

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Julia Lee Performing Arts Academy

CDS code:

33 10330 0137851

Link to the LCAP:

(optional)

<https://www.jlpaa.org/>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Julia Lee Performing Arts Academy (JLPAA) was created to serve at-risk students and families in the Riverside County. Our demographics reflect the community we serve with a very high percentage of students who qualify for Free or Reduced-Price Meals, in 2019 over 65%. JLPAA uses federal funds to go above and beyond core actions and services funded by the state to address challenges disproportionately affecting at-risk students to close the achievement gap. Through our LCAP process, we are in a continuous cycle of improvement – identifying measurable outcomes, assessing our needs by analyzing our data, evaluating the implementation of actions/services and their effectiveness towards accomplishing our goals. We make sure to disaggregate our data to address any performance between our various student groups. And then we allocate our state, federal, and local funds based on our identified needs each year and adjust accordingly in consultation with our stakeholders (teacher, admin, students, teacher, union, and our board of directors).

Julia Lee Performing Arts Academy created goals aligned with our vision and mission, and charter petition. The LCAP process gives us the opportunity to develop a strategic road map by creating actions and services based on the students that our school serves and allocate funds appropriately to achieve our goals.

After the creation of our goals, JLPAA took the following steps in consultation with our stakeholders:

- Come to a consensus around our goals
- Examine each school's student demographics
- Analyze each school's student achievement data
- Identify Measurable Outcomes/metrics
- Highlight JLPAA/needs based on the baseline measurable outcomes
- Create actions/services to accomplish our goals based on our current students with specific emphasis on closing any achievement JLPAA between significant student groups.

- Prioritize actions/services each year.
- Allocate funds appropriately including LCFF, Federal, State and Local revenues.

LCFF base funds are allocated for our base or core program while our LCFF supplemental/concentration funds are allocated for actions and services that go above and beyond our base program for our unduplicated students.

Julia Lee Performing Arts Academy Goals

Goal 1: Pupil Achievement & Pupil Outcomes: State Priorities: 1 (Basic), 2 (Implementation of State Standards); 4 (Pupil Achievement) & 8 (Pupil Outcomes)

Goal 2: Conditions of Learning for all JLPAA students: State Priorities: 1 (Basic); 5 (Pupil Engagement); 6 (School Climate) & 7 (Course Access)

Goal 3: Engagement: Family and Student Involvement: State Priorities: 1 (Basic); 3 (Parental Involvement); 5 (Pupil Engagement); & 6 (School Climate)

Title I

Julia Lee Performing Arts Academy allocates Title I for instructional aides in the classroom. The instructional aides at the discretion of the qualified teacher can provide the following supports to students but not limited to:

- Providing one-on-one or small-group tutoring for students
- Assisting with classroom management
- Providing instructional assistance in a computer lab
- Conducting parental involvement activities
- Providing instructional support in the library or media center
- Acting as a translator
- Providing instructional support to a student under the direct supervision of a teacher

Title II

Title II funds supplement state funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on closing the achievement gap and improving the performance of underperforming student groups: improving our Multi-Tiered Systems of Support; Appropriate trainings for our administrators; and induction programs.

Title IV

We plan to allocate Title IV funds the same way we allocate Title I funds for instructional aides in the classrooms and provide direct support to our students and work towards achieving our primary goal: closing the achievement gap.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As outlined in the prompt above, JLPAA takes a backward planning approach in the development of our LCAP. In collaboration and consultation with our stakeholder, our last step before we prioritize our needs in the LCAP process is the allocation of funds. This approach ensures we are strategic and provide comprehensive actions/services instead of poorly funded stand-alone programs or activities. We begin with the allocation of restricted funds due to the compliance around spending them. If the service/actions are only partially funded, we use supplemental and concentration dollars to fund the remaining amount.

For example, one of our services/actions is to send staff to the National Association for the Education of Homeless Children and Youth's annual conference. The knowledge and resources we gain from this conference will assist JLPAA towards accomplishing the goal of "Create a supportive and safe environment for students and their families, staff, and community partners" The Title II funds allocated for this Professional Development opportunity does not cover the whole cost so JLPAA will allocate LCFF supplemental and concentration funds to cover the remaining costs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – This is a charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A for ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under section 1116.

