

# 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
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## Plan Summary 2023-2024

### General Information

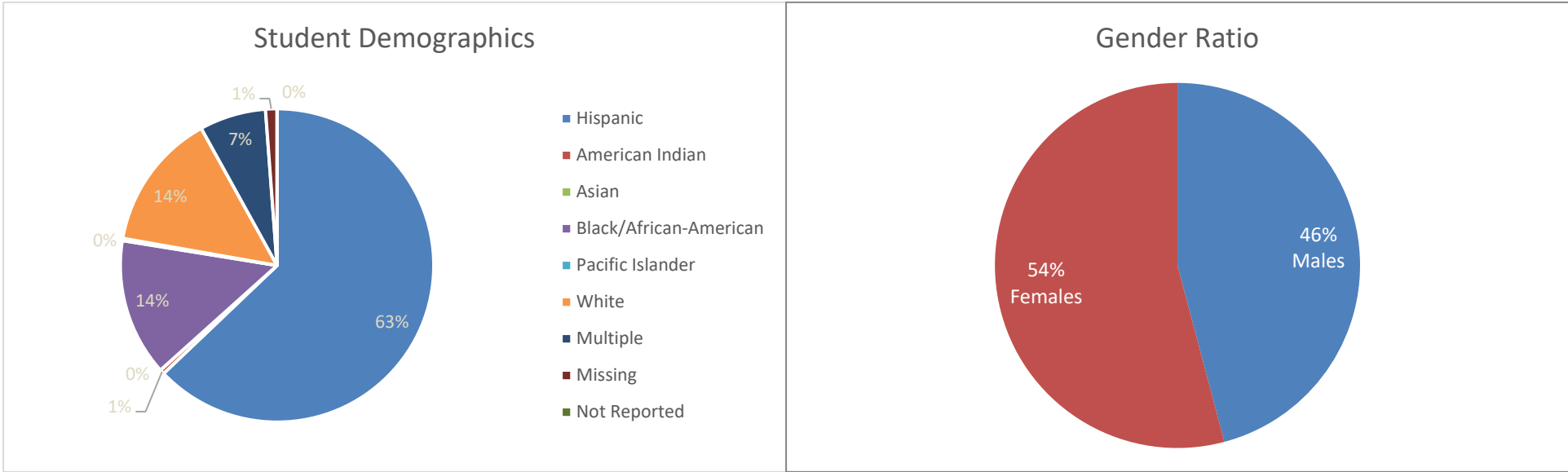
A description of the LEA, its schools, and its students.

Julia Lee Performing Arts Academy is a public charter school located in Lake Elsinore, CA in its 6th 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 child 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 students 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.

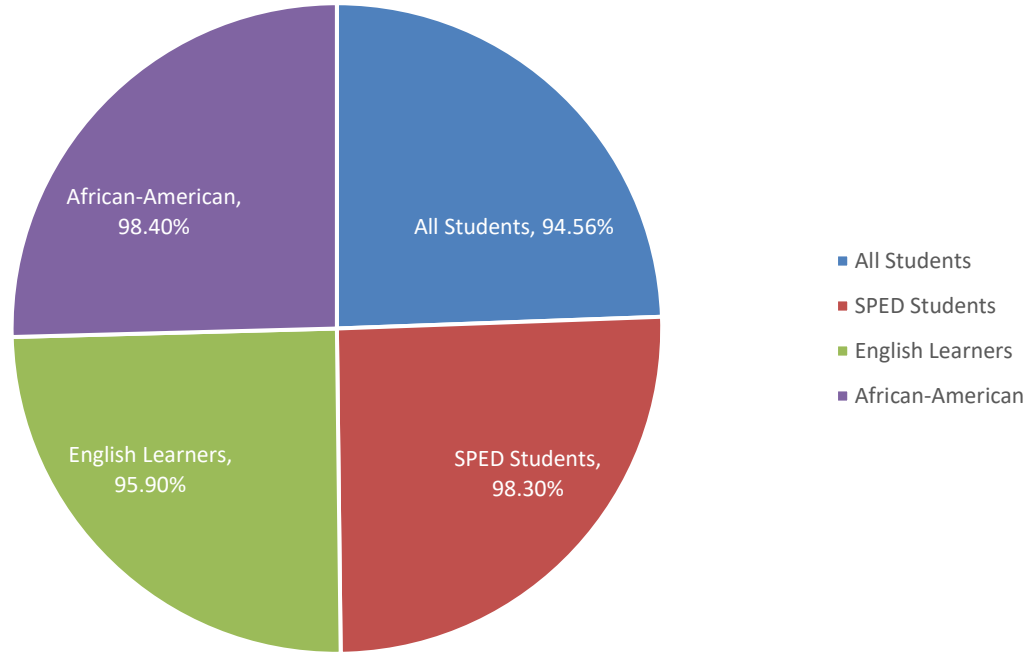
JLPAA has added one grade every year since its inception with the recent addition of 8<sup>th</sup> grade. JLPAA received a five-year renewal in July 2020, the current charter term will start with the 2021-22 and end with the 2025-26 school year. During the 2022-2023 school year JLPAA added an After School Extended Learning Program, "Rising Stars". The Rising Stars program serviced students in all grades TK-8<sup>th</sup> grade. The program saw many successes including 100 students participating in the school competition; they completed the seven-step process. Of the 6 teams, 7 students were chosen to compete in the [California Invention Convention](#). Of the 2 teams of 4 students that moved forward to the [2023 Raytheon Technologies Invention Convention](#) in Michigan. 1 team of 2 JLPAA's students were awarded 3<sup>rd</sup> place in the nation for the 7th grade category. Their intervention has been recommended for a U.S. Patent. There were 120 students enrolled in the program at the conclusion of the school year. Currently, there are over 90 students pre-enrolled for the 2023-2024 school year.

During the 2022-2023 JLPAA had 39 (10.8%) English Learners and 1 (0.002%) foster youth and 0 (0.00%) homeless family. Additionally, JLPAA has 56 (13%) students that receive special education services either through Specialized Academic Instruction, Occupational

Therapy or Speech Language Pathology. 17% of JLPAA’s students receive Free/Reduced Lunch. The school has 274 Unduplicated students. Below you will find the demographic data for the students that make up the JLPAA community of learners. Since March 2020, the school has been providing lunch to all students in the form of several meals: breakfast, lunch, and a nutritious snack for the “Rising Stars” attendees.



