

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Julia Lee Performing Arts Academy	Rachel Thomas, Principal	rthomas@jlpaa.org 951-595-4500

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Julia Lee Performing Arts Academy (JLPAA) is currently serving 337 students in TK-7th grades, a 77% enrollment increase over the 2019-20 school year. We have hired a music teacher, middle school social studies teacher and 3 paraprofessionals to address the increase in students. During the hiring period we learned that we would not be paid for growth for the 2020-21 school year, hiring additional staff was halted. If we open for in-person instruction we will have to hire additional staff.

JLPAA is a performing arts charter school and as such we offer several Visual and Performing Arts (VAPA) classes the students participate in general academic courses daily as well as performing arts courses: Musical Theater, Hip Hop dance, Music. The students in the 5th through the 7th grades participate in Choir and Band electives. Currently, three staff members comprise the VAPA department, ideally JLPAA needs one more teacher in this department in order to expand the offerings. Due to Distance Learning, the amount of instructional time spent in the VAPA classes has been reduced.

In the Spring 2020, the families were given the option of receiving instruction via hard copy packets or complete instruction in an online platform. About 20% of the students received their schoolwork via print packets. JLPAA was able to transition the students to participate in online instruction. The workbooks and other print materials were purchased, packaged, and sent home along with the devices. The students are able to complete their assignments in a written format using the same materials they would have had school been in person. The assignments that need to be submitted are recorded in Google Classroom, iReady, and Epic Books.

The students in TK and Kindergarten received a tablet purchased by the school. The students in grades 1-7 received a Chromebook purchased by the school. In some cases, as parents requested to exchange the tablets for Chromebooks. This purchase and distribution allowed for 1:1 and the students to access their online curriculum: iReady (diagnostic assessment, reading and math; HMH/Think Central Language Arts, Math and Science curriculum. Google classroom, Zoom, typing programs, Epic (online library) and upgrade the communication system to Microsoft 365. JLPAA has purchased modular classrooms to accommodate the growth and the ability to social distance. 100% of students are engaged in Distance Learning.

JLPAA offers a fully operational “Grab and Go” meal program that serves breakfast and lunch. Families are able to pick up meals for several days. The daily school schedule accommodates the additional time that families need to retrieve or make the meals during the school day.

JLPAA has purchased Hot Spots for families that have requested them due to spotty or no internet access. The families made these request via the classroom teachers or direct telephone calls to the school's office.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning with the Spring of 2020 Students and families have been contacted via telephone calls, emails, text messages, Parent Square and surveys. The teachers used additional methods of communication such as Class Dojo to communicate with the parents/guardians. The principal made several video recordings to communicate updates and changes to the schedule, lunch pick up hours and the generally keep the families engaged and informed. The principal video messages went out via Parent Square (text and email), Facebook and the school's website.

The principal was present while the parents picked up their devices and spoke with several parents as they waited for instructions.

The parents and middle school students received several surveys regarding school opening, different forms of instruction, and schedules for distance learning for each grade level. The middle school students (5th-7th grade) received a survey about their VAPA course selections.

JLPAA held a parent meeting in August. During this distance learning period every Friday between 8:30-10:30 am is designated as Parent University. Every teacher leaves their Zoom Rooms open for parents to stop by and discuss school assignments, receive additional training or just to have dialogue with the teacher and principal (as applicable). This allows the parents to create a relationship with the teacher/school without having to make an appointment. The students are completing independent assignments during this time, so it frees both the parents and teachers to discuss whatever is needed.

[A description of the options provided for remote participation in public meetings and public hearings.]

JPLAA lists the Zoom information at the top of the agenda. The agenda is placed in several places for the interested parties to retrieve. It is placed on the front window of the school, on the school's website and sent via Parent Square (text & email). The board meeting is held consistently at the same time every month, second Tuesday. The parent meetings are held in a similar fashion with the Zoom information listed on the agenda. The school recently upgraded to Microsoft Office 365 and now has the ability to communicate to all stakeholders via Teams in addition to Zoom. If needed, stakeholders may also participate via telephone to all meetings.

[A summary of the feedback provided by specific stakeholder groups.]