1. Parent and family engagement was formed by the School Advisory Committee that consist of parents and staff of Julia Lee Charter, which is consistent with the charter.
2. The parents and staff has committed to having parent workshops that help parents understand the state academic standards, assessments and how to help families monitor the progress of students.

All students will participate in three school wide assessments and teachers will partner with all parents to help them read the information and provide additional resources as needed to help meet and exceed state academic standards. The workshops will consist of literacy training given by our Principal and teachers. The school will provide training on how parents can utilize technology and have the parents have access to our onsite computers if they need to use and don't have them at home.

3. Teachers, staff and parents will participate in training and receive training on how to communicate effectively in order to build a great effective community between the school and parents/families.

4. Parents will be invited and encouraged to participate in family nights that integrate our curriculum, especially around science. There is a family science night that will be hosted by Abbott with scientist and engineers.

5. Our ELD teacher will host workshops to help English learner parents understand the curriculum and encourage them to get involved in the many activities that parents can be involved in. All parents will be encouraged to come to the workshop that covers our LCAP so that parents have a better understanding and to add input, as we move forward.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A for targeted assistance school program under Section 1115

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Julia Lee Performing Arts Academy is a Schoolwide program serving at-risk students and families in the Riverside County and will allocate Title I funds for instructional aides.

Instructional Aides or paraprofessionals who provide instructional support, includes those who

- (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher,
- (2) assist with classroom management, such as by organizing instructional materials,
- (3) provide instructional assistance in a computer laboratory,
- (4) conduct parental involvement activities,
- (5) provide instructional support in a library or media center,
- (6) act as a translator, or
- (7) provide instructional support services under the direct supervision of a highly qualified teacher

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In accordance with the federal McKinney-Vento Act, Julia Lee Performing Arts Academy will use the following guidance from the CDE. Strategies will be decided on a case-by-case basis:

Identification Strategies

- Coordinate with community services agencies, such as shelters, soup kitchens, food banks, street outreach teams, drop-in centers, welfare and housing agencies, public health departments, and faith-based organizations.

- Purchase chrome books and or laptops to ensure students can complete required school assignments.
- Provide health screenings
- Professional Development speaker to educate the staff on homeless children and youth service

- Provide outreach materials and posters where there is a frequent influx of low-income families and youth in high-risk situations, including motels and campgrounds.
- Develop relationships with truancy officials and/or other attendance offices.
- Provide awareness activities for school staff (registrars, secretaries, school counselors,

school social workers, school nurses, teachers, bus drivers, administrators, etc.)

- Make special efforts to identify preschool children, including asking about the siblings of school- age children.
- Use enrollment and withdrawal forms to inquire about living situations.
- Have students draw or write about where they live.
- Avoid using the word "homeless" in initial contacts with school personnel, families, or youth.
- Develop and implement districtwide identification form and put it in each registration packet.
- Identify a site liaison at each school to identify and assist homeless students.
- Sort students by address in database to identify double-up situations.
- Conduct family nights to offer health checks, services, and resources.
- Conduct home visits to determine doubled-up situations and verification.
- Collaborate with other LEAs in the area.
- Collaborate with migrant education programs to assist with identification.
- Work with school counselors and outreach workers to work with families and youth.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JLPAA has a weekly minimum school day every Wednesday. The Professional Development-PD (2nd & 3rd Wednesdays) and Professional Learning Communities-PLC (1st Wednesdays) occur at regularly scheduled intervals monthly. The 4th Wednesdays are generally reserved for Staff Meetings. JLPAA will have a minimum of 50 hours of professional development during the 2019-2020 school year. Additionally, we will have 11 hours of professional learning community hours engaged in targeted data driven reviews of student work and progress. Combined this is a minimum of a mandatory 60+ hours spent in professional development for all instructional staff (principal, general education & SPED teachers and paraprofessionals).

