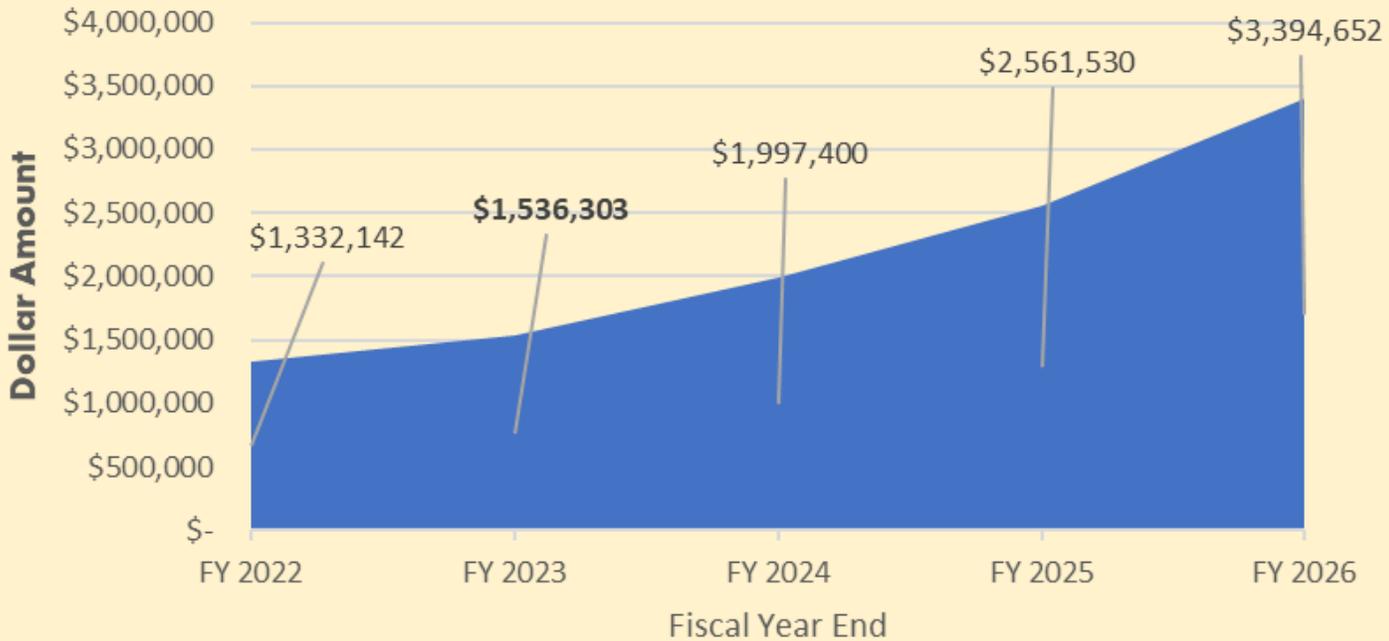


Notes:

- 1 - Cash is expected to be over \$1.4M at the end of the year.
- 2 - Potential Cash Outflows: Ongoing modular work.
- 3 - Loan repayment to SBA [\$160k] and RAZA [\$250k] set to occur next fiscal year

Fund Balance

FUND BALANCE



FUND BALANCE PERCENTAGE

RCOE Requirement = 5%

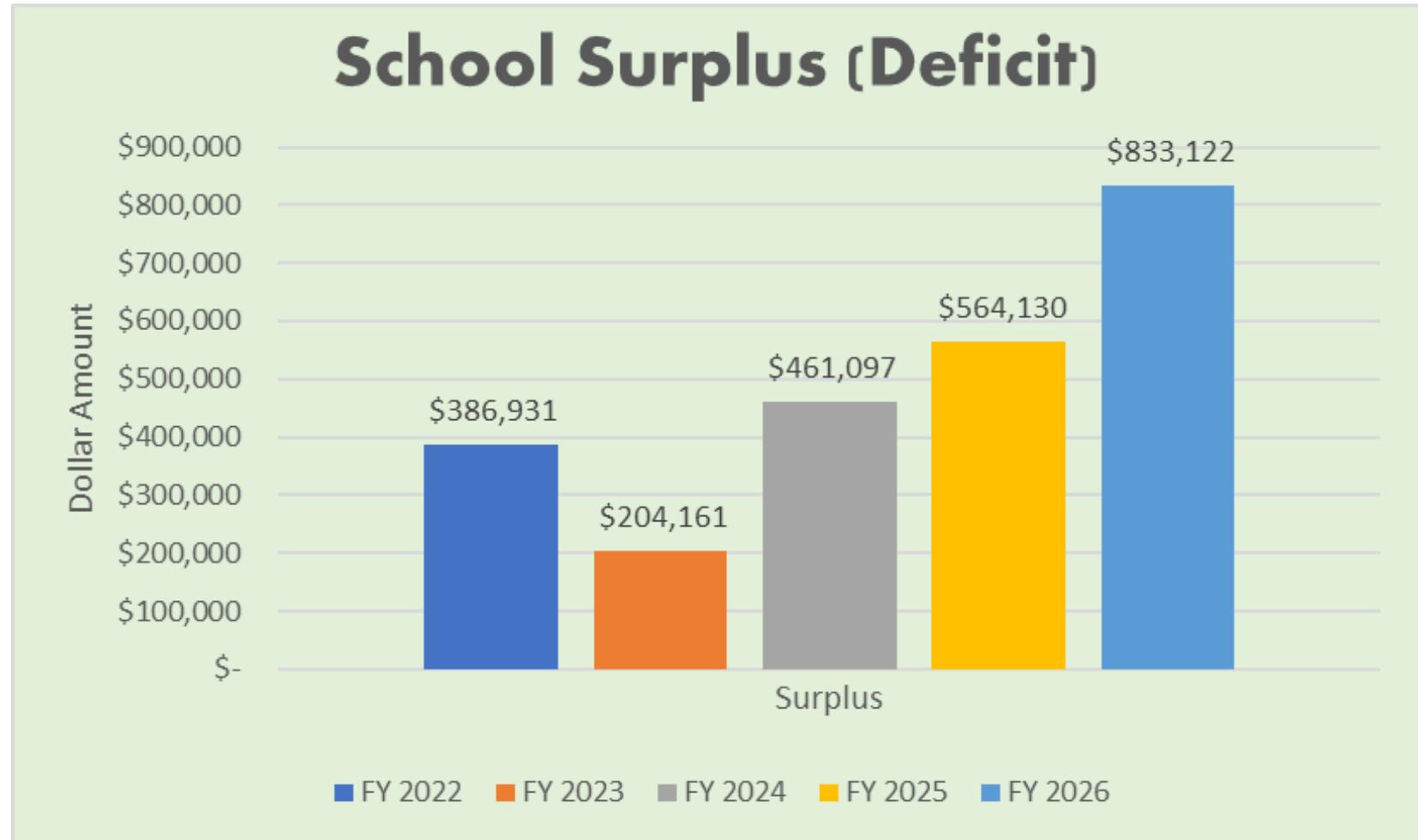
| | |
|---------|--------------|
| FY 2022 | 29.4% |
| FY 2023 | 27.0% |
| FY 2024 | 34.5% |
| FY 2025 | 42.8% |
| FY 2026 | 55.0% |

Surplus / (Deficit)

Notes

1 - The surplus is the amount that revenue exceeds expense. Deficit is the amount that expense exceeds revenue.

2 - With the new governor's budget and attendance projections, we expect the surplus to increase as we take advantage of economies of scale.



Julia Lee Performing Arts Academy

Multi-Year Forecast

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Assumptions | | | | | |
| LCFF COLA | 5.07% | 6.56% | 5.38% | 4.02% | 3.72% |
| Attendance Rate | 91.1% | 95.0% | 95.0% | 90.8% | 88.1% |
| Enrollment | 369.00 | 438.00 | 468.00 | 498.00 | 535.00 |
| Average Daily Attendance | 336.16 | 416.10 | 444.60 | 452.20 | 471.20 |
| Revenues | | | | | |
| State Aid - Revenue Limit | | | | | |
| 8011 LCFF State Aid | \$ 2,715,308 | \$ 3,609,959 | \$ 4,162,148 | \$ 4,418,773 | \$ 4,806,623 |
| 8012 Education Protection Account | 67,232 | 83,220 | 88,920 | 90,440 | 94,240 |
| 8019 State Aid - Prior Year | (28,296) | - | - | - | - |
| 8096 In Lieu of Property Taxes | 657,165 | 813,438 | 869,153 | 884,010 | 921,154 |
| | <u>3,411,410</u> | <u>4,506,617</u> | <u>5,120,221</u> | <u>5,393,224</u> | <u>5,822,017</u> |
| Federal Revenue | | | | | |
| 8181 Special Education - Entitlement | 53,584 | 60,988 | 65,165 | 66,279 | 69,064 |
| 8220 Federal Child Nutrition | 200,355 | 105,838 | 105,838 | 105,838 | 105,838 |
| 8290 Title I, Part A - Basic Low Income | 72,842 | 57,656 | 61,605 | 62,658 | 65,291 |
| 8291 Title II, Part A - Teacher Quality | 9,662 | 9,250 | 9,883 | 10,052 | 10,475 |
| 8296 Other Federal Revenue | 342,729 | 89,664 | - | - | - |
| 8299 Prior Year Federal Revenue | 308,546 | - | - | - | - |
| | <u>987,718</u> | <u>323,395</u> | <u>242,491</u> | <u>244,827</u> | <u>250,667</u> |
| Other State Revenue | | | | | |
| 8311 State Special Education | 193,158 | 339,221 | 362,456 | 368,652 | 384,141 |
| 8520 Child Nutrition | (26,422) | 10,027 | 10,027 | 10,027 | 10,027 |
| 8545 School Facilities (SB740) | 173,977 | 360,296 | 371,105 | 382,238 | 393,705 |
| 8550 Mandated Cost | 5,161 | 6,165 | 7,814 | 8,350 | 8,492 |
| 8560 State Lottery | 94,422 | 94,871 | 101,369 | 103,102 | 107,434 |
| 8598 Prior Year Revenue | (37,148) | - | - | - | - |
| 8599 Other State Revenue | 80,505 | 227,103 | 10,533 | 10,533 | - |
| | <u>483,654</u> | <u>1,037,683</u> | <u>863,304</u> | <u>882,901</u> | <u>903,799</u> |
| Other Local Revenue | | | | | |
| 8660 Interest Revenue | 14,130 | 24,000 | 24,000 | 24,000 | 24,000 |
| 8689 Other Fees and Contracts | 689 | - | - | - | - |
| 8699 School Fundraising | 21,641 | - | - | - | - |
| | <u>36,460</u> | <u>24,000</u> | <u>24,000</u> | <u>24,000</u> | <u>24,000</u> |
| Total Revenue | \$ 4,919,241 | \$ 5,891,696 | \$ 6,250,015 | \$ 6,544,951 | \$ 7,000,483 |