## ATTENDANCE



# Reflections: Successes

## Dashboard Performance Indicator Progress

### English Learner Progress Performance Indicator (State Priority 4)

Beginning in the 2022-2023 school year, JLPAA implemented Designated English Language support for those students identified as EL. JLPAA has administered the ELPAC Summative 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, and English Learner program designated to support language development for our students.

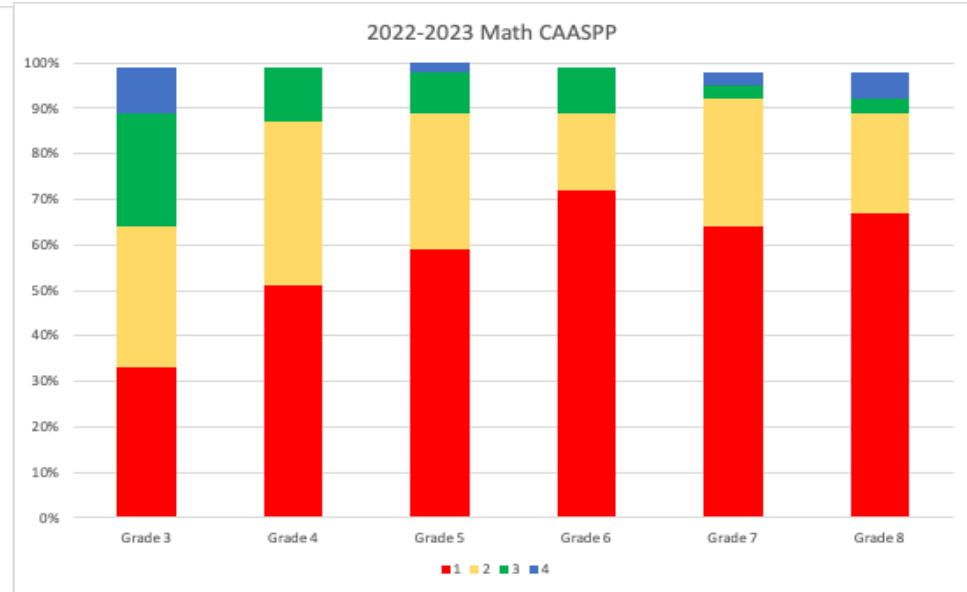
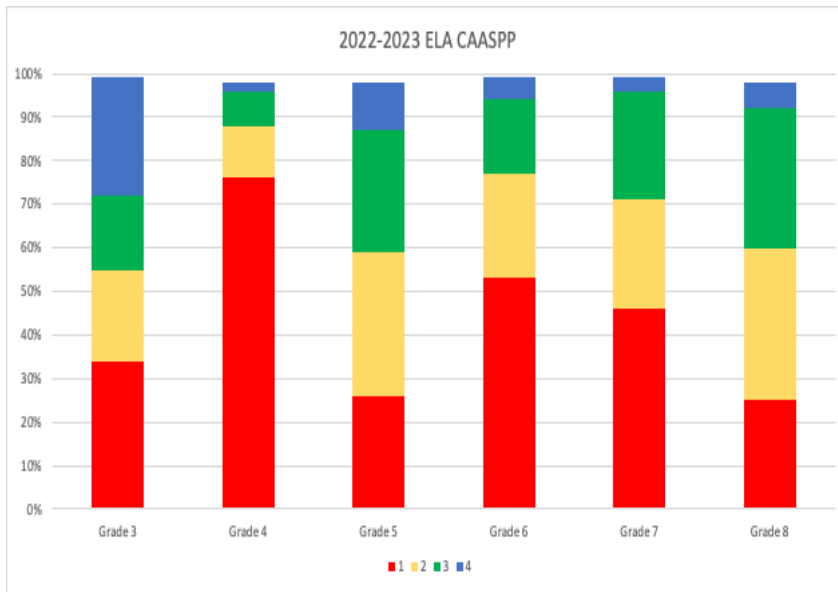
The table below shows how successful this intervention has been. 40% of test takers' scores exceeded the grade level standard of the Summative ELPAC and were eligible to be considered for reclassification. The students that remain below "4" have been identified for targeted intervention based on their areas of needs.

Summative ELPAC Scores

	4	3	2	1
K	50%	25%	25%	
1	20%	20%	40%	20%
2	17%	83%		
3	34%	17%	17%	32%
4	20%	40%	40%	
5	100%			
6	40%	20%	40%	
7	33%	33%	33%	
8	50%	50%		

# Reflections: Identified Need

JLPAA utilizes both state assessments results from CAASPP and NWEA MAP data to identify areas of need. Based on the **2022-2023 CAASPP** results indicate that 30.2% of all students tested met proficiency in reading and 13.8% 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.