The instructional staff of the principal, teachers, paraprofessionals participated in Boot Camp PD for 12 days prior to the opening of school year. The staff engaged in sessions that covered mandated reporting, CPR, Special Ed / 504 with Desert Mountain SELPA, assessments, student populations and school opening procedures. There are 7 teachers that will be participating in the Induction Program hosted by Riverside County Office of Education during this school year. Those 7 teachers had an Induction Orientation session that was held at JLPAA. The principal supervises one intern teacher that attends Alliant International University and conducts reading and ELAC training. The instructional staff will attend MTSS training, and NWEA training. The staff will receive specialized training hosted by the Desert Mountain SELPA, which includes PBIS and UDL. In order to ensure that our substitute teachers are well trained also, they are invited/encouraged to attend these sessions.

During the staff meetings the teachers discuss their committee positions and the needs of those committees as it applies to the remaining staff.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In alignment with our LCAP information dissemination process, Julia Lee Performing Arts Academy will regularly assess our actions and services with our stakeholders to determine how funding should be prioritized. This includes analyzing our Measurable Outcomes and evaluating what is or is not working.

The principal meets with all of the teachers in their grade level teams twice per month to discuss individual students' achievement, instructional practices, curriculum and needs for the grade level. The teachers complete their lesson plans as a team, therefore similar materials are required, and team-teaching approach is deployed. These meetings allow for targeted and timely interventions to take place. These kinds of meetings help to prioritize the needs to funding.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JLPAA has regularly scheduled the PLC, PD and Grade Level Meetings monthly so that a variety of conversations can take place.

The PLC meetings are scheduled on the 1st Wednesdays of every month so the teachers have the opportunity review student work (assessments, homework, classwork, projects) and have meaningful conversations with their grade level peer. Common assessments are developed, and outcomes are discussed. The teacher has the ability to strategize on instructional practices. From these conversations a variety of changes have been made in the first 6 weeks of school. Principal conducted one on one training for teachers, Reading, math initial data review, created academic groups (reading, differentiated by grade level) spelling, writing, reading, small group for those who need specialized help. Math will come into place during the second 6 weeks of school.

PD sessions will take place on the 2nd and 3rd Wednesdays of the month. The instructional staff will review whole school wide data, social/emotional issues etc and will make adjustments as applicable

The 4th Wednesdays are set aside for Staff Meetings, where activities are discussed such as Red Ribbon Week, various committees work etc.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Bi-Monthly professional development to include the PLC, grade level meetings and staff meetings
Executive Director to attend intensive training / Principal conference workshops with CCSA, CAASA, NABSE

Induction training, weekly feedback sessions with their mentor teacher

Bi-weekly grade level meeting facilitated by the Principal, assessment data, behavioral info, and curriculum

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through LCAP conversation, Principal Café, School wide Advisory Committee, form a ELAC committee which includes teachers and parents, paraprofessionals. Participate in community cultural activities, reading groups, and field trips.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For example, we use Brain POP EL for our students that need additional instruction for our EL students. Many of the online programs are engaging and are based on CCSS, using them along with our current curriculum gives the students additional resources to aid in English language acquisition.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We plan to allocate Title IV funds the same way we allocate Title I funds for instructional aides in the classrooms and provide direct support to our students and work towards achieving our primary goal: closing the achievement gap.

JLPAA
REGULAR BOARD MEETING MINUETS
Tuesday, September 10, 2019
6:30 p.m.
19740 Grand Avenue Lake Elsinore, California 92530

CALL TO ORDER 06:31 p.m.

ROLL CALL Board Members Present: Rodriguez, Olivia Davis, and William Frazier.

AGENDA ITEMS TO BE REMOVED - EXECUTIVE DIRECTOR ANNOUNCEMENT
Sometimes it is necessary to remove items from the agenda. We apologize for any inconvenience this may cause you.

PUBLIC BUSINESS FROM THE FLOOR - AGENDIZED ITEMS

Any person who would like to address the Board on any agendized/ non-agendized item is requested to complete a speaker card for the Secretary and identify the agenda item you would like to discuss. Each person will be given an opportunity to address the Board at the time such item is discussed. Speaker cards are available at the rear of the room and your speaker card must be filled out prior to the agenda item being called. We respectfully request that you fill the cards out completely and print as clearly as possible. Following this procedure will allow for a smooth and timely process for the meeting and we appreciate your cooperation. Individual speakers are limited to three (3) minutes each.