Julia Lee Performing Arts Academy
Multi-Year Forecast

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|--|------------------|------------------|------------------|------------------|------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Expenses | | | | | |
| Certificated Salaries | | | | | |
| 1100 Teachers' Salaries | 1,322,920 | 1,567,925 | 1,721,441 | 1,767,277 | 1,806,485 |
| 1170 Teachers' Substitute Hours | 11,210 | - | - | - | - |
| 1175 Teachers' Extra Duty/Stipends | - | 19,500 | 17,500 | 17,700 | 18,054 |
| 1300 Administrators' Salaries | 271,345 | 378,012 | 385,572 | 393,284 | 401,149 |
| | <u>1,618,179</u> | <u>2,069,501</u> | <u>2,229,745</u> | <u>2,284,682</u> | <u>2,333,324</u> |
| Classified Salaries | | | | | |
| 2100 Instructional Salaries | 381,553 | 693,981 | 699,331 | 719,319 | 733,705 |
| 2200 Support Salaries | 84,214 | - | - | - | - |
| 2300 Classified Administrators' Salaries | 78,983 | 71,400 | 72,828 | 74,285 | 75,770 |
| 2400 Clerical and Office Staff Salaries | 53,652 | 58,344 | 59,511 | 60,701 | 61,915 |
| 2900 Other Classified Salaries | 104,727 | 133,530 | 136,201 | 138,925 | 141,703 |
| | <u>703,128</u> | <u>957,255</u> | <u>967,870</u> | <u>993,229</u> | <u>1,013,094</u> |
| Benefits | | | | | |
| 3101 STRS | 280,895 | 372,987 | 403,148 | 413,186 | 422,013 |
| 3301 OASDI | 43,185 | 66,584 | 67,387 | 69,107 | 70,489 |
| 3311 Medicare | 33,317 | 43,888 | 46,365 | 47,530 | 48,523 |
| 3401 Health and Welfare | 258,953 | 253,314 | 271,046 | 290,019 | 310,321 |
| 3501 State Unemployment | 26,953 | 28,560 | 29,400 | 29,400 | 29,400 |
| 3601 Workers' Compensation | 32,707 | 42,375 | 44,767 | 45,891 | 46,850 |
| 3901 Other Benefits | 681 | - | - | - | - |
| | <u>677,668</u> | <u>807,708</u> | <u>862,113</u> | <u>895,133</u> | <u>927,596</u> |
| Books and Supplies | | | | | |
| 4100 Textbooks and Core Curricula | 44,307 | 35,000 | 25,000 | 25,000 | 25,000 |
| 4200 Books and Other Materials | 6,920 | 25,800 | 18,800 | 18,800 | 18,800 |
| 4302 School Supplies | 57,993 | 18,500 | 18,500 | 18,500 | 18,500 |
| 4305 Software | - | 35,000 | 35,000 | 35,000 | 35,000 |
| 4310 Office Expense | 21,223 | 30,559 | 31,159 | 31,759 | 32,959 |
| 4400 Noncapitalized Equipment | 27,303 | 75,000 | 25,000 | 25,000 | 25,000 |
| 4700 Food Services | 146,738 | 191,895 | 211,084 | 232,192 | 255,412 |
| | <u>304,556</u> | <u>411,754</u> | <u>364,543</u> | <u>386,251</u> | <u>410,671</u> |

Julia Lee Performing Arts Academy

Multi-Year Forecast

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Subagreement Services | | | | | |
| 5102 Special Education | 232,755 | 193,047 | 207,517 | 219,768 | 233,245 |
| 5103 Substitute Teacher | - | - | - | - | - |
| 5105 Security | 41,410 | 44,000 | 44,000 | 44,000 | 44,000 |
| 5106 Other Educational Consultants | - | 123,163 | 5,000 | 5,000 | 5,000 |
| | <u>274,165</u> | <u>360,210</u> | <u>256,517</u> | <u>268,768</u> | <u>282,245</u> |
| Operations and Housekeeping | | | | | |
| 5201 Auto and Travel | 17,110 | 15,000 | 15,000 | 15,000 | 15,000 |
| 5300 Dues & Memberships | 4,900 | 4,500 | 4,500 | 4,500 | 4,500 |
| 5400 Insurance | 56,615 | 48,428 | 66,471 | 73,118 | 80,430 |
| 5501 Utilities | 5,041 | 20,160 | 22,176 | 24,394 | 26,833 |
| 5502 Janitorial Services | - | 22,000 | 26,400 | 29,040 | 31,944 |
| 5900 Communications | 9,004 | 10,180 | 10,420 | 10,660 | 10,900 |
| 5901 Postage and Shipping | 3,366 | 3,000 | 3,000 | 3,000 | 3,000 |
| | <u>96,036</u> | <u>123,268</u> | <u>147,967</u> | <u>159,712</u> | <u>172,607</u> |
| Facilities, Repairs and Other Leases | | | | | |
| 5601 Rent | 377,078 | 353,349 | 363,950 | 374,868 | 386,114 |
| 5604 Other Leases | 179,077 | 127,046 | 130,857 | 134,783 | 138,826 |
| 5610 Repairs and Maintenance | 38,647 | 52,671 | 30,000 | 30,000 | 20,000 |
| | <u>594,802</u> | <u>535,766</u> | <u>527,867</u> | <u>543,071</u> | <u>548,721</u> |
| Professional/Consulting Services | | | | | |
| 5801 IT | 14,045 | 8,076 | 8,676 | 9,276 | 10,476 |
| 5802 Audit & Taxes | 9,000 | 13,000 | 13,000 | 13,000 | 13,000 |
| 5803 Legal | 18,709 | 24,000 | 14,400 | 18,000 | 19,200 |
| 5804 Professional Development | 59,197 | 45,536 | 41,000 | 41,000 | 41,000 |
| 5806 Special Activities/Field Trips | 10,079 | 20,000 | 25,000 | 25,000 | 30,000 |
| 5807 Bank Charges | 475 | 1,200 | 1,200 | 1,200 | 1,200 |
| 5808 Printing | 5,281 | 6,600 | 6,600 | 7,200 | 7,200 |
| 5809 Other taxes and fees | 14,149 | 12,000 | 14,400 | 15,600 | 18,000 |
| 5811 Management Fee | 143,001 | 147,292 | 156,250 | 163,624 | 175,012 |
| 5812 District Oversight Fee | 32,836 | 58,917 | 62,500 | 65,450 | 70,005 |
| 5814 SPED Encroachment | (74,150) | 74,159 | 79,238 | 80,593 | 83,979 |
| 5815 Public Relations/Recruitment | 300 | - | - | - | - |
| | <u>232,922</u> | <u>410,780</u> | <u>422,265</u> | <u>439,942</u> | <u>469,072</u> |
| Depreciation | | | | | |
| 6900 Depreciation Expense | 10,873 | 10,032 | 10,032 | 10,032 | 10,032 |
| | <u>10,873</u> | <u>10,032</u> | <u>10,032</u> | <u>10,032</u> | <u>10,032</u> |
| Interest | | | | | |
| 7438 Interest Expense | 19,980 | 1,260 | - | - | - |
| | <u>19,980</u> | <u>1,260</u> | <u>-</u> | <u>-</u> | <u>-</u> |
| Total Expenses | <u>\$ 4,532,309</u> | <u>\$ 5,687,535</u> | <u>\$ 5,788,919</u> | <u>\$ 5,980,821</u> | <u>\$ 6,167,361</u> |

Julia Lee Performing Arts Academy
Multi-Year Forecast

Absolute!
Charter Group

| | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|----------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Budget | Budget | Budget | Budget | Budget |
| Surplus (Deficit) | \$ 386,931 | \$ 204,161 | \$ 461,097 | \$ 564,130 | \$ 833,122 |
| | 7.9% | 3.5% | 7.4% | 8.6% | 11.9% |
| Fund Balance, Beginning of Year | \$ 945,211 | \$ 1,332,142 | \$ 1,536,303 | \$ 1,997,400 | \$ 2,561,530 |
| Fund Balance, End of Year | \$ 1,332,142 | \$ 1,536,303 | \$ 1,997,400 | \$ 2,561,530 | \$ 3,394,652 |
| | 29.4% | 27.0% | 34.5% | 42.8% | 55.0% |

