

Julia Lee Performing Arts Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/lq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mrs. Tanya Taylor, Executive Director

Principal, Julia Lee Performing Arts Academy

About Our School

Greetings, I am Rachel A. Thomas, the principal at Julia Lee Performing Arts Academy. The vision for Julia Lee Performing Arts Academy ("JLPAA") was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators and business leaders who are committed to educational equity, we designed a school where all children could learn at high levels, while allowing our children to explore the arts in a capacity that offers beyond what is required by the state of California. Schools delivering Visual and Performing Arts closely aligned to a college preparatory education have proven very effective at preparing students for finishing college and beyond.

Contact

Julia Lee Performing Arts Academy
19740 Grande Ave.
Lake Elsinore, CA 92530-6426

Phone: 951-595-4500
Email: ttaylor@jlpaschool.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)

District Name	Riverside County Office of Education
Phone Number	(951) 826-6530
Superintendent	Judy White
Email Address	jwhite@rcoe.us
Website	http://www.rcqe.us

School Contact Information (School Year 2019—20)

School Name	Julia Lee Performing Arts Academy
Street	19740 Grande Ave.
City, State, Zip	Lake Elsinore, Ca, 92530-6426
Phone Number	951-595-4500
Principal	Mrs. Tanya Taylor, Executive Director
Email Address	ttaylor@jpaaschool.org
Website	http://performingartsacademyle.org/
County-District-School (CDS) Code	33103300137851

Last updated: 1/29/2020

School Description and Mission Statement (School Year 2019—20)

Mission Statement

The Julia Lee Performing Arts Academy is a high quality educational program for students in grades TK-6th. We aim to develop the whole person through a curriculum that integrates both performing arts and college preparatory academics. The Julia Lee Performing Arts Academy strives to develop students academically, artistically and socially. This way, 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 as a whole.

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Vision Statement

Julia Lee Performing Arts Academy will exemplify a new culture of teaching and learning. All stakeholders will see themselves as both teachers and learners. For example, teachers will have dedicated time for professional development and will share best practices and lessons learned with the professional community. Students will be focused on learning and achievement.

Parents will develop their skills and knowledge and learn how to best support their children on their academic journey to college. Parents will be warmly welcomed to share their expertise and experiences to enrich our school.

The Julia Lee Performing Arts Academy culture will be driven by our values and mission. Our culture, academic programs and even conduct system will all support the qualities necessary for personal and professional success. Such qualities include:

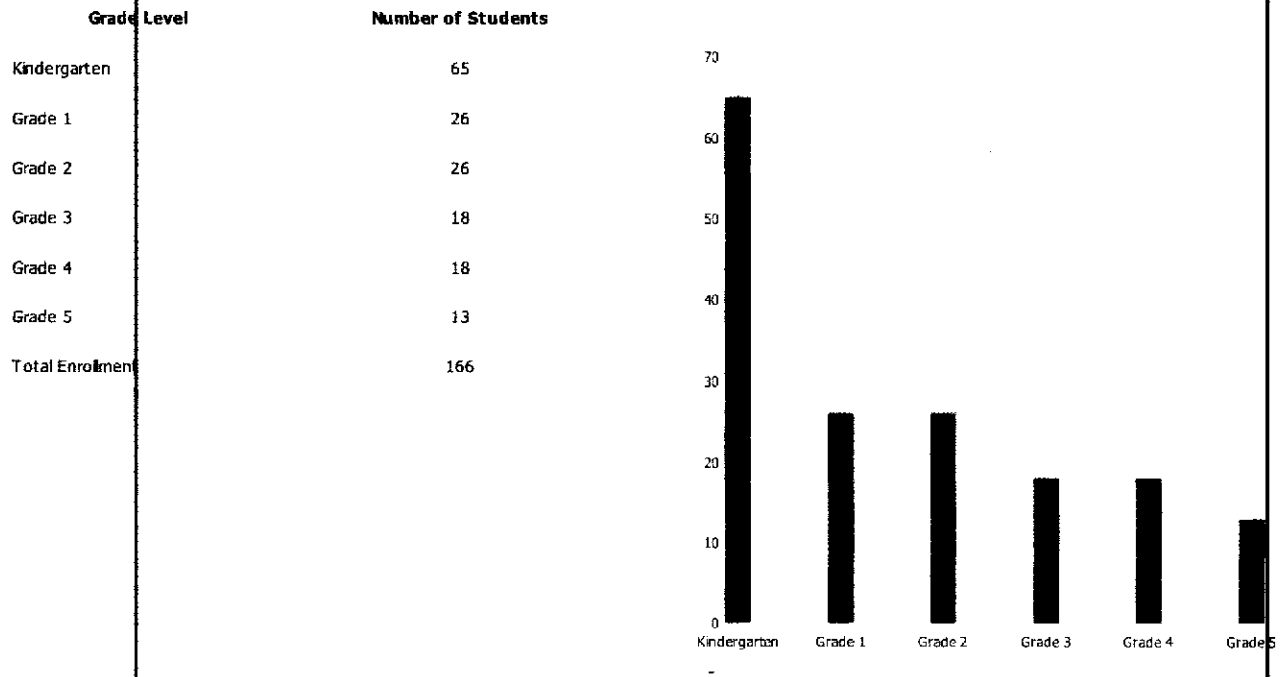
Personal Responsibility

Absolute Determination

Community

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)