DISCUSSION ITEMS

D 1. Oral discussion of Executive Director Monthly Report; State legislative Bill AB1505/1507; September school-wide events ; Factoring transaction over \$30,000 was approved by Board Member, Mr. Rodriguez and Tanya Taylor; School closed for Tenaja Fire on September 6th; Schoolwide Advisory Committee Meeting in October; Davis and Rodriguez attended the Brown Acts Conflict and Compliance Workshop .

D 2. Oral discussion of IT Manager and Facilities Manager Monthly Report; Tech, Chrome Books arrived and in the classrooms; NWEA Assessment week of September 23rd; Food review with Preferred Meals; Projectors are up in each class.

D 3. Oral discussion of Financial Monthly Report (Charter Impact; Theresa Thompson); Financials were covered by Charter Impact.

D 4. Brown Act /Conflict of Interest Training Staff Recommendation: Brown Act Training / Conflict of Interest (Training Materials form Young Minney & Corr,LLP) Facilitated by CEO and Board President.

ACTION ITEMS

A 1. Approval of JLPAA Board Minutes for the following meeting date 08/14/2019, Motion made by Frazier to approve the Board Minutes of 08/14/19 Board Meeting, second by Davis. Motion carried and approved by Rodriguez, Olivia Davis, and William Frazier.

A 2. Approval of 2018/2019 Unaudited Actuals. Motion made by Davis to approve the 2018/2019 Unaudited Actuals, second by Frazier. Motion carried and approved by Rodriguez, Olivia Davis, and William Frazier.

A 3. Approval of 2019/2020 Health and Safety Policies. Motion made by Davis to approve 2019/2020 Health and Safety Policies and second by Frazier. Motion carried and approved by Rodriguez, Olivia Davis, and William Frazier.

Motion made by Frazier to adjourn the meeting and second by Davis,. Motion carried and approved by Rodriguez, Olivia Davis, and William Frazier.

NO BOARD COMMENTS.

ADJOURNMENT: 7:35 PM

Minutes respectfully submitted: O. Davis



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Priorities

Priority 1



Priority 2



Priority 3



Priority 6



Priority 7



Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

Date taken to local governing board: *

11/13/2019

[Submit Responses](#) [Clear Submission](#)

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 4 5

Physical Education Model Content Standards

1 2 3 4 5

Visual and Performing Arts

1 2 3 4 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 5

Identifying the professional learning needs of individual teachers

1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

This is JLPAA's 2nd year of operation. We work closely with the Riverside County Office of Education and the Desert Mountain SELPA to ensure that the curriculum/instruction, SPED and EL programs are being properly integrated with the educational program for all of the students.

Date taken to local governing board: *

11/13/2019

Submit Responses

Clear Submission

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Priorities

Priority 1



Priority 2



Priority 3



Priority 6



Priority 7



Self-Reflection Tool (Priority 3) – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Building Relationships

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Current Strengths: 1.Meeting students where they are; 2. Creating programs to help them with their deficiencies and areas for improvement: 1. Due to the 64% increase enrollment over last year, we have an opportunity to ensure effective communication is delivered to our families.

Text is limited to 3000 characters

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Strength: 1. Teachers and Admin are able to fully engage with families to discuss progress and agree on resources and support for our students. Improvement: 1. Staff will continue to invite families to participate with School Advisory Committee and other committees to be apart of

Text is limited to 3000 characters

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Strength: Families and staff consistently work together to ensure effective and engaging activities for all students. JLPAA is a performing arts academy and the students participate in music and dance performances twice a school year (Winter and Spring). The parents participate in the

Text is limited to 3000 characters

Date taken to local governing board: *

11/13/2019

Submit Responses

Clear Submission

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

The school climate survey will be completed by families at the end of the semester.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Date taken to local governing board: *

11/13/2019

Submit Responses Clear Submission

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 7 ✓

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Julia Lee Performing Arts Academy (JLPAA) uses the NWEA MAP assessments for all students three times during the school year. The initial assessment administered in September (approximately the 3rd week of school) is given to establish a baseline of all students including TK

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students in all groups have 100% access to the broad course of study at JLPAA. All students TK-6th grade will be assessed using MAP. The students that have been identified as having deficiencies are assigned small group instruction with specialized instruction in addition to the

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

We don't have an identified barriers preventing our LEA from providing access to a broad course of study for all students.