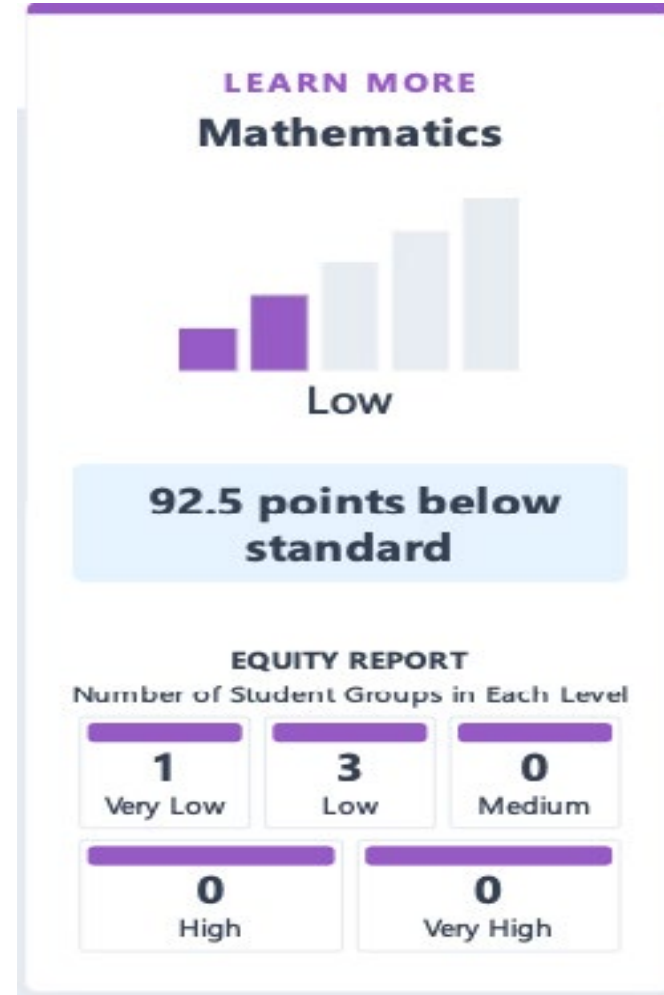
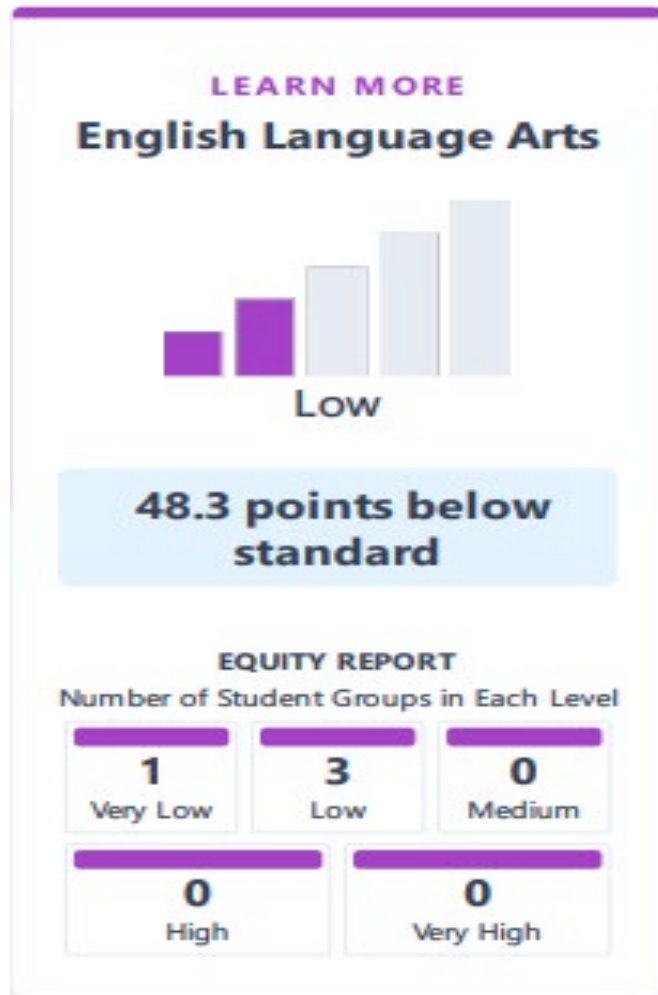
2022-2023 NWEA MAP assessment data, our local assessment results are as follows:

## 2022-2023 Percentage of Students that Met Projected Growth

	Math	Reading	Language Usage
K	43%	34%	n/a
1	53%	51%	n/a
2	51%	18%	45%
3	32%	63%	50%
4	15%	37%	31%
5	39%	62%	67%
6	33%	31%	34%
7	35%	33%	56%
8	36%	32%	70%

This data shows the percentage of students that met projected growth numbers in the Spring-2023 administration of NWEA MAP tests that were established during the Fall-2022 administration. 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.

2022 DASHBOARD Indicators for ELA and Math:



# 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-8<sup>th</sup> 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. This process continued throughout the 2022-2023 school year as well.

JLPAA added art and choir to the Visual and Performing Arts program during this 2022-2023 school year. The Soundtrap 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.

Targeted student groups have been identified through ATSI. The targeted student groups will be addressed in several ways outlined in this document.



# 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*

### **ATSI**

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

[Identify the eligible schools here]

## *Support for Identified Schools*

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

While JLPAA has not identified for **CSI**, JLPAA has been identified on the Dashboard Student Group: **ATSI** for the following student groups- English Learner, Students with Disabilities and Black African American. Each of these student groups have been identified in areas of Chronic Absenteeism, Academic (ELA & Math).

During the 22-23 school JLPAA hired a dedicated Attendance Clerk. The Attendance Clerk provides targeted support for the student groups identified as needing support. The attendance clerk calls, texts, and emails to follow up with the parents and guardians as to student attendance and punctuality. JLPAA has a dedicated email line for parents to report absences for each day. Parent Square is an additional method of communication. The school regularly sends out communication about official school closures, the parents/guardians may also report absences or tardies as well. The telephone calls, tardies and communication via Parent square are monitored by the front office staff but specifically by the attendance clerk and monitored by the Office Manager.

For Academic support JLPAA started an Afterschool School program” Rising Stars” during the 2022-2023 school year. The first hour of the program is dedicated to homework and enrichment. The students are given more small group instruction on concepts completed during the school day. JLPAA also upon disaggregating the individual data has instituted an enrichment program where credentialed classroom teachers focus on ELA and Math instruction.

*Monitoring and Evaluating Effectiveness*

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

JLPAA will monitor and evaluate the plans of each student group monthly due monthly meetings with the Office Manager where the attendance is concerned. The student information system (SIS) will house the various attempts/efforts by the attendance clerk and the parent on communication. During the monthly meetings the information is printed, and the school will employ efforts to address any deficiencies found at that time.

The principal and assessment coordinator will monitor the instructional and assessment data monthly on NWEA/MAP which is given three times per year or via classroom assessment data which is administered more frequently during the enrichment or class time.

## Engaging Educational Partners

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

**Parent Meetings (Quarterly):** JLPAA engages educational partners by conducting “Principal’s Café” every quarterly. The EL Parents participate in the school’s ELAC meetings which are offered three times during the school year. Parents have influenced several decisions made at school through these meetings. 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 increased 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, Principal’s Café’ LCAP groups or individual 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 all parent meetings are collected and analyzed to develop goals and actions for the LCAP development.

**Teachers and other Educational Partners (Monthly):** JLPAA engages staff, teachers, and all educational members in the decision-making process by holding monthly board meetings, meetings with community members and weekly meetings with staff and teachers. 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. The teachers spent the final weeks of every June dedicated to participation in the committee work. Each teacher identifies an area of the school’s culture to focus on. This is a demonstration of shared leadership that exemplifies what is practiced at JLPAA.