JLPAA's stakeholder groups were held via surveys, small group conversations and during the Parent University sessions. The majority of our parents (87%) expressed their desire to have the students attend school in person. Of those respondents the majority did not want their children to wear masks. Based on the Riverside Health concerns JLPAA is not able to attend in person. The parents while not happy about the decision were supportive and remain a JLPAA family. The families are informed by videos completed by the principal, the teachers inform their students families via email or social media. The method of communications was informed and changed as a result of the feedback received.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The Distance Learning portions of the Learning Continuity and Attendance Plan were influenced by stakeholders. As JLPAA is primarily an elementary school the parents were concerned with teacher/student interaction and screen time. As a result, the academic day was reviewed and revised to address that concern as we shared it as well. To have a better academic outcome, a smaller group needed to participate synchronously at any given time. We were able to achieve that for the students in 1st-4th grade. The older students daily schedule has been modified to address time on task in single subjects. The middle school students spend more time in core subjects.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

When Riverside County health officials allows it, JLPAA will begin with a hybrid model because social distancing will be required and the amount of room available will require it. JLPAA has three kindergarten classes and one TK class, so the classes are small. The students are currently on a Group A/B schedule for grades 1-4. TK-4 students all have lunch in the middle of their days which also serves a separation of the groups of the students. 50% of the students will be on campus on any given day with the Group A students attending from 8:00 am-11:00 am and Group B students will attend from 12:00 pm-3:00. Each group will engage in Independent Activities (directed by the teachers). The students will engage in 4 hours (240 minutes) of daily instruction. The middle school students will be placed in the new modular classrooms which are larger, the teachers will also have use of some of the larger rooms on the school's campus. The middle school students participate in 90 minutes of each subject for a total of 360 instructional minutes.

Each student group will remain with their teacher while they are on campus to restrict cross contamination. The lunch time and the independent activity time allows time for disinfection and sanitization between the groups of students.

JLPAA purchased the iReady program. The program begins with a diagnostic assessment (reading and math) will be administered to all of the students. The TK and K students will be assessed also, we are not looking for learning loss with the TK/K students but to determine where they are academically. The students in grades 1-7 will be assessed for learning loss. While the students are accessing the grade level curriculum throughout the week, Fridays are dedicated to addressing learning loss. On Fridays, the students will be placed in small groups according to ability levels and the instructional staff will address the deficiencies presented for 2 hours through direct instruction and using the online programs also.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Student Chromebooks (grades 1-7) and tablets (grades TK & K), internet hot spots purchase and the recurring internet costs for this current school year	\$58,000	Yes
Laptops for paraprofessionals	\$2,866	Yes
Teachers (general, VAPA and special education)	\$997,595	Yes
Paraprofessionals (general and special education)	\$191,760	Yes
Professional development for teachers, paraprofessionals, classified staff and the principal	\$16,600	Yes
Additional VAPA teachers to support social distancing	\$55,000	Yes
Additional classroom space-purchase of Modular classrooms for social distancing	\$38,000	Yes
Upgraded communication and word processing tools: Microsoft 365 and Adobe Professional programs	\$3,630	Yes
Elmos	\$1,605	Yes
Webcams	\$990	Yes
School Psychologist, Occupational Therapist & Speech Pathologist	\$50,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

JLPAA understands that Distance Learning can include video and telecourses, however our primary mode of instruction will be online instruction with face to face time with the classroom teacher, special educator teacher or a paraprofessional with time spent in independent learning. The students were given their consumable textbooks, additional school supplies and a device. The credentialed teachers are also using several online platforms: iReady, the teachers at JLPAA will be teaching from their classrooms using different schedules according to their grade levels. JLPAA is a performing arts school therefore it is a must that the students express their artistic side by participating in VAPA classes, we were able to offer music, musical theater and hip-hop dance to the students in TK-4th grade. Additionally, JLPAA offers choir and band to the students

in the 5th-7th graders. The minimum day was moved from Wednesday to Friday so that the instructional flow would not be interrupted by time. To ensure pupils have full access to a similar curriculum JLPAA purchased the online access to HMH's curriculum used prior to the distance learning period for math, language arts, science and social studies. To diagnose and address any learning loss in the areas of reading and math JLPAA purchased the iReady program. Prior to the stay at home order, JLPAA instituted in an hour literacy block which occurred during the 8:00-9:00am time frame. In order to continue to foster independent reading the students have access to Epic Reader. The school continues to use many of the same online programs used prior to the stay at home order. All of these programs will continue to be used during the transition to in-person instruction.