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Based on the results of the MAP assessments the LEA has added small group instruction (reading and math) in order to assist the students in achieving greater access to the broad course study..

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

Text is limited to 1500 characters

Date taken to local governing board: *

[Submit Responses](#) [Clear Submission](#)

Questions: lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

California Department of Education
1430 N Street
Sacramento, CA 95814

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:		COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:				FISCAL YEAR:
ADDRESS:			COUNTY NAME:	
CITY:		STATE:	ZIP CODE:	
CONTACT NAME:	TITLE:	PHONE:	E-MAIL:	

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
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PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

SCHOOL CLOSURE: When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

SECTION C: MATERIAL DECREASE

Not Applicable (Proceed to Section D)
 Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

Not Applicable (Proceed to Section E)

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____



JLPAA Volunteer Plan



JULIA LEE PERFORMING ARTS ACADEMY

TITLE: Parent Volunteer Plan

ISSUER: Rachel Thomas, Principal

DATE: September 23, 2019

PURPOSE: This policy provides guidance to school and JLPAA's office administrators in establishing and administering volunteer programs that support the Julia Lee Performing Arts (JLPAA) goal of 100% Graduation. JLPAA values volunteers as important partners in supporting student achievement. In order to provide a safe environment for all and support the involvement of parents and community members in public schools, JLPAA revised its volunteer program policies. Parents/guardians have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in California Education Code, Section 51101(a)(3), indicating parents/guardians have the right *“to volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including , but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher.”*

A three-tiered volunteer system is established outlining when fingerprinting would be required. Tier I and Tier II volunteer activities do not require fingerprinting.



GUIDELINES:

I. JLPAA SCHOOL/OFFICE VOLUNTEER PROGRAMS

Early and consistent parental involvement helps children do well academically. Parents/guardians and extended family are encouraged and welcomed to become involved in the formal education of their children by volunteering at their child's school.

A volunteer is any individual who assists at a school site or District office without monetary compensation. This includes parents, community members, interns and in some cases, high school or college students. Parents who are unable to volunteer at the school during the day due to certain circumstances should be assigned volunteer duties which can be performed in their homes. The school administrator determines which health and safety requirements the off-campus volunteer must fulfill. Classroom observation by parents is a right distinguished from volunteering, according to California Education Code, Section 51101(a)(1) parents/guardians have the right *"within a reasonable period of time following making the request, to observe the classroom or classrooms in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any intradistrict or interdistrict pupil attendance policies or programs."*

In addition, the administrator or administrative designee has the option to decide if volunteer services are needed or to deny any person on-campus volunteer service opportunities. In the situation where the volunteer is a parent of a child at the school, the school administrator must identify ways that the parent can volunteer from home. The administrator or administrative designee can also determine when volunteer services are no longer needed and discontinue volunteer service.

II. PURPOSE OF THE JLPAA SCHOOL/OFFICE VOLUNTEER PROGRAMS

The purpose of the JLPAA school/office volunteer programs is to augment and enhance educational and support services to schools and offices by leveraging the rich talents and expertise of parents and members of the school community. Volunteers contribute to schools and District offices in the following ways:

- Enriching the school experience for students and staff



- Assisting teachers in classrooms
- Assisting with students, staff, parent and community activities
- Promoting partnerships between the school, the District, the home and community
- Serving as positive role models for students

III. THREE-TIERED VOLUNTEER SYSTEM

The three-tiered volunteer system was developed to assist the school community with identifying the various health and safety requirements and duties and responsibilities for volunteers. The duties and responsibilities outlined below are a **summary** only and *are NOT intended to be all-inclusive*.