**Board of Directors (Monthly):** The board members’ advice is sought out and collected during board meetings where ongoing updates are provided and needs are communicated. JLPAA seeks continuous feedback to finalize LCAP goals and actions. Another example of feedback provided by the board of directors and parents during the school year was a request to have a longer kindergarten program. The 2021-2022 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 was extended to 1PM and 45 minutes were added for VAPA time. The school’s LCAP was presented to the community and the board of directors during the regularly scheduled meeting.

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 Educational Partners (ELAC, Principal's Café, Delta DEARS):**

- Safety of all Students --- Specific Actions needed due to recent school shooting incidents and health and safety precautions.
- More opportunities for students to participate in VAPA—both visual and performing arts. Each TK and Kindergartener has a music and movement class; 4 days per week.
- The TK/K student also participate in a reading program by an educational partner “Delta DEARS” The partners come to JLPAA every Wednesday and spend two years reading and discussing the books read. This educational partner consists of retired educators, and they review assessment data to ensure that what they are doing in making a difference is ELA for our youngest students.
- Extended Kindergarten so students have more VAPA access due to additional VAPA teachers.
- Mental Health Support
- Safe and supportive school environment
- Student access to a board course of study

**Administrators, Staff (Classified) and Teachers (Certificated) :**

- Academic support especially in the areas of ELA and Mathematics as well as a board course of study
- Behavior intervention further intervention is being added- addressed by the counselor.
- Improve student attendance addressed by the Attendance Clerk
- Curriculum for EL students in ELA and Math- addressed by the new purchased curriculum and a designated EL credentialed teacher.
- Counselor due to Social Emotional Needs

**Board of Directors:**

- Counselor due to Social/Emotional Needs
- Academic Achievement-Additional support to classroom teachers for academic and behavior needs.
- Attendance support for all student groups
- Attract and retain the best staff!

**Students:**

- Counselor due to Social/Emotional Needs and a change in school lunches

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

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

1. **Parents of English Learners:** 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. JLPAA has added support using both a push in and a pull-out model in a dedicated classroom.
2. **Certificated Staff/Teachers:** New engaging curriculum for EL students were purchased by JLPAA, JLPAA has partnered with RCOE’s pilot program. JLPAA receives additional support from RCOE in the areas of pedagogy, curriculum, and staff development. The principal participates in the staff development to receive the most up to date information directly from RCOE.
3. **Parents:** this group shared that they would like more information on safety on the playground, at the front of the school and health/wellness for students suffering from mental health issues. The parents requested a playground and offered to assist in fundraising for the playground and other aspects of the school.
4. **Administrators:** targeted meetings with individual teachers and support staff on a regular basis especially the student groups identified for ATSI. Create and implement a GATE plan for all identified students.
5. **Classified Staff:** this group shared that they would like to work on the MTSS process to address the behavior of the students particularly at lunch.

# Goals and Actions

## Goal

Goal #	Description
1	Students will show improved academic achievement annually. (Revised 22-23)

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. (CA state priorities: 1, 2, 4, and 7)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>N/A: iReady grade level data-increase annually by 10% (not used 22-23)</b>	20% of all students will be on grade level			JLPAA discontinued the use of iReady during the 2022-2023 school year. Instead JLPAA used RCOE's Footsteps to Brilliance for K-3 <sup>rd</sup> grade.	60% of all students will be on grade level  N/A
<b>Priority 4: NWEA incremental data (Fall, Winter, Spring)</b>	20% of all students will meet their Grade level target	The majority of the students show growth from the fall to spring administration at		Met growth targets: 37.7%= math 40.1%= reading 50.9%= language usage	60% of all students will meet their Grade level Target;

		each grade levels.			<b>Goal: Not met</b>
<b>increase annually by 10%</b>					
<b>Priority 2: ELPAC Summative and</b>	0% of EL students are RFEP students	JLPAA reclassified 5 EL students this		<b>Earned 4's &amp; eligible for RFEP:</b> K 50% 1 20% 2 17% 3 34% 4 20% 5 100% 6 40% 7 33% 8 50%	30% of EL Students will be RFEP students  <b>Goal met: 12 students for goal</b>
<b>Reclassification Data increase annually by 5%</b>		school year; 10.20%.			
<b>Priority 1: Teachers appropriately assigned based on credential</b>				<b>As of October 2022, JLPAA had 92% were appropriately assigned based on their credential</b>	At least 85% of the teachers will be fully credentialed and appropriately assigned.  <b>Goal met</b>
<b>Priority 1: Access to standards aligned instructional</b>				<b>22-23 Williams Visit: 100% materials,</b>	<b>Goal met</b> 22-23 Williams Visit: 100% materials,

material & facilities in good repair			92.22% facilities	92.22% facilities

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Achievement Gap- iReady/ Footsteps to Brilliance</b>	JLPAA purchased Curriculum Associates, iReady reading and math assessment, independent and guided instruction programs. The initial diagnostic assessments are used to assess the TK-8 <sup>th</sup> grade students for any learning loss that occurred because of distance learning, and attendance issues. The independent and guided instruction portions of the program are used to close the achievement gap due to distance learning during the 14 months. Purchasing IReady allows JLPAA to offer targeted assessment and deliver targeted instruction in several ways to mitigate any gap in academic learning that may have occurred. A classroom teacher will administer this assessment at the beginning of the school year (August) and may administer this diagnostic tool at any point during the school year. Used Footsteps to Brilliance at no cost from RCOE.	\$0	N
2	<b>NWEA- MAP: The Growth Assessment</b>	JLPAA continues to purchase the subscription and use NWEA/MAP as the local assessment. The school administers this assessment three times during the academic year: Fall (September); Winter (February) and Spring (May). This assessment is administered to all students enrolled at JLPAA (TK-8 <sup>th</sup> grade) to recognize and demonstrate academic growth across the school year. JLPAA has the curriculum/ instructional coordinator that works with the staff throughout the year.	\$51,127	Y