Last updated: 1/29/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	19.30 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	59.60 %
Native Hawaiian or Pacific Islander	%
White	12.70 %
Two or More Races	6.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.30 %
English Learners	7.20 %
Students with Disabilities	5.40 %
Foster Youth	%
Homeless	%

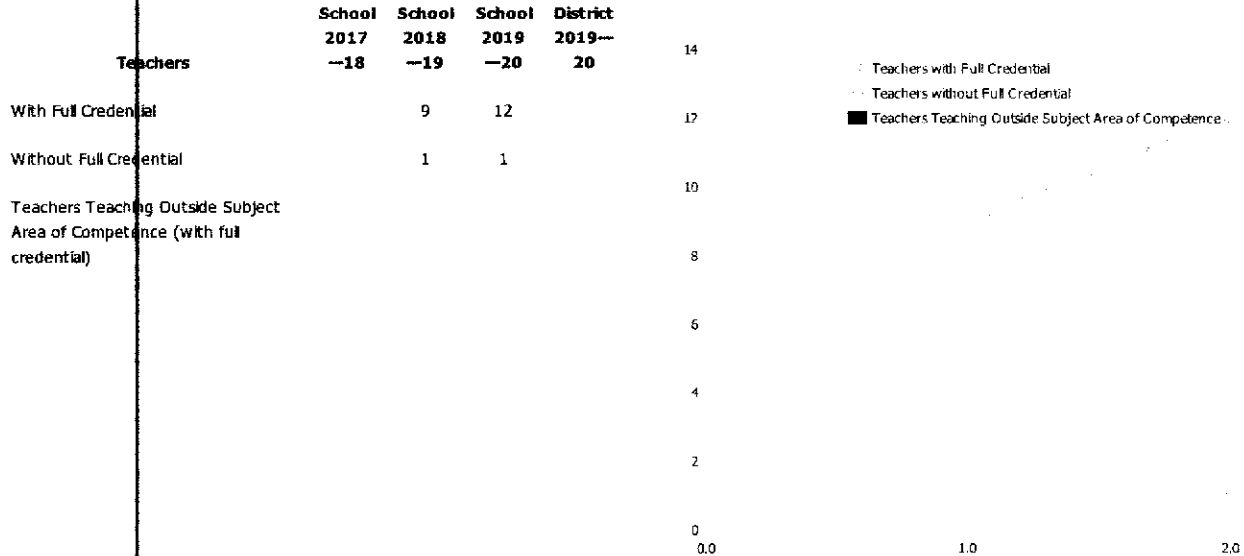
A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

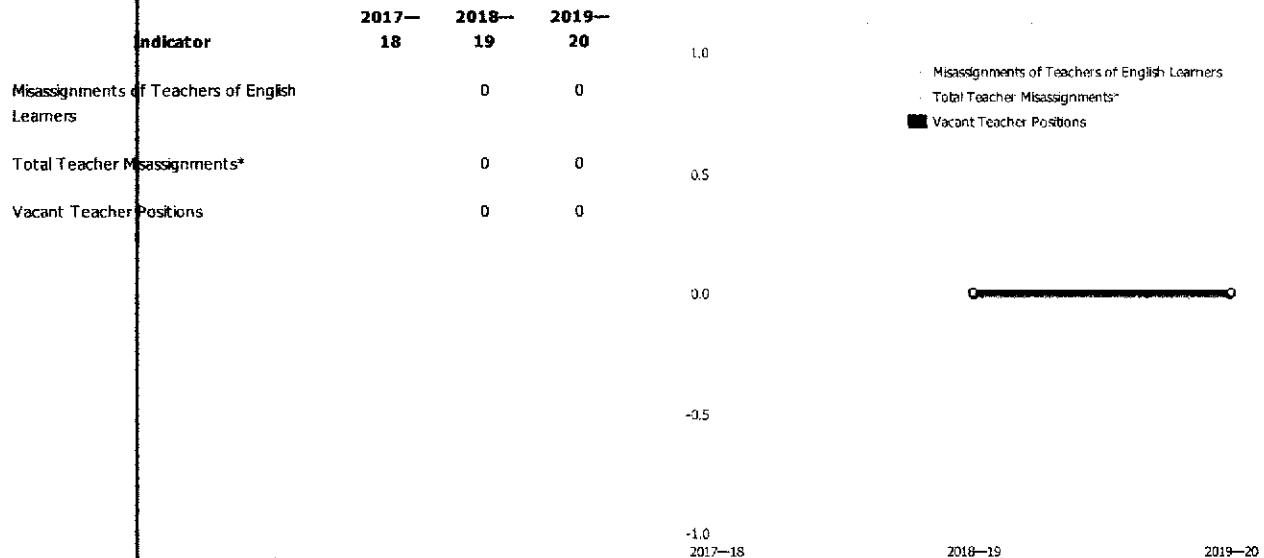
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Yes	0.00 %
Mathematics	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Yes	0.00 %
Science	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Yes	0.00 %
History-Social Science	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health			0.00 %
Visual and Performing Arts	Students participate in Music and Dance 4 hours a week	Yes	0.0 %
Science Lab Eqmnt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