<p style="text-align: center;">Tier I Volunteer *</p> <p>Required: California Megan’s Law Website Clearance Not Required: TB Clearance or Fingerprinting Clearance Must be directly supervised at ALL times by school staff Single Event or On-Demand Application and Volunteer Commitment Form are submitted to the principal for approval. Tier I volunteer application cannot be used for overnight events.</p> <p><u>Single Event Volunteer</u></p> <p>Volunteers for one day only in the entire school year. Potential volunteers fill out the Single Event Volunteer Application.</p>
--



Tier II Volunteer *

**Required: California Megan's Law Website Clearance
TB Clearance**

Required: Fingerprinting Clearance

Must be directly supervised at ALL times by school staff
Volunteers must fill out the Volunteer Application on the JLPAA
Website and sign the Volunteer Commitment Form.

Classroom Volunteer – Supervised by: Principal/Teacher

- Assists the classroom teacher
- Works in the classroom with small groups of students (2 or more) to reinforce skills
- Performs clerical or record-keeping tasks for the teacher in the classroom (e.g., classroom assignments, homework collected, etc.). Volunteers are not to have access to student, family, or employee records.
- Presents information to class in areas of specialized expertise

Campus Volunteer – Supervised by: Principal/Certificated Staff
Assigned by Principal

- Safety Valet / School Tours / Playground Volunteer

Office Volunteer – Supervised by: Principal/Office Staff

- Assists school staff with duplicating and preparing outgoing or instructional materials. Volunteers are not to have access to student, family, or employee records.

Field Trip/Event Chaperone Volunteer – Supervised by:
Teacher/Certificated Staff Assigned by Principal

- Assists during field trips under the direct supervision of certificated staff



Tier III Volunteer *

Required: California Megan's Law Website Clearance

TB Clearance

Fingerprint Clearance

Must be directly supervised at ALL times by school staff
Volunteers must fill out the Volunteer Application on the JLPAA
Website and sign the Volunteer Commitment Form.

One-on-One Tutor – Supervised by: Principal/Teacher/Certificated
Staff Assigned by Principal

- Provides directed assistance to assigned students one-on-one in identified target academic areas with the teacher or Certificated Staff Assigned by the principal in the classroom

Cafeteria Volunteer – Supervised by: Principal Cafeteria
Manager/Teacher/Staff Assigned by Principal

- Assists children and staff with the distribution of food, clean up, and assists in maintaining an orderly and safe environment during meal times in the school cafeteria and during Breakfast in the Classroom

Student Activities Volunteer – Supervised by: Principal/Certificated
Staff Assigned by Principal

- Assists with administratively approved student band, clubs, culinary groups, etc.

* Based on Los Angeles Unified School District's Volunteer Handbook

Please note that fingerprinting is done through the Live Scan process which captures the fingerprints electronically. The fingerprint data is then submitted to the California Department of Justice (DOJ) to perform a statewide criminal record search. The DOJ also sends the fingerprints to the Federal Bureau of Investigation (FBI) to check against the national criminal history database. The District is precluded from sharing or divulging criminal record history information, including responses that no criminal record history exists, unless expressly authorized to outside entities. Information received is kept in a confidential file and is destroyed once a determination is made.



XX0 VOLUNTEER APPLICATION PROCESS

Tier I volunteers fill out the Single Event Volunteer Application and submit the completed application to the principal or designee for approval. In addition, Tier I volunteers must sign and submit the Volunteer Commitment Form. These volunteer applications must be kept in a secure locked location for safekeeping in the main office for five years.

Tier II and Tier III volunteers must have an application on file. In addition, Tier II and Tier III volunteers must sign and submit the Volunteer Commitment Form. If volunteers require assistance filling out the application online, schools must provide support.

If a volunteer changes Tiers, all requirements for that Tier must be fulfilled prior to providing volunteer services.

Information for Volunteers

- Individuals interested in volunteering must check with the school administrator or designee regarding available Tier II and Tier III volunteer opportunities before submitting a volunteer application.

- ∄ Tier I volunteer opportunities are available through the principal, teacher or designee.

- ∄ Tier I, Tier II and Tier III volunteers do not receive compensation for services they provide.