3	<b>Standards based-EL Curriculum</b>	JLPAA will purchase curriculum for the English Learner students to be used during the designated pull-out language support time. Cengage/National Geographic publisher offers a program that uses both print and online curriculum that uses high interest materials. JLPAA would like to reclassify the EL students at a rate of 3% of the English Learners per school year. JLPAA will also have an employee of the school to work specifically with the EL students as the school currently has an increased number of EL students.	\$23,144	Y
4	<b>Certificated EL teacher</b>	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.	\$82,388	Y
5	<b>Increased Teacher support for the SWD/appropriately placed teachers</b>	During the distance learning school year, many students suffered mentally 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. Each teacher received a credential audit to ensure proper placement was held. As a result, it was discovered that one teacher needed to complete the CLAD and the TK teacher eligible for a grant enhancement to their credential.	\$372,000	Y

6	<b>Special Education Assessments</b>	In addition 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	<b>Academic Technology with an emphasis on Unduplicated students</b>	JLPAA serves the students by offering a 1:1 student/ device. Each student from TK-8 <sup>th</sup> grade has a dedicated Chromebook that is accessible to them at school as is the case with our younger student population. Middle school and <b>Unduplicated Students</b> take the devices home to access the curriculum and to complete assignments. JLPAA purchased an additional number of devices to replace the damaged or missing devices. Since there is an increase in enrollment JLPAA will add to the stock of devices on hand.	\$25,000	Y
8	<b>Additional General Education- Paraeducators FTE 1.0</b>	JLPAA will utilize 7 additional full time paraeducators to aide in support in the classrooms especially in the TK- 5 <sup>th</sup> 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 2022-2023

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.

Action #5- a credential audit was required, and changes were made because of inadequate addendums to credential were corrected.

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.

Total Budgeted Expenditures for High Needs Students in the LCAP is \$1,278,687 and the Actual Expenditures for High Needs Students in LCAP is \$1,414,693. The overage/difference of \$136,006 is due to providing additional resources.

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. Credential audits were very effective particularly in the EL students. The ELPAC scores are reflective of the enhancements made to the methods in curriculum and pedagogy.

**Goal 1-** Teachers Appropriately Assigned and Credentialed: 92% of the teachers

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 and 2022-2023 school years because 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	All 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. Every student will be offered a rigorous course of study according to their grade level to close the achievement gap. In addition, social emotional learning (SEL) must be addressed. SEL is fundamental to academic success and is woven into the work of every teacher in every classroom. Students at JLPAA participate in a robust VAPA program alongside the core curriculum. (CA state priorities: 1, 5, 7 & 8)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Targeted Outcome for 2023–24
<b>Priority 8: Number of the SEL/Mental Health sessions offered and attended by The teachers.</b>	1 session of professional development Per school year	1 session of professional development took place this school year.		The teachers attended 2 MTSS sessions conducted by the counselor.	8 sessions of professional development Per school year <b>Goal: Not met; in progress</b>
<b>Priority 1: Standards aligned Core Curriculum &amp; VAPA</b>	All students will take 1 dance class & 1 music	increased standards-aligned curricula for ALL students' groups VAPA increased offerings & standards aligned curricula		100% of all students accessed the standards aligned curriculum, new textbooks etc. were purchased to address the needs of EL, Unduplicated, SPED	All students will Standards Based Core Curriculum & VAPA program <b>Goal: met</b>

	class			students	
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<b>Priority 7: Adding visual arts as a means of support for mental health</b>	Students will participate in one art activity per school year.	Students in all grades are participating in one art activity per quarter.		All students were given access to a visual art program; SPED and 504 students participated the most. Initiated in the Spring 23 semester	Students will participate in 6 art activities per schoolyear. <b>Goal: Met</b>
<b>Priority 5: Increasing student attendance for low- income Students: ATSI- EL; SWD &amp; Black students</b>	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.		Increases: <b>ATSI review:</b> SPED students- 98.3% EL students- 95.9 % Black students- 98.4%  <b>Low Income- 94.5%</b>  All students- 94.56%	Increase the attendance to 92%ADA for the low- income students  <b>Goal: Met</b>

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Mental Health/Social Emotional Learning</b>	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 support for students. Field day for all students	\$19,166	Y
2	<b>Curriculum: Core and VAPA</b>	JLPAA purchased new curriculum to ensure core course access to a standard-aligned curriculum for ALL students. 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.	\$178,141 VAPA teachers & program	Y
3	<b>Additional: Visual Arts</b>	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.	\$32,686 Materials/ Student Support	Y

Action #	Title	Description	Total Funds	Contributing
4	<b>Student Engagement: Daily Attendance</b>	JLPAA is making a deliberate effort to increase the attendance rate of all of the students at the school, paying particular attention to the low-income students. The low-income student's 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 informational email, telephone voicemail and professional development for the employees. Data-driven sessions on parent engagement will be provided for the JLPAA families. . IT support, SIS	\$76,688.	Y
5	<b>Counseling Services for Students</b>	<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 employed the counselor full time 2022-2023 school year as the need for individual and group mental health needs have increased as the school numbers have grown.</p>	\$90,000 Salary & Benefits	
6	<b>ATSI- Targeted student groups: English Learner; Students with Disabilities and African American students</b>	<p>Hired the Attendance clerk to address the chronic absenteeism, created a dedicated email for parents to report absences and enlist Parent Square for a two communication tools for absences, tardies and school communication.</p> <p>Started an after-school program for additional instructional support. The students receive 9 hours of continuous instruction during the school year and an extended school year for intersession.</p> <p>The Executive Director and Principal attended several conferences: CAAASA, CASBE, NABSE and CSDC received targeted professional development and delivered the information to the staff for these student groups during staff meetings and professional development opportunities.</p>	\$25,000	



## Goal Analysis 2022-2023

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.

**Action 1-** 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.

**Action 2-** purchased standards aligned curriculum to address the broad course of study.

**Action 5-** JLPAA employed a full-time counselor this school year as the need for individual and group mental health needs have increased as the school numbers have grown. The school counseling position will be changed for a more targeted approach to the needs of the students and better addresses teacher and parent requests.

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 resources for ATSI. The overage/difference was \$25,000.

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. **Action 6** has been added for the 2023-2024 school year as JLPAA was newly identified during the ATSI process. JLPAA has added this item to address the needs of the students and their families. 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 reflections 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.

**Actions 3 and 5** were 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 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.

**Action 6** has been added for the 2023-2024 school year as JLPAA was newly identified during the ATSI process. The student groups have been added to the list of services.