Cash Flow Adjustments

| | | | | | |
|--------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Surplus (Deficit) | 386,931 | 204,161 | 461,097 | 564,130 | 833,122 |
| Cash Flows From Operating Activities | | | | | |
| Depreciation/Amortization | 10,873 | 10,032 | 10,032 | 10,032 | 10,032 |
| Public Funding Receivables | 1,060,539 | (49,059) | 16,440 | 286 | (9,183) |
| Other Assets | (53,054) | - | - | - | - |
| Accounts Payable | (219,081) | 24,603 | (16,913) | (288) | 528 |
| Accrued Expenses | 19,507 | - | - | - | - |
| Other Liabilities | 12,776 | - | - | - | - |
| Unposted entries | (23,511) | - | - | - | - |
| Cash Flows From Investing Activities | | | | | |
| Purchases of Prop. And Equip. | (123,776) | (100,000) | - | - | - |
| Notes Receivable | (241,085) | - | - | - | - |
| Cash Flows From Financing Activities | | | | | |
| Proceeds from Factoring | - | - | - | - | - |
| Payments on Factoring | - | - | - | - | - |
| Proceeds(Payments) on Debt | - | (410,000) | - | - | - |
| Total Change in Cash | 830,121 | (320,262) | 470,656 | 574,160 | 834,499 |
| Cash, Beginning of Year | 599,924 | 1,430,045 | 1,109,782 | 1,580,438 | 2,154,598 |
| Cash, End of Year | \$ 1,430,045 | \$ 1,109,782 | \$ 1,580,438 | \$ 2,154,598 | \$ 2,989,097 |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!
Charter Group

| ADA = 336.16 | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | 2022 Accruals | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------|---------------------|----------------------|
| Revenues | | | | | | | | | | | | | | | ADA = 399.95 | |
| State Aid - Revenue Limit | | | | | | | | | | | | | | | | |
| 8011 LCFF State Aid | 123,409 | 123,409 | 222,136 | 222,136 | 222,136 | 222,136 | 222,136 | 271,562 | 271,562 | 271,562 | 271,562 | 271,562 | - | 2,715,308 | 2,994,466 | (279,158) |
| 8012 Education Protection Account | - | - | 14,995 | - | - | 14,995 | - | - | 20,401 | - | - | - | 16,841 | 67,232 | 73,150 | (5,918) |
| 8019 State Aid - Prior Year | - | - | - | - | - | - | - | (12,825) | (5,157) | (5,157) | (5,157) | - | - | (28,296) | - | (28,296) |
| 8096 In Lieu of Property Taxes | - | - | 109,317 | 46,385 | 46,385 | - | - | 185,540 | 114,625 | - | 106,958 | 47,956 | - | 657,165 | 695,934 | (38,769) |
| | 123,409 | 123,409 | 346,448 | 268,521 | 268,521 | 237,131 | 222,136 | 444,277 | 401,431 | 266,405 | 373,363 | 319,518 | 16,841 | 3,411,410 | 3,763,550 | (352,140) |
| Federal Revenue | | | | | | | | | | | | | | | | |
| 8181 Special Education - Entitlement | - | - | 3,967 | - | - | - | 346 | (346) | - | - | 48,688 | - | 929 | 53,584 | 70,451 | (16,867) |
| 8220 Federal Child Nutrition | - | - | - | - | 12,580 | - | 10,525 | 30,212 | 9,525 | 48,514 | 30,730 | 9,000 | 49,270 | 200,355 | 105,838 | 94,518 |
| 8290 Title I, Part A - Basic Low Income | - | - | - | 15,914 | - | - | - | - | (3,135) | - | 12,322 | 47,741 | - | 72,842 | 9,627 | 63,215 |
| 8291 Title II, Part A - Teacher Quality | - | - | - | - | 2,416 | - | 2,258 | - | - | - | - | - | 4,988 | 9,662 | - | 9,662 |
| 8296 Other Federal Revenue | 3,946 | 36,001 | - | - | - | 72,991 | - | - | - | 156,183 | - | 73,608 | - | 342,729 | 568,239 | (225,510) |
| 8299 Prior Year Federal Revenue | - | - | - | - | - | - | 308,546 | - | - | - | - | - | - | 308,546 | - | 308,546 |
| | 3,946 | 36,001 | 3,967 | 15,914 | 14,996 | 72,991 | 321,674 | 29,866 | 6,390 | 204,697 | 91,740 | 130,349 | 55,187 | 987,718 | 754,155 | 233,563 |
| Other State Revenue | | | | | | | | | | | | | | | | |
| 8311 State Special Education | - | 11,344 | 20,420 | - | - | - | - | 52,184 | - | 20,420 | 47,768 | 13,674 | 27,348 | 193,158 | 243,461 | (50,303) |
| 8520 Child Nutrition | - | - | - | - | - | - | - | - | - | - | (35,422) | - | 9,000 | (26,422) | 10,027 | (36,448) |
| 8545 School Facilities (SB740) | - | - | - | - | - | - | - | - | 112,551 | - | - | - | - | 173,977 | 342,635 | (168,658) |
| 8550 Mandated Cost | - | - | - | - | - | 5,161 | - | - | - | - | - | - | - | 5,161 | 5,286 | (125) |
| 8560 State Lottery | - | - | - | - | - | - | 36,550 | - | 19,506 | - | - | - | 38,366 | 94,422 | 75,710 | 18,712 |
| 8598 Prior Year Revenue | - | - | 39,504 | - | 57,233 | - | (221,713) | 38,662 | 49,166 | - | - | - | - | (37,148) | - | (37,148) |
| 8590 Other State Revenue | - | - | 49,640 | - | 65,058 | 44,509 | 113,607 | (105,383) | (37,616) | 10,815 | (87,722) | 27,597 | - | 80,505 | - | 80,505 |
| | - | 11,344 | 109,564 | - | 122,291 | 49,670 | (71,555) | (14,537) | 143,607 | 31,235 | (75,376) | 41,271 | 136,140 | 483,654 | 677,119 | (193,465) |
| Other Local Revenue | | | | | | | | | | | | | | | | |
| 8660 Interest Revenue | 480 | 2,633 | 3,095 | 7,073 | - | 325 | 32 | - | 477 | 15 | - | - | - | 14,130 | - | 14,130 |
| 8689 Other Fees and Contracts | - | - | - | - | - | - | 2,337 | 346 | (2,337) | - | 343 | - | - | 689 | - | 689 |
| 8699 School Fundraising | - | - | - | 1,468 | 1,635 | 3,262 | 2,726 | 3,155 | 3,084 | 3,149 | 3,162 | - | - | 21,641 | - | 21,641 |
| | 480 | 2,633 | 3,095 | 8,541 | 1,635 | 3,588 | 5,094 | 3,501 | 1,225 | 3,164 | 3,505 | - | - | 36,460 | - | 36,460 |
| Total Revenue | 127,835 | 173,387 | 463,074 | 292,976 | 407,443 | 363,380 | 477,349 | 463,107 | 552,652 | 505,501 | 393,232 | 491,138 | 208,168 | 4,919,241 | 5,194,823 | (275,583) |
| Expenses | | | | | | | | | | | | | | | | |
| Certificated Salaries | | | | | | | | | | | | | | | | |
| 1100 Teachers' Salaries | 13,803 | 119,441 | 130,234 | 114,692 | 63,831 | 123,696 | 119,013 | 120,714 | 129,374 | 129,374 | 129,374 | 129,374 | - | 1,322,920 | 1,233,521 | (89,399) |
| 1130 Teachers' Substitute Hours | - | - | 2,860 | - | - | - | - | - | 910 | 2,340 | 2,600 | 2,500 | - | 11,210 | - | (11,210) |
| 1140 Teachers' Extra Duty/Stipends | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 7,650 | 7,650 |
| 1200 Pupil Support Salaries | - | - | - | - | - | - | - | - | - | 4,724 | 3,256 | 4,724 | - | 12,704 | - | (12,704) |
| 1300 Administrators' Salaries | 11,900 | 24,709 | 24,709 | 24,709 | 12,355 | 24,709 | 24,709 | 24,709 | 24,709 | 24,709 | 24,709 | 24,709 | - | 271,345 | 211,880 | (59,465) |
| | 25,703 | 144,150 | 157,803 | 139,401 | 76,186 | 148,405 | 143,722 | 145,423 | 154,993 | 161,147 | 159,939 | 161,307 | - | 1,618,179 | 1,453,051 | (165,128) |
| Classified Salaries | | | | | | | | | | | | | | | | |
| 2100 Instructional Salaries | 3,008 | 13,364 | 29,734 | 42,471 | 24,114 | 45,310 | 26,969 | 47,022 | 37,084 | 36,319 | 38,160 | 38,000 | - | 381,553 | 521,055 | 139,502 |
| 2200 Support Salaries | - | 4,587 | 9,665 | 10,329 | 5,057 | 9,536 | 3,190 | 9,216 | 8,620 | 7,876 | 8,138 | 8,000 | - | 84,214 | 162,907 | 78,693 |
| 2300 Classified Administrators' Salaries | 17,733 | 5,833 | 5,833 | 5,833 | 2,917 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | 5,833 | - | 78,983 | 205,224 | 126,241 |
| 2400 Clerical and Office Staff Salaries | 4,449 | 5,190 | 4,449 | 4,449 | 2,224 | 4,449 | 4,608 | 4,767 | 4,767 | 4,767 | 4,767 | 4,767 | - | 53,652 | 86,670 | 33,018 |
| 2900 Other Classified Salaries | 7,442 | 10,062 | 10,765 | 10,410 | 5,464 | 10,359 | 8,976 | 11,481 | 7,442 | 7,442 | 7,442 | 7,442 | - | 104,727 | 89,301 | (15,426) |
| | 32,632 | 39,036 | 60,446 | 73,492 | 39,776 | 75,487 | 49,576 | 78,319 | 63,746 | 62,237 | 64,339 | 64,042 | - | 703,128 | 1,065,157 | 362,029 |
| Benefits | | | | | | | | | | | | | | | | |
| 3101 STRS | 19,152 | 24,390 | 26,568 | 22,230 | 11,310 | 25,110 | 23,568 | 25,635 | 25,054 | 26,095 | 25,891 | 25,891 | - | 280,895 | 231,326 | (49,569) |
| 3312 OASDI | 1,087 | 1,781 | 3,019 | 4,529 | 4,791 | 4,608 | 2,975 | 4,784 | 3,907 | 3,814 | 3,944 | 3,944 | - | 43,185 | 66,040 | 22,855 |
| 3321 Medicare | 837 | 2,632 | 3,128 | 3,050 | 1,663 | 3,216 | 2,765 | 3,212 | 3,146 | 3,214 | 3,227 | 3,227 | - | 33,317 | 36,514 | 3,197 |
| 3401 Health and Welfare | - | 21,143 | 27,377 | 7,083 | 17,672 | 30,429 | 19,039 | 20,384 | 47,723 | 19,600 | 24,252 | 24,252 | - | 258,953 | 253,000 | (5,953) |
| 3501 State Unemployment | - | 1,343 | 2,604 | 2,138 | 1,261 | 1,315 | 8,990 | 4,493 | 2,367 | 1,067 | 686 | 686 | - | 26,953 | 27,236 | 283 |
| 3601 Workers' Compensation | 823 | 12,850 | 6,279 | 3,000 | 1,635 | 3,153 | (10,744) | 3,155 | 3,084 | 3,149 | 3,162 | 3,162 | - | 32,707 | 35,255 | 2,548 |
| 5898 STRS P&I | - | 928 | 6 | - | 36 | - | - | 5 | - | - | - | - | - | 976 | - | (976) |
| 3999 Other Benefits | - | - | - | (740) | 459 | (247) | 502 | - | 708 | - | - | - | - | 681 | 85,706 | 85,025 |
| | 21,900 | 65,067 | 68,982 | 41,290 | 38,829 | 67,583 | 47,095 | 61,669 | 85,990 | 56,939 | 61,162 | 61,162 | - | 677,668 | 735,077 | 57,409 |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!