Transitional Kindergarten and Kindergarten (180 instructional minutes daily): We have always had AM and PM classes for both groups. During this time, the school has chosen to continue with an AM and a PM group to keep the class sizes small. It allows the teachers to interact with the younger children in smaller groups, interact with parents and make agile instructional decisions. Each class has 30 minutes of music or dance daily.

The students in the 1st-4th grades (240 instructional minutes daily): each class has been divided in half according to the students' last name. The first group is called Group A and they attend their face to face online class at 8:00-11:00; all groups eat lunch at 11:00-12:00 and then return for 60 minutes of independent work. Group B starts at 10:00-11:00 for independent work, 11:00-12:00 for lunch and then face to face online instruction from 12:00-3:00. During the online instruction, the students participate in reading, math, science & social studies using our HMH curriculum (online curriculum access & consumable workbooks). Each class participates in music, dance or hip hop daily.

The students in the middle school program grades 5-7 (260 instructional minutes daily): each grade participates a rotation of the core subjects as well as VAPA classes of their choosing (music, choir, musical theatre, or hip-hop dance).

The EL students will be tested using the ELPAC at the testing information will be used to inform which program (designated or integrated) the students will be placed in. JLPAA has a credentialed teacher that will instruct the students in the designated ELD program. The HMH curriculum is used for the students that have been designated as integrated ELD students.

The SWD receive their required services (SLD, OT, and Speech) online from JLPAA's Special Education Department under the supervision of the SPED coordinator from the resource teacher, paraprofessionals, speech and occupational therapist.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

During the 2019-2020 school closure a Parent Square communication and several surveys were sent to all families, they were given a choice of completing their schoolwork online or by receiving paper packets. Those families that requested a device was given one and those devices were returned at the conclusion of the 2019-2020 school year.

During the summer of 2020 we sent out a survey to the parents about the opening of school and another survey about devices and connectivity. We decided it was more efficient to update the Chromebooks that we had and the newly purchased devices with the applications that the students would be using.

We purchased 262 Chromebooks and 75 tablets. As of August 11, 2020, 100% of JLPAA's students have received a device. The TK and Kindergarten students received a tablet. Some of the tablets had connectivity issues and were consequently exchanged for Chromebooks.

The students in grades 1-7 received a Chromebook. The devices had applications for Zoom, iReady, HMH/Think Central, Google Classroom, Epic Reader and Brain Pop preloaded for ease of use.

JLPAA has a direct number that families can call and text to get technical assistance with devices for troubleshooting or exchanges.

We have purchased hotspots for families that have either spotty or no internet access at all.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The JLPAA teachers use the CDE's form "Combined Daily Participation and Weekly Engagement Template" to keep track of participation and engagement. <https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf> These documents along with the weekly attendance report is printed from our Student Information System, signed, and dated by the teacher and submitted to the principal weekly.

JLPAA's plan for synchronous minutes is to have the students attend via Zoom. All students will log in and attendance will be taken daily, followed by the pledge of allegiance and then direct instruction will occur for the required number of minutes per grade: TK/K= 180 instructional minutes; 1st- 7th grade= 240 instructional minutes.

Each class can establish Breakout Rooms within their Zoom classrooms where the students will work with additional JLPAA staff to complete their work and receive individualized attention. The students in 1st-4th grades also receive an additional hour of asynchronous instruction. The students in the 5th-7th grades receive an hour of their core subjects per day, with a "hands-on" STEM/health hour activity on Fridays.

Fridays for all students are set aside for additional learning loss mitigation assessment & instruction (small groups). Participation is measured much like it is during a regular school day as the students spend most of their school day with their teachers and assistants. All work completed through an online program is time and date stamped, this allows the teachers to see just how much time each student devoted to the prescribed activity (iReady, Epic books and Brain Pop).

The teachers communicate this information on Fridays during our Parent University 2-hour time block. The parents receive additional training, have their questions answered or are trained on how best to help their children with assignments.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Based on JLPAA's data: student data and teacher's knowledge of distance learning we are conducting professional development utilizing Zoom and Microsoft Office 365-Teams. During the initial stay at home order in the Spring semester, 9 of the 13 teachers were in RCOE's online Induction program. Two of the 9 teachers that attended during the 2019-2020 school will be attending the Induction program to

complete their Year 2 of the program. We have also added 2 additional teachers to the Induction program for the 2020-2021 school year for a total of 4 teachers.