## Goal

Goal #	Description services
3	Educational partners will advocate and participate in the JLPAA charter school community. (CA State Priorities 3,5, 6, & 8)

An explanation of why the LEA has developed this goal.

This goal was developed because the educational partners: parents/guardians, volunteers such as the Delta D.E.A.R.S are integral parts of the school community. JLPAA makes intentional efforts in engaging the educational partners in the school community. The student outcomes improve when the educational partners of parents/guardians, volunteers and others are involved in the school community.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	sired Outcome for 2023–24
<b>Priority 3 &amp; 6: Family Engagement: Parent/Guardian attending 70% of All meetings: CHYA, LCAP, student groups services</b>	10% of all parents Will attend all of the parent meetings	10% of parents have been in attendance of parent meetings, committee		During the first semester 22-23 school year, JLPAA held meetings via Zoom on various topics: CHYA, LCAP, & student group services. 12 parents attended	70% of all parents will attend all parent meetings. <b>Goal: Not met; in progress</b>

		meetings as			
		measured by parent sign in and count of attendees.			
<b>Priority 3: JLPAA will hold 2 ELAC meetings by June annually</b>	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.		3 parents of the 39 eligible attended the ELAC meetings.23-24 school year, there will be 3 ELAC meetings	70% of all EL parents will attend both Meetings <b>Goal: Met</b>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Priority 8: JLPAA will hold 2 parent education workshops by June annually</b>	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.		The principal held two parent education workshops during the fall semester. Topic: CHYA- talking to your child about sex and healthy relationships.	JLPAA will hold 2 parent education meetings. <b>Goal: Met</b>
<b>Priority 6: JLPAA administer a school climate survey by June annually</b>	JLPAA will administer one survey annually.	School Climate Survey completed this school year.		The parent survey will be released on June 30 <sup>th</sup> annually	JLPAA will administer one survey annually. <b>Goal: Met</b>

<p><b>Priority 5 &amp; 6:</b>  <b>School climate</b>  <b>-Suspension rates</b>  <b>-middle school dropout rates</b>  <b>-Expulsion rate</b></p>	<p>Added in 2022-2023</p>			<p>JLPAA has a          -.9% suspension rate          - dropout rate of 0% for middle school          -0% expulsion rate</p>	<p>-Suspension rate of &lt;1.0%          -Maintain a dropout rate of 0% for middle school          -Maintain an expulsion rate of 0%</p> <p><b>Goal: Met</b></p>
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# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Family Engagement</b>	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.	\$ 25,664	N
2	<b>English Language Advisory Committee</b>	ELAC 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. Two ELAC meetings were held during the 2022-2023 school year.	\$36,800	Y

Action #	Title	Description	Total Funds	Contributing
3	<b>Parent Education Workshops</b>	JLPAA will offer workshops on various topics to include curriculum, instruction, visual & performing arts, social/emotional to the parent community. These workshops are developed to assist the parents with helping their children with homework, school projects/assignments and deepening their knowledge of the educational program at JLPAA. This action is to increase the home/school relationship.	\$ 0.00	N
4	<b>Educational Partners: School Climate Survey- Parents</b>	Annually JLPAA will solicit the parents about the educational program and their needs. There will be questions about curriculum, instruction, mental health needs, nutritional needs, and housing needs. This survey is designed to support parents and include them as educational partners in working with their children and identifying needs.	\$ 0.00	N
5	<b>Educational Partners: School Climate- Students</b>	Annually JLPAA reviews data derived from the students. The leadership team reviews information from Priority 5 & 6: specifically, as it affects the school climate. From this data JLPAA can adjust activities or programs as needed. -Suspension rates -middle school dropout rates -Expulsion rate	\$0.00	N

## Goal Analysis 2022-2023

*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 especially after the pandemic has subsided. Parent meetings were not regularly attended during the 2022-2023 school year as JLPAA did not have parents on campus due to very many illnesses. Educational Partners were invited during the Spring of 2023 for a variety of in person meetings. Those meetings were Principal's Cafes, LCAP gathering sessions, Winter and Spring Performances, Award Assemblies, Delta DEAR Reading sessions and TK, K and 8<sup>th</sup> grade graduations.

**Action 4-** At the time of this reporting the Parent Climate Survey had not been distributed, but this year's climate survey will provide crucial information needed to plan for next school year as it is always used.

**Action 5-** was added during the 2022-2023 school year because the school noted a significant change in student behavior. There was an increase in referrals from the classroom teachers, requests for parent/teacher conference due to behavioral concerns in the classroom. The Leadership Team (Principal, Executive Director, Data & Assessment Coordinator) took a proactive scan of the students that were being suspended and those reasons why. While we did not have many suspensions, there were many behavioral redirections, referrals and parent meetings held particularly in middle school.

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

The student's behavior in 2022-2023 necessitates a change in practices and personnel. **Action 5:** was added due to the increase in referrals to the counselor and the principal. There is an increase in parent/teacher telephone calls, emails, and meetings due to adverse behavior in the school. There will be change in school personnel from a counselor to an employee trained in behavioral techniques for the 2023-2024 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

The Salary and benefit package from certificated school counselor to behavioral specialist.



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.

Reviewing the suspension, expulsion and dropout rates data stated in **Goal 5** is key. JLPAA is adding the tracking of referrals by teacher, student, and topic will enlarge the picture of behaviors. The new specialist will be able to make assumptions and be proactive. Ensuring that MTSS is incorporated with fidelity throughout the school.

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. Incorporating more options for time of day and online options of Zoom/TEAMS meetings to encourage more educational partners participation with the school.

# 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:1 student), English Learners (count: 39- students) and Low-Income (count: 92)**

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

**Closing the achievement gap-** changing from iReady to Footsteps to Brilliance, push in EL classes, 1:1 device for home use.

1. 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.
2. Teachers may assess the students at any time individually in math and reading
3. 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.

1. JLPAA purchased curriculum specifically designed for EL students.
  - a. JLPAA will review the schedule for EL students and identify a setting and time for both designated and integrated ELD time. The EL program focuses on English language grammar, language acquisition along with speaking and listening support.
2. 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
3. Education Partners voice in program design and decisions via the ELAC, held three times during the school year.
4. 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.