- ∄ Tier II and Tier III volunteers must meet certain health and safety requirements, including Tuberculosis (TB) clearance.

- ∄ Tier I, Tier II and Tier III volunteers may not replace the direct job duties of a JLPAA employee.

- ∄ Tier I, Tier II and Tier III volunteers are not permitted to bring children during their service hours.



- Tier I, Tier II and Tier III volunteers are expected to sign and abide by the JLPAA Volunteer Commitment Form.
- Tier I, Tier II and Tier III volunteers are expected to follow all school and District policies, including the JLPAA Code of Conduct with Students and the JLPAA Employee Code of Ethics.
- Once a person receives an official JLPAA volunteer badge, the person is approved to provide Tier II or Tier III volunteer services at the school or office until the end of the school year.
- Tier II and Tier III school volunteers are required to sign in and pick up their JLPAA volunteer badges upon entering the campus. School volunteers are to sign out when they exit the campus and leave their JLPAA volunteer badges at the school at the end of the day.

V. THE ROLE OF THE ADMINISTRATOR OR ADMINISTRATIVE DESIGNEE

The school or District office administrator shall assume general authority and responsibility over all volunteers or may designate other certificated and/or classified staff to coordinate and support the volunteer program. The following is a list of approved staff (designees) for offices and schools to input application information:

- Principal
- Executive Director
- Office Manager

The administrator or designee must ensure the volunteer has all the required health and safety clearances. A welcome letter and a JLPAA volunteer badge approval for each of the volunteers. Will be sent to all approved volunteers. The volunteer badge is for the current school year and indicates that the volunteer is ready to begin their volunteer duties.



The JLPAA Volunteer badge must remain at the school in a secure location. The school will notify the prospective volunteer when their letter and badge has arrived to the school.

The administrator or administrative designee must ensure the following:

- **All** volunteer applicants, including JLPAA employees and continuing volunteers, are checked annually against the California Megan's Law Website. Any prospective volunteer whose name appears on the CA Megan's Law Website will not be cleared to volunteer at the school or office. Parents whose name appears on the database must be given opportunities to volunteer from home.
- Health and safety clearance requirements are met, including Tuberculosis clearance.
- For Tier I volunteers, a signed copy of the appropriate Single Event Volunteer Application Form and Volunteer Commitment Form are on file in the main office in a secure and locked location. These volunteer forms are to be kept for five years.
- For Tier II and Tier III volunteers, an online application is on file and a signed copy of both the application and the Volunteer Commitment Form are on file in the main office in a secure and locked location.
- Tier II and Tier III volunteers must not begin service until they have received a JLPAA volunteer badge.
- The volunteer badge, for Tier II and Tier III volunteers, is returned to the school at the end of each day.
- Appropriate supervision of volunteers is provided at all times. Depending on the volunteer type, a volunteer may be assigned to a classroom teacher, or other school staff.
- Volunteer duties that have been assigned are not in conflict with those of JLPAA employees.



- Volunteer does not have access to student, family or employee records.
- A Tier II or Tier III volunteer must be notified by the school when the JLPAA volunteer badge and welcome letter, JLPAA
- All Tier II and Tier III volunteers must be approved or denied by the administrator or designee by the end of the school year.

Volunteer Management Roll Over Process

Tier II and Tier III continuing volunteers may be cleared to volunteer by the administrator or administrative designee for the upcoming school year. Interested Tier II and Tier III volunteers who would like to continue volunteering at the same school for the upcoming school year should inform the principal or designee of their interest and then verify and sign that the contact information previously provided is still up to date.

In May or before the end of the school year, the administrator or designee must do the following in order to roll over the volunteers:

- Document that the volunteer's name has been checked against the California Megan's Law Website annually.
- Document annually that the volunteer's TB clearance has not expired.
- Ensure rollover applications are complete and approved online by the administrator or administrative designee.

All volunteer documents (i.e. application, commitment form) must be kept in a secure locked location in the main office for five years. These documents contain personal information regarding volunteers and therefore require a high level of confidentiality and safety.