The instructional staff have been attending professional development sessions since the Spring 2020 semester in preparation of returning to school in either a hybrid or an online format. We held weekly meetings on Wednesdays to development a needs assessment for the staff, parents and for technology and curriculum. We attended professional development sessions offered by the publishers of the online curriculum that we selected, learned more about Google classroom, attended Zoom Academy, Parent Square webinars, CTI- Online Colloquiums, and various Online webinars from RCOE and our legal teams.

Moving forward we continue to attend Zoom professional developments sessions from our legal team, sessions from the Desert Mountain SELPA, online content providers, weekly grade level team meetings, monthly instructional team meetings, EL and Special Education team meetings. We have also begun to hold professional sessions with our student information system personnel. The SIS team has created codes that speak directly distance learning, student engagement and attendance tracking. JLPAA continues to refine the academic calendar and online resources so that it best suits the needs students and the parents. We are creating a calendar that would allow seamless movement from distance learning to a hybrid model, so that when the health situation improves and we are able to move to the next step, minimal interruption in the academic program occurs. The communication tools have been upgraded as a result of the distance learning order; therefore, the staff has been trained on Microsoft Office 365 and Parent Square. JLPAA has an in-house technology support team to assist the staff and parents with training and utilization.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

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

As a performing arts academy JLPAA hired 2 additional teachers full time to teach the Hip-Hop and Musical Theater so that all of the students would have access to the VAPA program as prescribed by the charter petition. The VAPA program contributes greatly to the social emotional learning for all of the students at Julia Lee Performing Arts Academy.

The paraprofessionals roles have been expanded to monitoring break-out rooms, conducting introductory student trainings, and distributing lunch during our 3-hour Grab and Go program. We have a few paraprofessionals that work from home and in the Zoom classrooms with the students that are receiving special education services or with the students that are receiving EL support. Additionally, we have paraprofessionals that work at the school distributing books, meals, and technology support.

The office staff monitors attendance, student engagement and student enrollment. JLPAA established a new system of reporting student absences and tardiness in real time where the teacher sends an email to a designated email address that a student has not shown up on camera in either their classrooms, for their special education services or EL support. The office staff calls the parent/guardian to let them know and a response is immediately applied. This email address is key because some of the teachers are not on-site. The office staff works with the principal when there is a new student. The office staff does not have to wait until the teacher completes their attendance in the SIS system, which is delayed because the teacher needs to be on the computer and on Zoom when the students log in. The two programs don't always work well together, but the email is very reliable. Two of the paraprofessionals (one for 1st – 4th grade and another for 5th-7th grade) that conduct a 45 minute to 1 hour “training” with the new students and their parents on the systems and platforms used by their grade level. The new student learning how to log in, where/how to access Google Classroom, how to interface with the curricula platforms and an introduction to the VAPA program.

Everyone is learning how to engage with Google Classroom, Teams meetings and Zoom to conduct the business of school on a daily basis. Although the students are not in the physical building cleaning, disinfecting, and sanitizing are everyone's responsibility now.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

JLPAA's students with exceptional needs enrollment is 12%. Those students receive all of their services online with fully credentialed teachers as identified by their IEP. During the week of August 3rd-7th, prior to the beginning of school, the psychologist completed the 1:1 testing with the students that required it. The IEP meetings are scheduled regularly with the SPED team: coordinator, resource teacher, speech pathologist and occupational therapist as needed. The principal and classroom teacher attend those meetings as well. During the synchronous sessions, the paraprofessionals attend the classroom sessions with the students as applicable, at times they may work with a student in a Break-out Room under the supervision of the classroom or special education teacher. The paraprofessionals aid during the asynchronous sessions also.

We have an EL enrollment of 10% with most of the students needing integrated EL support. The classroom teachers have materials and resources embedded within the curriculum to aid the students with language support. The students that require designated EL support receive that support with a credentialed teacher on Fridays during the independent study time.

JLPAA also employs a teacher that works with the students that have difficulty with reading. While she primarily works with the students in grades 3 & 6, she is available to assist all students with reading: phonics, word attack strategies, fluency, and close reading.