Charter Group

ADA = 336.16

| | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | 2022 Accruals | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|---|-----------------|------------------|-----------------|-----------------|----------------|-----------------|----------------|----------------|------------------|----------------|----------------|----------------|----------------|-------------------|------------------|----------------------|
| Books and Supplies | | | | | | | | | | | | | | | | |
| 4100 Textbooks and Core Materials | - | - | - | 3,877 | 31,227 | - | 9,203 | - | - | - | - | - | - | 44,307 | 36,000 | (8,307) |
| 4200 Books and Reference Materials | - | - | - | - | - | - | - | 3,960 | - | 2,960 | - | - | - | 6,920 | 10,300 | 3,380 |
| 4302 School Supplies | - | - | 36,118 | 4,662 | 4,531 | - | (798) | 1,608 | 7,747 | - | 4,124 | - | - | 57,993 | 1,479 | (56,514) |
| 4305 Software | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 27,500 | 27,500 |
| 4311 Office Expense | - | 219 | 8,477 | 1,608 | 6,138 | - | (225) | 2,727 | (82) | 157 | 1,005 | 1,200 | - | 21,223 | 14,559 | (6,664) |
| 5211 Business Meals | - | - | - | - | - | - | - | 72 | - | - | - | - | - | 72 | - | (72) |
| 4310 Noncapitalized Equipment | 1,263 | - | 18,320 | 5,643 | 457 | - | - | - | (0) | - | 1,620 | - | - | 27,303 | 8,000 | (19,303) |
| 4700 Food Services | 5,694 | 3,404 | 12,919 | 10,902 | 7,919 | 22,788 | 2,362 | 15,205 | 22,419 | 14,650 | 12,619 | 15,859 | - | 146,738 | 174,450 | 27,711 |
| | 6,957 | 3,623 | 75,835 | 26,691 | 50,272 | 22,788 | 10,542 | 23,571 | 30,084 | 17,767 | 19,369 | 17,059 | - | 304,556 | 272,288 | (32,268) |
| Subagreement Services | | | | | | | | | | | | | | | | |
| 5102 Special Education | 5,080 | 6,150 | 12,043 | 14,558 | 4,894 | 20,845 | 16,170 | 6,788 | 88,101 | 31,358 | 10,341 | 16,430 | - | 232,755 | 192,256 | (40,499) |
| 5103 Substitute Teacher | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,188 | 1,188 |
| 5107 Security | - | - | 5,000 | - | 4,013 | - | 6,058 | 200 | 13,020 | - | 9,120 | 4,000 | - | 41,410 | 25,200 | (16,210) |
| | 5,080 | 6,150 | 17,043 | 14,558 | 8,906 | 20,845 | 22,228 | 6,988 | 101,121 | 31,358 | 19,461 | 20,430 | - | 274,165 | 218,644 | (55,521) |
| Operations and Housekeeping | | | | | | | | | | | | | | | | |
| 5200 Auto and Travel | - | - | - | - | 2,441 | 449 | 910 | - | 8,806 | 250 | 4,254 | - | - | 17,110 | 3,000 | (14,110) |
| 5300 Dues & Memberships | - | - | - | - | 3,800 | - | - | - | 1,100 | - | - | - | - | 4,900 | 1,500 | (3,400) |
| 5400 Insurance | - | - | - | 3,100 | 10,664 | 3,100 | 24,247 | 3,100 | 3,100 | 3,104 | - | 6,200 | - | 56,615 | 37,749 | (18,866) |
| 5520 Utilities | - | - | - | - | 2,466 | - | 1,290 | 85 | - | - | - | 1,200 | - | 5,041 | 18,720 | 13,679 |
| 5502 Janitorial Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 22,000 | 22,000 |
| 5900 Communications | - | 1,016 | 953 | 1,466 | 775 | - | - | 1,648 | 822 | - | 1,796 | 528 | - | 9,004 | 6,340 | (2,664) |
| 5910 Postage and Shipping | - | 368 | 248 | 433 | 34 | - | 1,355 | 207 | 111 | - | 442 | 167 | - | 3,366 | 2,000 | (1,366) |
| | - | 1,384 | 1,202 | 4,999 | 20,180 | 3,549 | 27,803 | 5,040 | 13,939 | 3,354 | 6,492 | 8,095 | - | 96,036 | 91,309 | (4,727) |
| Facilities, Repairs and Other Leases | | | | | | | | | | | | | | | | |
| 5610 Rent | 23,021 | 23,021 | 45,591 | 11,284 | - | 69,901 | 46,484 | 34,305 | 77,767 | 6,831 | 34,875 | 4,000 | - | 377,078 | 336,264 | (40,814) |
| 5620 Other Leases | 7,082 | 37,530 | 6,220 | 16,004 | 11,934 | - | 42,385 | 485 | 7,726 | 48,620 | (12,605) | 13,695 | - | 179,077 | 120,583 | (58,494) |
| 5630 Repairs and Maintenance | - | 1,200 | 27,890 | 2,027 | - | - | 1,600 | 88 | - | 234 | 2,275 | 3,333 | - | 38,647 | 40,000 | 1,353 |
| | 30,103 | 61,751 | 79,700 | 29,316 | 11,934 | 69,901 | 90,469 | 34,879 | 85,493 | 55,684 | 24,544 | 21,028 | - | 594,802 | 496,847 | (97,955) |
| Professional/Consulting Services | | | | | | | | | | | | | | | | |
| 5801 IT | - | - | 5,600 | - | - | - | 4,865 | - | 792 | - | 2,188 | 600 | - | 14,045 | 7,476 | (6,569) |
| 5820 Audit & Taxes | - | - | - | - | - | 6,500 | (5,500) | - | 6,500 | - | 1,500 | - | - | 9,000 | 12,200 | 3,200 |
| 5810 Legal | 174 | - | - | 1,263 | - | 758 | - | 3,781 | 3,945 | 4,655 | 2,135 | 2,000 | - | 18,709 | 12,000 | (6,709) |
| 5804 Professional Development | - | - | 450 | 1,650 | 149 | - | - | - | 28,147 | 901 | 1,500 | 26,400 | - | 59,197 | 16,600 | (42,597) |
| 5806 Special Activities/Field Trips | - | - | - | - | - | - | - | - | - | - | 8,079 | 2,000 | - | 10,079 | 10,000 | (79) |
| 5514 Bank Charges | - | 21 | 48 | 48 | 23 | - | 23 | 96 | 21 | - | 46 | 150 | - | 475 | 1,800 | 1,325 |
| 5845 Printing | 292 | - | - | 1,407 | - | 1,413 | 75 | 75 | 401 | 958 | 138 | 520 | - | 5,281 | 6,240 | 959 |
| 5892 Other taxes and fees | - | - | 500 | - | - | - | 2,500 | - | - | - | 10,149 | 1,000 | - | 14,149 | 12,000 | (2,149) |
| 5830 Payroll Service Fee | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 5,700 | 5,700 |
| 5811 Management Fee | 15,347 | 11,104 | 12,606 | 11,104 | 11,104 | 11,104 | 4,151 | 11,104 | 22,611 | 11,104 | - | 22,208 | - | 143,001 | 129,871 | (13,130) |
| 5812 District Oversight Fee | - | 29,188 | 1,900 | 475 | 475 | - | (11,143) | 2,985 | 2,985 | - | 2,985 | 2,985 | - | 32,836 | 51,948 | 19,112 |
| 5814 SPED Encroachment | 5,196 | 5,196 | 5,196 | 5,196 | 5,196 | - | 7,339 | 4,759 | 112,226 | - | (224,451) | - | - | (74,150) | 58,168 | 132,318 |
| 5840 Public Relations/Recruitment | - | - | - | - | - | 300 | - | - | - | - | - | - | - | 300 | - | (300) |
| | 21,008 | 45,509 | 25,754 | 21,142 | 16,947 | 20,075 | 2,311 | 22,800 | 177,628 | 17,618 | (195,731) | 57,863 | - | 232,922 | 324,003 | 91,081 |
| Depreciation | | | | | | | | | | | | | | | | |
| 6900 Depreciation Expense | 836 | 836 | 836 | 836 | 745 | - | 1,764 | 836 | 836 | - | 1,673 | 1,673 | - | 10,873 | 14,800 | 3,927 |
| | 836 | 836 | 836 | 836 | 745 | - | 1,764 | 836 | 836 | - | 1,673 | 1,673 | - | 10,873 | 14,800 | 3,927 |
| Interest | | | | | | | | | | | | | | | | |
| 7438 Interest Expense | 2,294 | 2,439 | 2,294 | 3,032 | 2,965 | - | (3,626) | 3,351 | 1,699 | - | 3,713 | 1,820 | - | 19,980 | - | (19,980) |
| | 2,294 | 2,439 | 2,294 | 3,032 | 2,965 | - | (3,626) | 3,351 | 1,699 | - | 3,713 | 1,820 | - | 19,980 | - | (19,980) |
| Total Expenses | 146,512 | 369,945 | 489,894 | 354,757 | 266,740 | 428,631 | 391,883 | 382,877 | 715,528 | 406,103 | 164,961 | 414,479 | - | 4,532,309 | 4,671,175 | 138,866 |
| Surplus (Deficit) | (18,677) | (196,558) | (26,820) | (61,781) | 140,703 | (65,251) | 85,466 | 80,230 | (162,876) | 99,398 | 228,272 | 76,658 | 208,168 | 386,931 | 523,648 | (136,717) |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!
Charter Group