Julia Lee Performing Arts Academy takes great efforts to ensure that our school is clean, safe, and functional. We are currently in our second year of leasing in the building we are in. Julia Lee Performing Arts takes pride in ensuring that our school site is clean and safe school.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Julia Lee Performing Arts leases the space from Elsinore Church and the church continues to check for conditions of the building on a regular basis. The landlord noted that 2019
Interior: Interior Surfaces	Good	no repairs or actions needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	no repairs or actions needed
Electrical: Electrical	Good	no repairs or actions needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	no repairs or actions needed
Safety: Fire Safety, Hazardous Materials	Good	no repairs or actions needed
Structural: Structural Damage, Roofs	Good	no repairs or actions needed
External: Playground/School Grounds, Windows/Doors, Gates/Fences	Good	no repairs or actions needed

Overall Facility Rate

Year and month of the most recent FIT report: 2019

Overall Rating	Good
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Last updated: 1/30/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)		35.0%	43.0%	43.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		26.0%	29.0%	30.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	43	97.73%	2.27%	34.88%
Male	24	24	100.00%	0.00%	45.83%
Female	20	19	95.00%	5.00%	21.05%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	31.71%
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (–) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	43	97.73%	2.27%	25.58%
Male	24	24	100.00%	0.00%	25.00%
Female	20	19	95.00%	5.00%	26.32%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00%	0.00%	17.86%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	26.83%
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/29/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/29/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

N/A we are TK-5 2018-2019

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/30/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
-------------	--	--	---

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Julia Lee Performing Arts Academy Parents are able to participate in Principal Cafe, School Advisory Meeting, English Learners Committee and other activities day to day at Julia Lee.

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

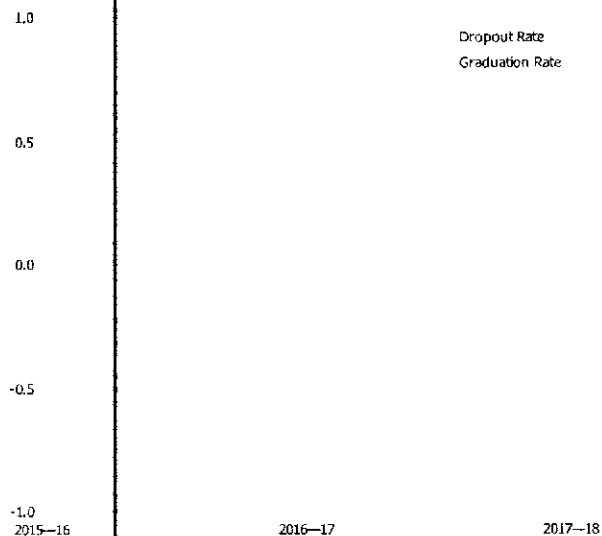
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	53.60%	9.70%
Graduation Rate	--	20.20%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	45.90%	45.90%	9.10%	9.60%
Graduation Rate	--	--	29.70%	31.70%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/arc/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.00%	4.40%	4.60%	2.60%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

The safety plan was last updated and reviewed on September 10, 2019 for the 2019/2020 school year. Teachers, students, staff and parent advisory have reviewed safety and health procedures with the Principal for 2019-2020 school year

Please see the safety and health procedures

<https://www.ilpa.org/health-and-safety-procedures>

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00	1	2	
1	25.00		1	
2	26.00		1	
3	18.00	1		
4	18.00	1		
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
 ** "Other" category is for multi-grade level classes.

Last updated: 1/30/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
 **Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	—	—	—	—
District	N/A	N/A	—	—
Percent Difference – School Site and District	N/A	N/A	—	—
State	N/A	N/A	\$7506.64	—
Percent Difference – School Site and State	N/A	N/A	—	—

Note: Cells with N/A values do not require data.