While JLPAA does not have any students that have been identified as experiencing homelessness or in foster care we have purchased hot spots for those families that have requested one. We supply 2 lunches and 2 breakfast meals per day, families can pick up a multi-day supply of food on any day. Many of the school supplies needed have been distributed and continue to be distributed as needed.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Student Chromebooks (grades 1-7) and tablets (grades TK & K) internet hot spots purchase and the recurring internet costs for this current school year	\$58,000	Yes
Laptops for Paraprofessionals	\$2,866	Yes
Teachers (general VAPA, and special education)	\$997,595	Yes
Reading Teacher	\$48,038	Yes
Paraprofessionals (general and special education)	\$191,760	Yes
Classified staff	\$172,010	Yes
Professional development for teachers, paraprofessionals, classified staff, and the principal	\$16,600	Yes
Additional VAPA teacher to support smaller class size (separated student groups)	\$55,000	Yes
iReady incl: professional development (diagnostic assessment, reading and mathematics) online program	\$16,000	Yes
Brain Pop Subscription	\$3,745	Yes
Elmos	\$1,605	Yes
Webcams	\$990	Yes
Adobe Creative Cloud & Students	\$2,460	Yes
Microsoft Office Suite 365 Site licenses	\$1,170	Yes
Smart Class TV	\$4,000	Yes
School Psychologist, Occupational Therapist & Speech Pathologist	\$50,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

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

In the 2020-2021, the 1st -7th grade students were diagnosed for learning loss using the iReady assessment. The program assigns the reading and mathematics assignments in a computer adaptative model. The students work in the program primarily during their asynchronous time, especially on Fridays. The teachers continue to use the HMH curriculum and its resources to address grade level standards. The HMH curriculum addresses the ELD standards, diagnostic and curriculum.

The selected programs measure the learning status using the technology. The diagnostic assessments show the students' progress in grade level equivalents and Lexile scores. The teachers also use an online library that uses the Lexile levels from iReady. The program measures growth and lists areas of strength and improvement.

Additional math curriculum is utilized from the HMH curriculum and Zearn math.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

JLPAA will address learning loss and acceleration via the weekly calendar and the purchase of the online program. The classes are divided into two groups according to the last names. The smaller classes are more visible on the screen for the teachers, targeted instruction becomes more viable. The students gain more access to the teachers and the paraprofessionals during the synchronous instruction in a smaller group. Fridays (minimum day) are used for small group instruction (learning loss/acceleration day), the students are involved in iReady direct instruction, reading, math and EL groups.

ELD designated groups will be meet for 60-90 minutes per group(synchronous) with the teachers for language support on Fridays. Integrated ELD will occur during the week (Monday-Thursday) while the students are receiving direct synchronous instruction and asynchronous instruction.

The SWD will receive their services via the resource teacher and paraprofessionals, occupational therapist, and speech pathologist according to their IEP. The students attend their synchronous classrooms daily and additionally they receive their SPED services. The students also receive asynchronous (teacher directed) daily instruction.

All students identified as having connectivity issues will receive a hot spot to address those issues. All students were given a Chromebook or Tablet free of charge to the family. The teachers utilize the CDE’s form “Combined Daily Participation and Weekly Engagement Template” to keep track of participation and engagement. <https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf> This allows the teachers to strategically plan for student groups.

JLPAA does not have any students that are categorized as foster youth or homeless. However, we continue to offer no cost meals, school supplies in addition to connectivity and devices.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

JLPAA’s diagnostic assessment will be given three times during the 2020-2021 school year. The first assessment was given in August for assess learning loss for students in 1st-7th grades. The second assessment will be given in January/February, 2021. The expectation is that the students demonstrate growth due to the instructional strategies instituted during the first semester of the 2020-2021 school year. The third administration will be given in May prior to the CAASPP administration. We will also measure the effectiveness of the services and supports using the curriculum embedded assessments. JLPAA will incorporate additional online programs that offer growth models for reading and math, we will take those programs into consideration as well.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The students and staff's mental health, social and emotional well-being is paramount. During the 2019-2020 school shut down the instructional staff met every Wednesday via Zoom beginning during Spring Break. This was important for updates and outreach. Questions were answered and anxieties were discussed. JLPAA created a plan of how best to address the school shut down, communication tools and online programs that would be used. We continue to be committed to meeting on Wednesdays to refine the academic program, discuss their understanding or what is required and inform their pedagogy.