ADA = 336.16

| | Jul-21 | Aug-21 | Sep-21 | Oct-21 | Nov-21 | Dec-21 | Jan-22 | Feb-22 | Mar-22 | Apr-22 | May-22 | Jun-22 | 2022 Accruals | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|--------------------------------------|----------------|----------------|-----------------|---------------|---------------|-----------------|-----------------|----------------|-----------------|----------------|---------------|-----------------|------------------|----------------------|-------------|-------------------------|
| Cash Flow Adjustments | | | | | | | | | | | | | | 7.9% | | |
| Monthly Surplus (Deficit) | (18,677) | (196,558) | (26,820) | (61,781) | 140,703 | (65,251) | 85,466 | 80,230 | (162,876) | 99,398 | 228,272 | 76,658 | 208,168 | 386,931 | | |
| Cash flows from operating activities | | | | | | | | | | | | | | | | |
| Depreciation/Amortization | 836 | 836 | 836 | 836 | 745 | - | 1,764 | 836 | 836 | - | 1,673 | 1,673 | - | 10,873 | | |
| Public Funding Receivables | 222,829 | 518,847 | 279,298 | | 39,098 | (39,098) | 224,963 | 64,901 | (57,870) | - | 15,739 | - | (208,168) | 1,060,539 | | |
| Grants and Contributions Rec. | 1,074 | | | | - | - | - | - | - | - | - | - | - | 1,074 | | |
| Due To/From Related Parties | (1,887) | (24,907) | (7,958) | 140,440 | - | (83,195) | - | - | - | - | (23,568) | - | - | (1,074) | | |
| Prepaid Expenses | 252,629 | 23,230 | (275,859) | (43,317) | | 22,560 | (34,305) | 34,305 | | | 20,757 | | | - | | |
| Other Assets | (7,130) | 11 | (27,654) | | - | 7,012 | 30,357 | - | (0) | - | (55,650) | - | - | (53,054) | | |
| Accounts Payable | (87,114) | (170) | 16,219 | 5,396 | (26,981) | (37,063) | (10,419) | 8,082 | 164,360 | - | (256,150) | 4,759 | - | (219,081) | | |
| Accrued Expenses | 27,811 | 20,442 | (48,253) | (11,882) | - | (10,180) | (116,237) | - | - | - | 157,806 | - | - | 19,507 | | |
| Other Liabilities | (30,357) | (56,361) | 88,147 | 2,519 | - | 82,016 | 1,599 | (77,481) | 22,323 | 39,410 | 15,498 | (74,537) | - | 12,776 | | |
| Unposted entries | 29,233 | 47,926 | (87,039) | 317 | (131,967) | 126,403 | | | | | (8,384) | | | (23,511) | | |
| Cash flows from investing activities | | | | | | | | | | | | | | | | |
| Purchases of Prop. And Equip. | - | - | - | - | - | (33,678) | (30,403) | (5,128) | - | - | (14,568) | (40,000) | - | (123,776) | | |
| Notes Receivable | - | - | 4,245 | - | - | 7,239 | (249,977) | - | - | - | (2,592) | - | - | (241,085) | | |
| Cash flows from financing activities | | | | | | | | | | | | | | | | |
| Proceeds from Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Payments on Factoring | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Proceeds(Payments) on Debt | - | - | - | - | - | - | - | - | - | - | - | - | - | - | | |
| Total Change in Cash | 389,247 | 333,296 | (84,837) | 32,530 | 21,598 | (23,235) | (97,190) | 105,746 | (33,227) | 138,808 | 78,834 | (31,447) | | | | |
| Cash, Beginning of Month | 599,924 | 989,171 | 1,322,466 | 1,237,629 | 1,270,158 | 1,291,756 | 1,268,520 | 1,171,330 | 1,277,076 | 1,243,849 | 1,382,657 | 1,461,491 | | | | |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!
Charter Group

ADA = 336.16

| | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|---|----------------------|------------------|-------------------------|
| Revenues | | | ADA = 399.95 |
| State Aid - Revenue Limit | | | |
| 8011 LCFF State Aid | 2,715,308 | 3,141,863 | (426,555) |
| 8012 Education Protection Account | 67,232 | 79,990 | (12,758) |
| 8019 State Aid - Prior Year | (28,296) | - | (28,296) |
| 8096 In Lieu of Property Taxes | 657,165 | 771,732 | (114,566) |
| | 3,411,410 | 3,993,585 | (582,175) |
| Federal Revenue | | | |
| 8181 Special Education - Entitlement | 53,584 | 77,038 | (23,454) |
| 8220 Federal Child Nutrition | 200,355 | 105,838 | 94,518 |
| 8290 Title I, Part A - Basic Low Income | 72,842 | 51,437 | 21,405 |
| 8291 Title II, Part A - Teacher Quality | 9,662 | 8,252 | 1,410 |
| 8296 Other Federal Revenue | 342,729 | 332,887 | 9,842 |
| 8299 Prior Year Federal Revenue | 308,546 | - | 308,546 |
| | 987,718 | 575,452 | 412,266 |
| Other State Revenue | | | |
| 8311 State Special Education | 193,158 | 266,227 | (73,069) |
| 8520 Child Nutrition | (26,422) | 10,027 | (36,448) |
| 8545 School Facilities (SB740) | 173,977 | 342,635 | (168,658) |
| 8550 Mandated Cost | 5,161 | 5,161 | (0) |
| 8560 State Lottery | 94,422 | 79,590 | 14,832 |
| 8599 Other State Revenue | 80,505 | 48,467 | 32,038 |
| | 483,654 | 752,107 | (268,453) |
| Other Local Revenue | | | |
| 8660 Interest Revenue | 14,130 | - | 14,130 |
| 8689 Other Fees and Contracts | 689 | - | 689 |
| 8699 School Fundraising | 21,641 | - | 21,641 |
| | 36,460 | - | 36,460 |
| Total Revenue | 4,919,241 | 5,321,144 | (401,903) |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!
Charter Group