1. An increase in requests for mental health support 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 support.
2. 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.
3. JLPAA has partnered with Care Solace, an organization that coordinates schools with mental health support in the immediate community. This allows the families to have one connection point while Care Solace searches for appropriate agencies.
4. 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 support is discussed at parent and board meetings.

**Goal 2, Action 4 (Increased) for Low-Income: (This Action is used for the student groups identified with ATSI also).**

1. 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.
2. After assessing the circumstances of our low-income students, we learned that the attendance rate of our low-income students is 94.5% lower than the attendance rate for all students. As a result, JLPAA employs a full time Attendance Clerk that focuses on those needs of the students.
3. 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 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.

1. 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 92 students of the 423-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 within the boundaries of the school the Chromebooks, Hot Spots and all online programs 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. Footsteps to Brilliance and all online curricula access 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.

10.3% of the student population are EL students. 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 were 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 improves, [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 throughout 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.

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Julia Lee Performing Arts Academy
<b>CDS code:</b>	33-10330-0137851
<b>LEA contact information:</b>	Tanya Taylor
<b>Coming School Year:</b>	2023-2024
<b>Current School Year:</b>	2022-2023

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

<b>Projected General Fund Revenue for the 2023-2024 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	5,735,939
LCFF supplemental & concentration grants	\$	682,290
All other state funds	\$	1,440,895
All local funds	\$	24,000
All federal funds	\$	283,838
<b>Total Projected Revenue</b>	<b>\$</b>	<b>7,484,672</b>
<b>Total Budgeted Expenditures for the 2023-2024 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	6,498,248
Total Budgeted Expenditures in the LCAP	\$	1,414,693
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,414,693
Expenditures not in the LCAP	\$	5,083,555
<b>Expenditures for High Needs Students in the 2022-2023 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,278,687
Actual Expenditures for High Needs Students in LCAP	\$	1,414,693