The students and their families are given information on mental health organizations within the community by our SPED department. Families are encouraged to access those resources and they have. Our VAPA program is invaluable in aiding students with emotional well-being. The students participate in dancing, music, and musical theater daily, it is a respite from traditional instruction albeit on the screen.

JLPAA is committed to providing professional development to the staff on addressing mental health concerns.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

JLPAA engages the students in many ways. We believe that if the students start with good work habits and expectations, they will continue those habits. Using the CDE's approved Daily and Weekly Engagement document, the teachers can strategize engagement and instruction.

1. Two of the paraprofessionals (one for 1st – 4th grade and another for 5th-7th grade) that conduct a 45 minute to 1 hour “training” with the new students and their parents on the systems and platforms used by their grade level. The new student learning how to log in, where/how to access Google Classroom, how to interface with the curricula platforms and an introduction to the VAPA program.
2. The office staff monitors daily attendance, student engagement and student enrollment. JLPAA established a new system of reporting student absences and tardiness in real time where the teacher sends an email to a designated email address that a student has not shown up on camera in either their classrooms, for their special education services or EL support. The office staff calls the parent/guardian to let them know and a response is immediately applied. This email address is key because some of the teachers are not on-site. The office staff works with the principal when there is a new student. The office staff does not have to wait until the teacher completes their attendance in the SIS system, which is delayed because the teacher needs to be on the computer and on Zoom when the students log in. Instead of relying

on the two programs human interaction is called for. Our office staff is bilingual as 63% of our families are Spanish speaking. The staff is extremely capable of speaking and engaging with the families at JLPAA. The office staff often aids families with many of their needs as a first point of contact.

3. The teachers and the office staff contact the principal when they have a difficult situation that requires more in-depth intervention. The principal reviews the Weekly Engagement and Attendance sheets and contacts the parents of the students that have been absent 3 or more times in one week.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During the 2019-2020 distance learning period, JLPAA provided 2 breakfasts and 2 lunches per day during the Grab and Go Meal services. Those meals were free to all families in the community that attended the drive through line. We are continuing during the 2020-2021 school year to offer our Grab and Go Meals for JLPAA families. We supply and distribute those meals daily from 10:30am-1:30pm. The plan is to continue to offer breakfast and lunch through the remaining of the school year regardless of how the students attend.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7%	\$92,637

Required Descriptions

[For the actions 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 needs of these students.]

Julia Lee Performing Arts Academy is a charter school located in Lake Elsinore that focuses on the performing arts for students in grades TK-7th grade with the intention of increasing by one grade level every school year until the 8th grade is reached. We are also increasing by one additional classroom each school year as well. JLPAA has seen a 77% enrollment increase over last school year which means an increase of all student groups. The 2020-2021 school year started with an English Learner enrollment of 10%, most of those students will receive their language support while in their classrooms as integrated EL students. The HMH curriculum contains resources that the teachers use to enhance the language needs of the students. The online resources offered to all of the students offers additional resources to improve the language support needed by the EL students. JLPAA has two teachers that will conduct pull-out reading and/or language support to the students that require designated EL support assistance. Every Friday, the designated EL students will be placed in a small group of similar ability students and receive targeted instruction for 60-90 minutes. The EL students will receive language support 5 days per school week.

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 decided that all students regardless of income will receive a free breakfast and free lunch daily. No student will be turned away and the students may receive several days' worth of meals upon request. This is one of our targeted funding actions. By removing the stigma of receiving free lunch and offering it to all students, we believe that we decrease the stress of students feeling "different" from their peers. The teachers have compiled a list of the low-income families that need a hot spot and school supplies, those items are being supplied by the school.

We've prioritized the needs of our most fragile students by continued engagement with the families through surveys, meetings and anticipating the needs of these families. While we do not have any students that have been categorized as foster youth, we are aware of the McKinney Vento Act and would be able to access those resources if the need became available.

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

JLPAA has a total enrollment of 337 students in TK-7th grades. Our unduplicated student count is less than 50% of the student population, so we offer many of the services to all of our students on a LEA-wide basis. JLPAA is committed to beginning training with MTSS to directly impact our unduplicated student population's needs. We know that the MTSS structure, curriculum and professional development will show academic improvement.