ADA = 336.16

| | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|--|----------------------|------------------|-------------------------|
| Expenses | | | |
| Certificated Salaries | | | |
| 1100 Teachers' Salaries | 1,322,920 | 1,305,518 | (17,401) |
| 1170 Teachers' Substitute Hours | 11,210 | - | (11,210) |
| 1140 Teachers' Extra Duty/Stipends | - | 72,500 | 72,500 |
| 1300 Administrators' Salaries | 271,345 | 370,600 | 99,255 |
| | 1,618,179 | 1,748,618 | 130,439 |
| Classified Salaries | | | |
| 2100 Instructional Salaries | 381,553 | 508,488 | 126,935 |
| 2200 Support Salaries | 84,214 | 106,772 | 22,558 |
| 2300 Classified Administrators' Salaries | 78,983 | 70,000 | (8,983) |
| 2400 Clerical and Office Staff Salaries | 53,652 | 90,009 | 36,357 |
| 2900 Other Classified Salaries | 104,727 | 121,461 | 16,734 |
| | 703,128 | 896,729 | 193,601 |
| Benefits | | | |
| 3101 STRS | 280,895 | 295,866 | 14,971 |
| 3312 OASDI | 43,185 | 55,597 | 12,412 |
| 3321 Medicare | 33,317 | 38,358 | 5,040 |
| 3401 Health and Welfare | 258,953 | 253,000 | (5,953) |
| 3501 State Unemployment | 26,953 | 27,790 | 837 |
| 3601 Workers' Compensation | 32,707 | 36,020 | 3,313 |
| 5898 Other Benefits | 976 | - | (976) |
| | 677,668 | 706,631 | 28,963 |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!
Charter Group

ADA = 336.16

| | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|------------------------------------|----------------------|----------------|-------------------------|
| Books and Supplies | | | |
| 4100 Textbooks and Core Materials | 44,307 | 60,000 | 15,693 |
| 4200 Books and Reference Materials | 6,920 | 18,800 | 11,880 |
| 4302 School Supplies | 57,993 | 1,479 | (56,514) |
| 4305 Software | - | 39,000 | 39,000 |
| 4311 Office Expense | 21,223 | 14,559 | (6,664) |
| 4310 Noncapitalized Equipment | 27,303 | 70,000 | 42,697 |
| 4700 Food Services | 146,738 | 174,450 | 27,711 |
| | 304,556 | 378,288 | 73,732 |
| Subagreement Services | | | |
| 5102 Special Education | 232,755 | 213,811 | (18,944) |
| 5103 Substitute Teacher | - | 1,188 | 1,188 |
| 5105 Security | 41,410 | 25,200 | (16,210) |
| 5106 Other Educational Consultants | - | 6,375 | 6,375 |
| | 274,165 | 246,574 | (27,591) |

Julia Lee Performing Arts Academy

Monthly Cash Flow/Forecast FY21-22

Absolute!
Charter Group

ADA = 336.16

| | FY 21-22 Forecast | 2022 Budget | Favorable / (Unfav.) |
|---|----------------------|------------------|-------------------------|
| Operations and Housekeeping | | | |
| 5201 Auto and Travel | 17,110 | 8,000 | (9,110) |
| 5300 Dues & Memberships | 4,900 | 1,500 | (3,400) |
| 5400 Insurance | 56,615 | 37,749 | (18,866) |
| 5501 Utilities | 5,041 | 18,720 | 13,679 |
| 5502 Janitorial Services | - | 22,000 | 22,000 |
| 5900 Communications | 9,004 | 6,340 | (2,664) |
| 5910 Postage and Shipping | 3,366 | 2,000 | (1,366) |
| | 96,036 | 96,309 | 273 |
| Facilities, Repairs and Other Leases | | | |
| 5610 Rent | 377,078 | 336,264 | (40,814) |
| 5620 Other Leases | 179,077 | 120,583 | (58,494) |
| 5630 Repairs and Maintenance | 38,647 | 40,000 | 1,353 |
| | 594,802 | 496,847 | (97,955) |
| Professional/Consulting Services | | | |
| 5801 IT | 14,045 | 7,476 | (6,569) |
| 5802 Audit & Taxes | 9,000 | 12,200 | 3,200 |
| 5810 Legal | 18,709 | 12,000 | (6,709) |
| 5804 Professional Development | 59,197 | 20,000 | (39,197) |
| 5806 Special Activities/Field Trips | 10,079 | 10,000 | (79) |
| 5514 Bank Charges | 475 | 1,800 | 1,325 |
| 5845 Printing | 5,281 | 6,240 | 959 |
| 5892 Other taxes and fees | 14,149 | 12,000 | (2,149) |
| 5830 Payroll Service Fee | - | 5,700 | 5,700 |
| 5811 Management Fee | 143,001 | 133,029 | (9,972) |
| 5812 District Oversight Fee | 32,836 | 53,211 | 20,375 |
| 5814 SPED Encroachment | (74,150) | 63,607 | 137,757 |
| 5815 Public Relations/Recruitment | 300 | - | (300) |
| | 232,922 | 337,263 | 104,341 |
| Depreciation | | | |
| 6900 Depreciation Expense | 10,873 | 14,800 | 3,927 |
| | 10,873 | 14,800 | 3,927 |
| Interest | | | |
| 7438 Interest Expense | 19,980 | - | (19,980) |
| | 19,980 | - | (19,980) |
| Total Expenses | 4,532,309 | 4,922,059 | 389,750 |
| Surplus (Deficit) | 386,931 | 399,085 | (12,153) |
| | 7.9% | | |

**Julia Lee Performing Arts Academy
Check Register**

County 33 - RIVERSIDE COUNTY
District 37 - JULIA LEE PERFORMING ARTS ACADEMY
Fiscal Year 2022
Begin Date 05/01/2022
End Date 05/31/2022
Treasurer Fund

| Transaction Date | Amount | Check Number | Vendor |
|------------------|-----------|--------------|---|
| 05/09/2022 | 2,380.73 | 0001336 | PREFERRED MEAL SYSTEMS INC |
| 05/09/2022 | 1,522.51 | 0001337 | WILLIAMS SCOTSMAN, INC. |
| 05/09/2022 | 1,500.00 | 0001339 | MTB ACCOUNTANCY GROUP |
| 05/09/2022 | 1,500.00 | 0001340 | WILLIAM YEE |
| 05/09/2022 | 2,134.50 | 0001341 | LAW OFFICE OF YOUNG, MINNEY & CORR, LLP |
| 05/09/2022 | 1,539.44 | 0001342 | PREFERRED MEAL SYSTEMS INC |
| 05/09/2022 | 146.22 | 0001343 | J.W. PEPPER & SON, INC. |
| 05/09/2022 | 59.26 | 0001344 | J.W. PEPPER & SON, INC. |
| 05/09/2022 | 30.97 | 0001345 | J.W. PEPPER & SON, INC. |
| 05/09/2022 | 14.82 | 0001346 | J.W. PEPPER & SON, INC. |
| 05/09/2022 | 107.75 | 0001347 | J.W. PEPPER & SON, INC. |
| 05/09/2022 | 7,325.00 | 0001348 | ROOM 2 TALK SPEECH THERAPY, INC |
| 05/09/2022 | 1,450.00 | 0001349 | ROOM 2 TALK SPEECH THERAPY, INC |
| 05/20/2022 | 2,810.19 | 0001350 | PREFERRED MEAL SYSTEMS INC |
| 05/20/2022 | 937.50 | 0001351 | STRATEGIES TOWARD SUCCESS |
| 05/20/2022 | 628.65 | 0001352 | CALIFORNIA PSYCHCARE, INC |
| 05/20/2022 | 6,123.26 | 0001353 | ANTHEM BLUE CROSS |
| 05/20/2022 | 2,940.62 | 0001354 | CO POWER |
| 05/20/2022 | 9,182.73 | 0001355 | KAISER FOUNDATION HEALTH PLAN |
| 05/20/2022 | 1,850.00 | 0001358 | BMX FREESTYLE TEAM, LLC |
| 05/20/2022 | 2,040.47 | 0001360 | PREFERRED MEAL SYSTEMS INC |
| 05/20/2022 | 23,020.91 | 0001361 | ELSINORE FIRST ASSEMBLY |
| 05/20/2022 | 11,284.24 | 0001362 | ELSINORE FIRST ASSEMBLY |
| 05/20/2022 | 4,000.00 | 0001363 | ELSINORE FIRST ASSEMBLY |
| 05/20/2022 | 4,200.00 | 0001364 | SEMPER PATROL, INC. |
| 05/20/2022 | 4,920.00 | 0001365 | SEMPER PATROL, INC. |
| 05/20/2022 | 1,620.00 | 0001366 | DON JOHNSTON INCORPORATED |
| 05/20/2022 | 589.40 | 0001367 | JOSTENS INC |
| 05/20/2022 | 606.25 | 0001368 | JOSTENS INC |
| 05/20/2022 | 659.92 | 0001369 | ALL-SAFE FIRE EXTINGUISHER CO. |
| 05/20/2022 | 2,309.16 | 0001370 | PREFERRED MEAL SYSTEMS INC |
| 05/20/2022 | 1,000.00 | 0001371 | PARENTSQUARE INC. |
| 05/20/2022 | 1,188.00 | 0001372 | GENESIS TECHNOLOGIES |
| 05/20/2022 | 138.30 | 0001373 | EXPERT COPY SERVICES |
| 05/20/2022 | 1,539.44 | 0001374 | PREFERRED MEAL SYSTEMS INC |
| 05/20/2022 | 1,678.88 | 0001375 | FIRST STUDENT INC |

JULIA LEE PERFORMING ARTS ACADEMY**Balance Sheet****May 2022****Assets**

| Current assets: | Current Year | Previous Year | Difference |
|-----------------------------|---------------------|----------------------|-------------------|
| Cash | 1,461,491 | 599,924 | 861,567 |
| Inventories | - | - | - |
| Accounts receivable | 28,513 | 1,328,839 | (1,300,326) |
| Deposits | - | 73,000 | (73,000) |
| Other | 77,416 | 1,074 | 76,342 |
| Total current assets | 1,567,420 | 2,002,837 | (435,417) |

| Fixed assets: | Current Year | Previous Year | Difference |
|-------------------------------|---------------------|----------------------|-------------------|
| Property and equipment | 54,276 | 54,276 | 0 |
| Leasehold improvements | 28,128 | 28,128 | 0 |
| Work In Progress | 83,776 | - | 83,776 |
| Less accumulated depreciation | (46,030) | (36,830) | (9,200) |
| Total fixed assets | 120,150 | 45,574 | 74,576 |