# LCFF Budget Overview for Parents

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

CDS Code: 33-10330-0137851

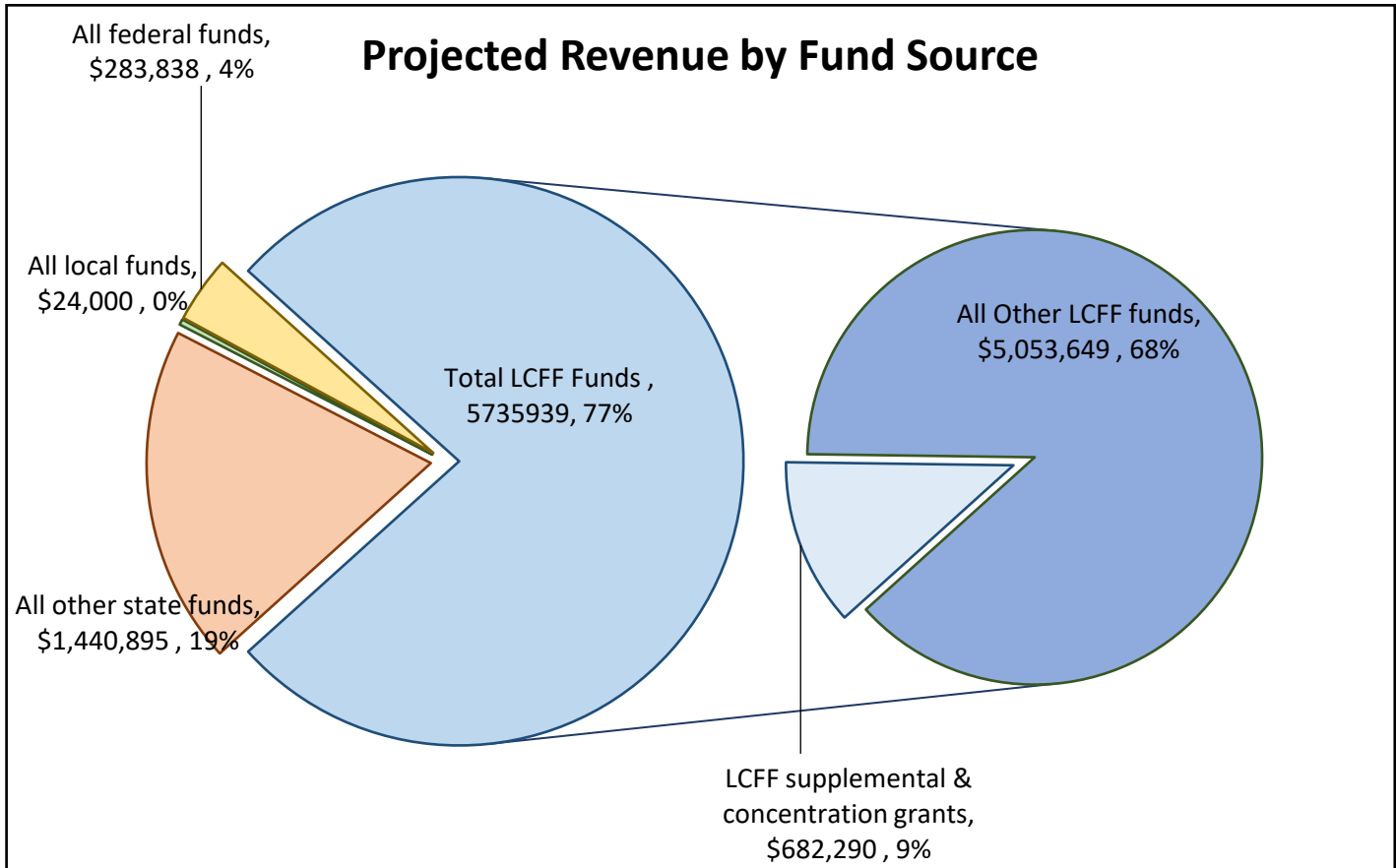
School Year: 2023-2024

LEA contact information: Tanya Taylor

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

## Budget Overview for the 2023-2024 School Year

### Projected Revenue by Fund Source



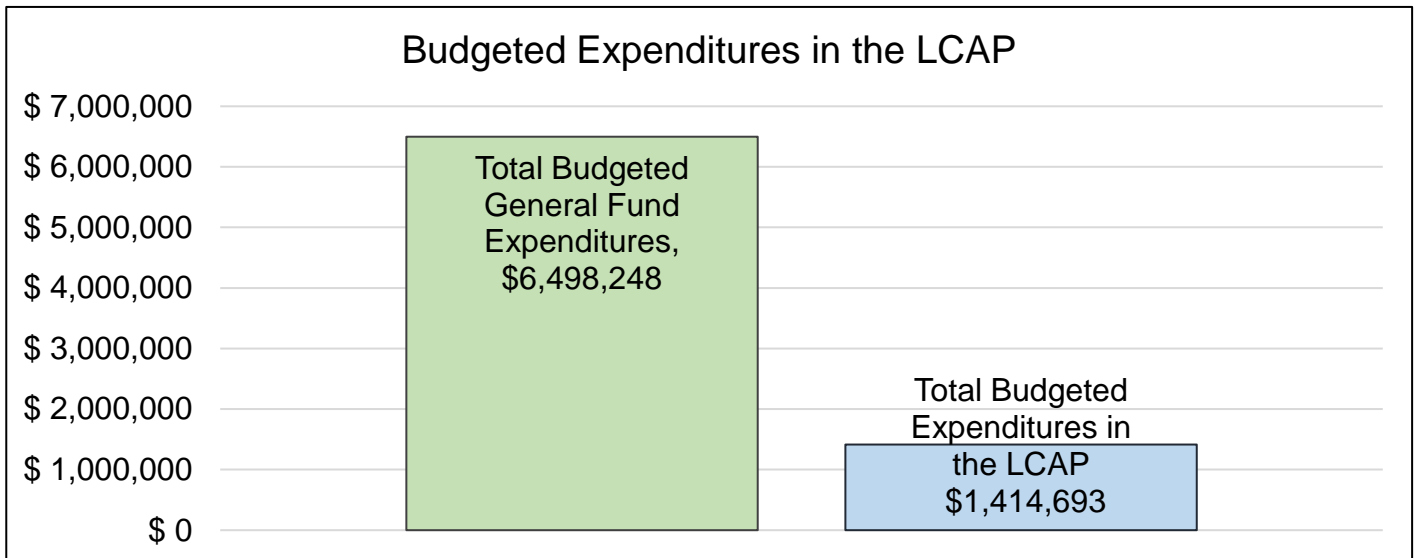
This chart shows the total general purpose revenue Julia Lee Performing Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Julia Lee Performing Arts Academy is \$7,484,672.00, of which \$5,735,939.00 is Local Control Funding Formula (LCFF), \$1,440,895.00 is other state funds, \$24,000.00 is local funds, and \$283,838.00 is federal funds. Of the \$5,735,939.00 in LCFF Funds, \$682,290.00 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 2023-2024. 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 \$6,498,248.00 for the 2023-2024 school year. Of that amount, \$1,414,693.00 is tied to actions/services in the LCAP and \$5,083,555.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

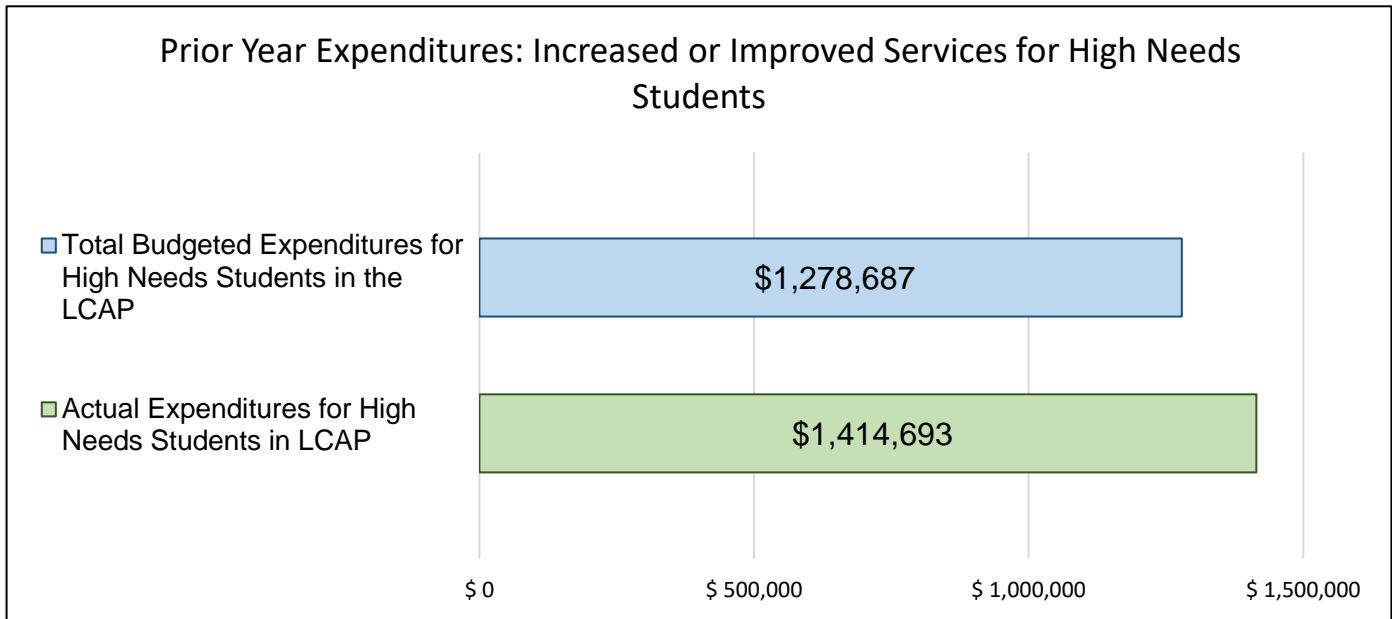
\$1.2M of the \$5.8M of expenses that are not in the LCAP, are for general overhead expenses. There is another \$531k of on-time funds that will support other non-LCAP plans. The remaining funds will go toward general education goals.

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Julia Lee Performing Arts Academy is projecting it will receive \$682,290.00 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 \$1,414,693.00 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 2022-2023



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 2022-2023, Julia Lee Performing Arts Academy's LCAP budgeted \$1,278,687.00 for planned actions to increase or improve services for high needs students. Julia Lee Performing Arts Academy actually spent \$1,414,693.00 for actions to increase or improve services for high needs students in 2022-2023.