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

Types of services funded at Jula Lee Performing Arts Academy are as followed;

Resource Specialist (RSP)

Occupational Therapy (OT)

Speech

Last updated: 1/30/2020

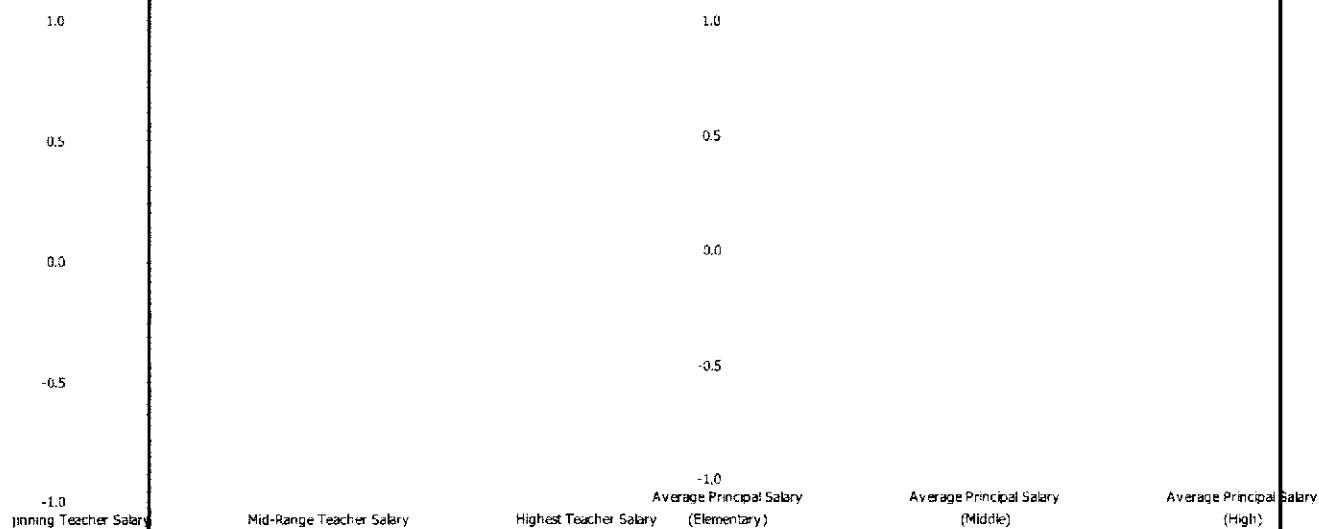
Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/csl/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement		15	15

Charter School Capital Client Portal

To Start:

[Watch our Client Portal video tutorial playlist \(https://www.youtube.com/playlist?list=PLB3cXu991TN0xucdsTHh9AU9EdfIM8ur\)](https://www.youtube.com/playlist?list=PLB3cXu991TN0xucdsTHh9AU9EdfIM8ur)

Need help?

[Contact our Client Portal Concierge \(mailto:jdav@charterschoolcapital.org?subject=ATTENTION: Client Portal User Request\)](mailto:jdav@charterschoolcapital.org?subject=ATTENTION: Client Portal User Request) with any questions

View by Open Projects View by Item Completed Projects

PROJECT NAME	FUNDED DATE	FUNDED AMOUNT
FOF - Julia Lee Performing Arts Academy - 12/12/2019	Dec 18	\$189,200.00
FOF - Julia Lee Performing Arts Academy - 11/11/2019	Nov 21	\$215,100.00
FOF - Julia Lee Performing Arts Academy - 10/10/2019	Oct 11	\$71,400.00
FOF - Julia Lee Performing Arts Academy - 9/9/2019	Sep 13	\$149,100.00
FOF - Julia Lee Performing Arts Academy - 8/8/2019	Aug 16	\$186,300.00
FOF - Julia Lee Performing Arts Academy - 3/3/2019	Mar 18	\$131,400.00
FOF - Julia Lee Performing Arts Academy - 1/1/2019	Jan 30	\$86,000.00
FOF - Julia Lee Performing Arts Academy - 12/12/2018	Dec 7	\$87,800.00
Initial Funding - Julia Lee Performing Arts Academy - 11/11/2018	Nov 9	\$230,900.00

I hereby certify that all information and documents submitted to Charter School Capital ("CSC") are true, correct and complete in all material respects as of the time of submission and that no important or material information has been omitted. I agree to promptly update any information to the extent such information becomes untrue, incorrect, outdated or misleading. I agree and acknowledge that CSC is relying on the information provided by me to complete CSC's underwriting and due diligence process in making a funding determination.

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