Total assets **1,687,570** **2,048,411** **(360,841)**

Liabilities and owner's equity

| Current liabilities: | Current Year | Previous Year | Difference |
|----------------------------------|---------------------|----------------------|-------------------|
| Accounts payable | 77,486 | - | 77,486 |
| Other Liabilities | 38,882 | 333,961 | (295,079) |
| Debt | 411,653 | 249,863 | 161,790 |
| Unearned revenue | 135,744 | 116,237 | 19,507 |
| Other | (48,638) | 1,074 | (49,712) |
| Total current liabilities | 615,127 | 701,135 | (86,008) |

| Long-term liabilities: | Current Year | Previous Year | Difference |
|------------------------------------|---------------------|----------------------|-------------------|
| Debt | - | 396,287 | (396,287) |
| Accrued Liabilities | - | 5,778 | (5,778) |
| Total long-term liabilities | - | 402,065 | (402,065) |

| Fund Balance | Current Year | Previous Year | Difference |
|---------------------------|---------------------|----------------------|-------------------|
| Fund Balance | 1,072,443 | 945,211 | 127,232 |
| Total Fund Balance | 1,072,443 | 945,211 | 127,232 |

Total liabilities and fund balance **1,687,570** **2,048,411** **(360,841)**

Executive Director Salary for 2022-23 Fiscal Year

2% increase to \$145,656

Stipend to write the Universal Kinder Plan that will be implemented 2022-23

\$1,000

BYLAWS
OF
JULIA LEE PERFORMING ARTS ACADEMY
(A California Nonprofit Public Benefit Corporation)

ARTICLE I

NAME

Section 1. CORPORATION NAME. The name of this corporation is Julia Lee Performing Arts Academy.

ARTICLE II

OFFICES

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for this corporation shall be located at 36415 Geranium Dr. Lake Elsinore, CA 92532. The Board of Directors (“Board”) is granted full power and authority to change such principal office from one location to another within California. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III

PURPOSES

Section 1. PURPOSES. The corporation’s general and specific purposes are described in its articles of incorporations.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or

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

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V

ASSETS – DEDICATION & DISTRIBUTION ON DISSOLUTION

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI

CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no members within the meaning of the Non-Profit Corporation Law.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DIRECTORS AND TERMS. The Corporation shall have no more than seven and no less than five directors, unless changed by amendments to these bylaws. All directors, except for

the representative designated by the chartering authority, shall be designated by the existing Board of Directors. No teacher or staff member employed at the charter school shall serve as a member of the Board of Directors. At no time may more than one-third of the Board of Directors be comprised of Directors who are also parents of Julia Lee Performing Arts Academy students. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be “interested persons.” An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS TERM. Each director shall hold office for three years and until a successor director has been designated and qualified. With the exception of the initial Board members, who may serve an unlimited number of terms, no Board members may serve more than two consecutive three year terms, however, at the Boards discretion a Board member may serve an additional three year term.

Section 6. NOMINATIONS. The President may allow individuals and/or a committee to nominate qualified candidates for appointment to the Board of Directors at least thirty (30) days before the date of any appointment of directors. The President will appoint a committee to designate qualified candidates for appointment to the Board of Directors at least 30 days before the date of any appointment of directors. The nominating committee shall make its report at least 72 hours before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by an individual and/or committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No use of corporate funds will be used to support any nominee director.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a

director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the President, the Secretary, or the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly appointed director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation unless the Board of Directors designates another location in

accordance with these bylaws. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of the county in which that charter school is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite.

Section 15. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school is located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 16. ANNUAL AND REGULAR MEETINGS. All meetings of the Board of Directors and its committees shall be called, held and conducted in accordance with the terms and provisions of the Brown Act. The Board of Directors shall meet annually for purposes of organization, election of officers, and transaction of other business as may properly be brought before the meeting. The annual meeting of the directors shall be held on the last regularly scheduled meeting of each fiscal year.

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors.

At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President, or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. Every action taken or decision made by the Board will be by a majority of the directors in attendance, based upon the presence of quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive any compensation for their services as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more Committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to Committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the Board of Directors resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repeatable; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed

with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation and shall be entitled to the full protection of Corporations Code Section 5231.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Chief Executive Officer, President, a Secretary, and a Treasurer. The corporation, at the Board’s direction, may also have a Vice-President, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chief Executive Officer.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, except for the President and any officers appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract. The President shall be chosen biennially by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the President, the Chief Executive Officer, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and

authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was appointed by in accordance with Article VIII, Section 4 of these bylaws, may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. CHIEF EXECUTIVE OFFICER. The Chief Executive Officer, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENT. If a President is elected, there shall also be a Vice-President of the Board of Directors. In the absence of the President, the Vice-President shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of

persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer, or Designee, shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the CEO, President, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

If required by the board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX

CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association,

or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X

CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI

LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII

INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c) the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set

forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII

INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIV

MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of its members, board, and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV

INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours.

ARTICLE XVI

REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporations shall comply with Corporations Code Section 6322.

ARTICLE XVII

EXECUTION OF INSTRUMENTS, DEPOSITS, AND FUNDS

Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so

authorized, no officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the President of the Corporation or a designee.

Section 3. DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest, or devise for charitable or public purposes of this Corporation.

ARTICLE XVIII

FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Julia Lee Performing Arts Academy, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

Jamie Schramm, Secretary

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

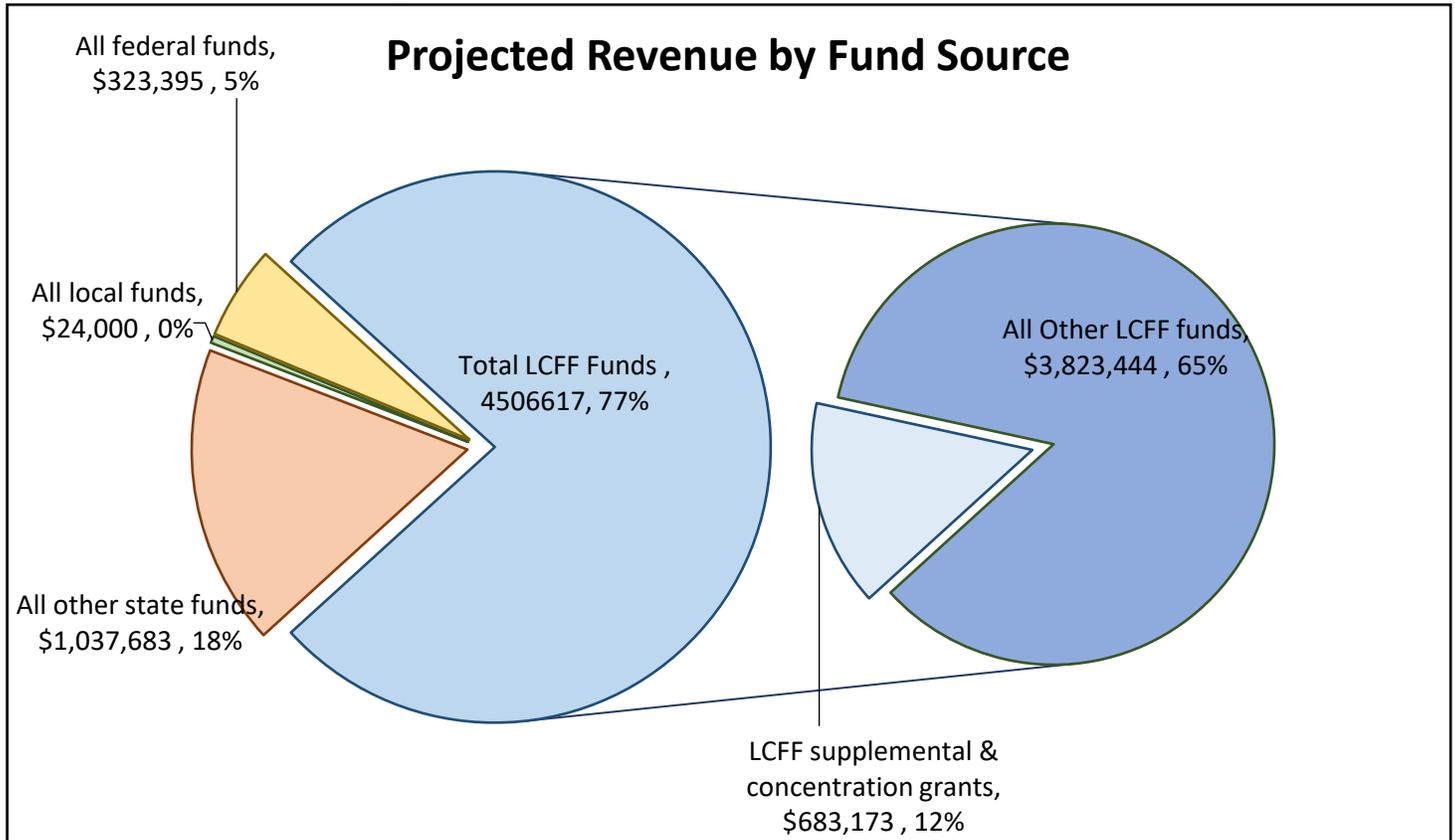
School Year: 2022 – 23

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

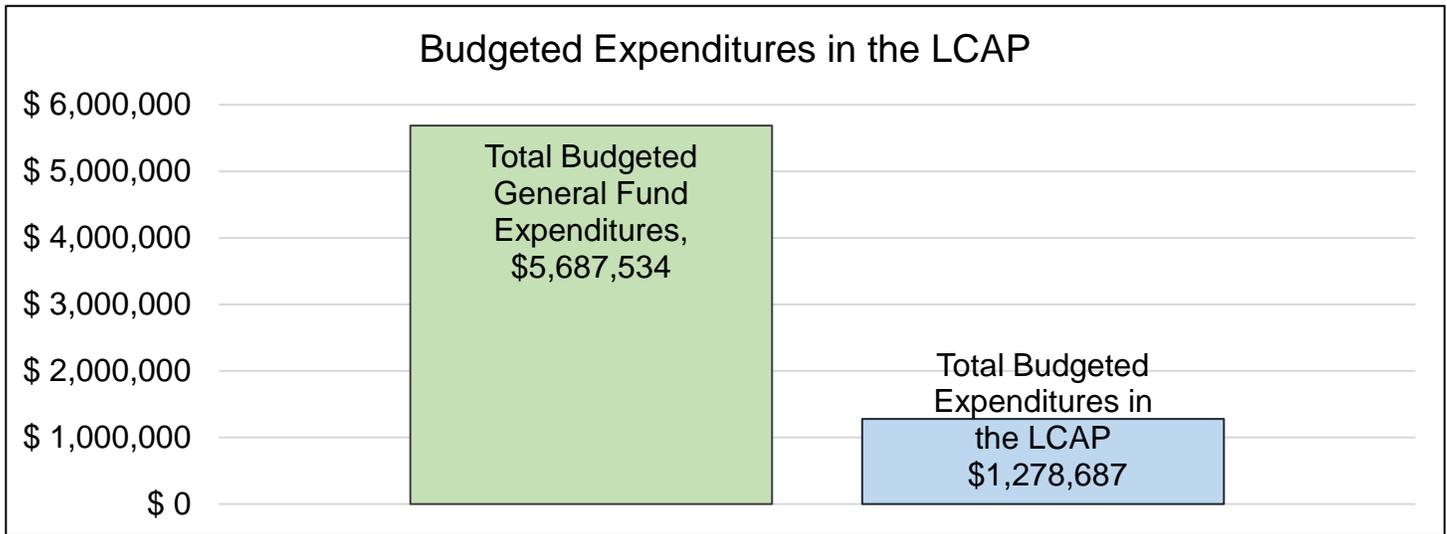


This chart shows the total general purpose revenue Julia Lee Performing Arts Academy expects to receive in the coming year from all sources.

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:

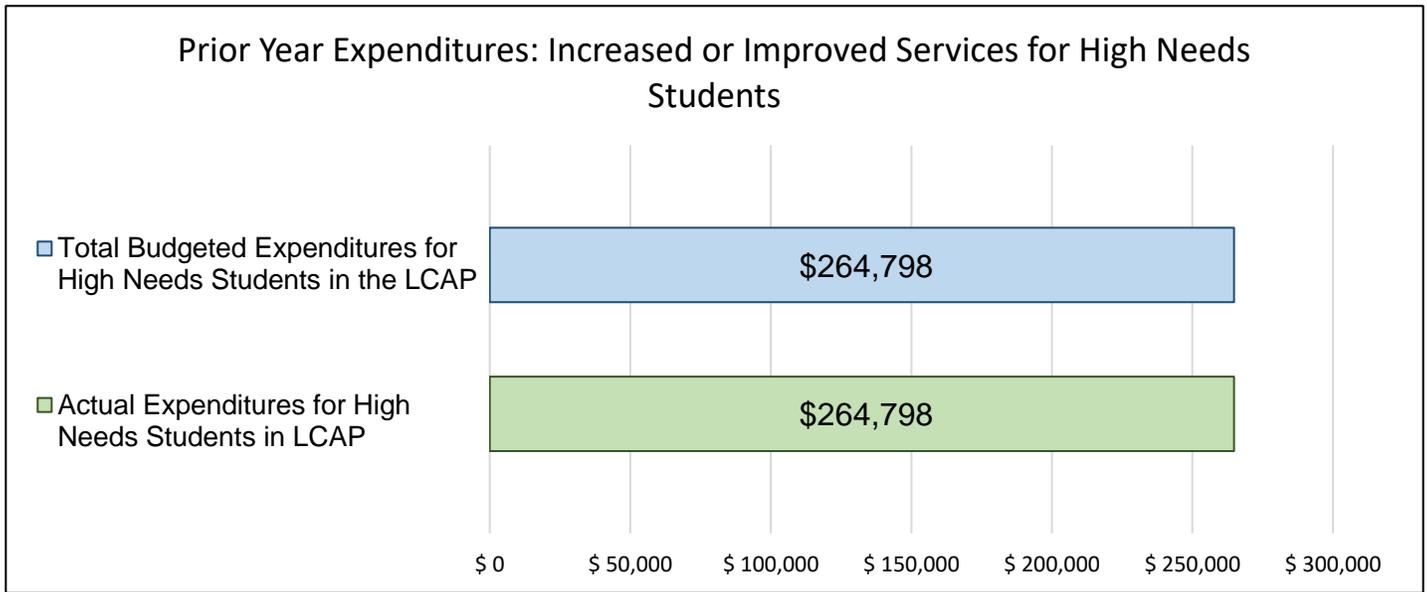
We are using \$1.1M to cover overhead and facilities costs while other academic programs like Universal TK, English Learner outreach and education, and other programs will constitute the other \$3.3M in funding that is not included in the LCAP.

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 48% 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..

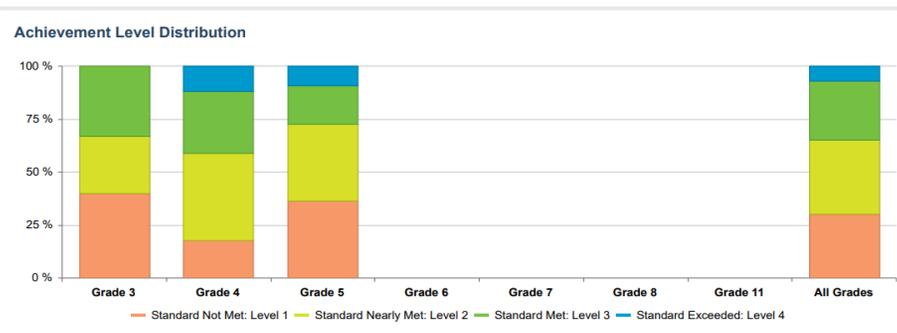
English/Language Arts Academic Performance Indicator (State Priority 4)

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.

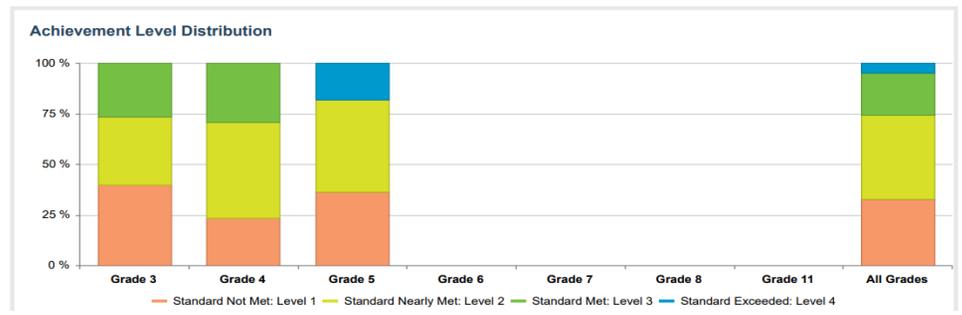
Mathematics Academic Performance Indicator (State Priority 4)

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.

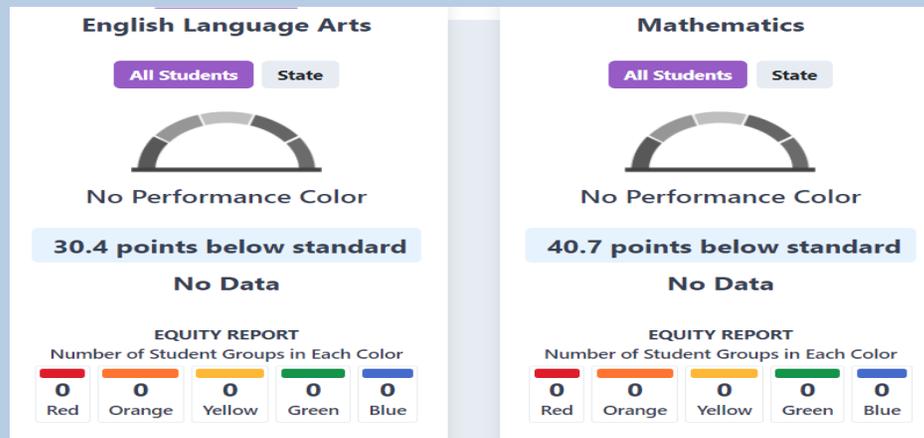
ELA CAASPP Assessment Results 2018/19



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 |
|--|-------------------------------------|--|--|--|--|

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 | sired 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: 221-48%)

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.