VI. DISCONTINUATION OF VOLUNTEER SERVICES

There are times when certain situations call for a volunteer's service to be discontinued. The school and/or District administrator may



discontinue a person's volunteer service when that person poses a danger or threat to staff, students, or other adults or when the volunteer violates the privacy of students or any other person on the school site. In addition, a volunteer's service may be discontinued for failure to follow school policies such as the Respectful Treatment of Others Resolution, discrimination or harassment policies, the JLPAA Code of and the JLPAA Employee Code of Ethics. Failure of the volunteer to abide by the signed Volunteer Commitment Form may also be cause for a volunteer's services to be discontinued. This includes a person who has been issued a disruptive person letter during the current school year. The administrator or administrative designee has the option to deny any person on-campus volunteer service. In these situations, the school administrator must identify ways that parents can volunteer at home. The administrator or administrative designee can also determine when volunteer services are no longer needed.

VII. SAFETY CLEARANCE REQUIREMENTS

California Megan's Law Website Clearance

In accordance with policy, the administrator or administrative designee must check Tier I, Tier II and Tier III volunteers, including JLPAA employee volunteers and continuing volunteers serving in schools and District offices, against the California Megan's Law Website at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the California Megan's Law Website is prohibited from serving as a volunteer on site in any capacity for any length of time, including for Single Event activities.

Federal Bureau of Investigation (FBI) and Department of Justice (DOJ) Fingerprinting Clearance

Tier III volunteers must be fingerprinted. Volunteer applicants need to be fingerprinted only once during their volunteer service. However, if the volunteer ceases to volunteer for a period of two years or longer, a new fingerprint clearance is required. School/Office staff must contact an approved LAUSD Fingerprinting location to make an appointment for the volunteer being fingerprinted (Attachment G1/G2). The fee for fingerprinting, at an approved LAUSD fingerprinting location, will be paid by the Volunteer.



VIII. HEALTH CLEARANCE REQUIREMENTS

Health clearances are required for all volunteers with the exception of active JLPAA employees. Tier II and Tier III volunteers must provide clearance of TB prior to starting volunteer service.

New JLPAA volunteers' TB test results are valid for up to 60 days prior to starting volunteer services. TB clearance for continuing volunteers is valid for a period of up to four years.

IX. OTHER VOLUNTEERS

The following section describes other types of volunteers and the criteria they must adhere to when volunteering at a school or District office:

Extended Family Members

Extended family members includes, grandparents, uncles, aunts, cousins, siblings, etc. Extended Family Members must submit the appropriate application and sign and submit the JLPAA Volunteer Commitment Form.

Community Members

Community members are defined as anyone who lives in the surrounding community of a school, or are employees of community-based organizations and agencies, or are business representatives from the wider business community or the local community. Community members must submit the appropriate application and sign and submit the JLPAA Volunteer Commitment Form.



High School Students

High school students currently enrolled in 10th through 12th grade may volunteer with permission of their parent/guardian and the school administrator or designee. The JLPAA Student Volunteer Permission Form must be signed by the student and the parent/guardian and submitted to the school administrator.

The student must also sign the JLPAA Volunteer Commitment Form and submit it to the school administrator. The school must ensure that the volunteer forms, which contain student information, are kept in the school's main office in a secure locked location for five years.

JLPAA Active Employees

Employees who volunteer must also fill out the Volunteer application. The health and safety clearance have been met since JLPAA requires employees to submit a TB clearance form and a Live Scan fingerprint clearance form before being hired.

University Interns and Volunteers from Community Organizations with MOUs

University interns and volunteers associated with community organizations are required to complete the volunteer application and go through the health and safety screening process that includes fingerprint clearance.

AUTHORITY:

This is a policy of Julia Lee Performing Arts Academy.



JULIA LEE PERFORMING ARTS ACADEMY

SOLICITUD DE LAUSD PARA VOLUNTARIO DE UN EVENTO ÚNICO
Voluntarios por un día solamente durante todo el año escolar
(Voluntario de Nivel I)

Nombre Apellido Fecha de nacimiento

Teléfono de casa Teléfono Celular

Correo electrónico

Domicilio Ciudad Estado Zona Postal

Tipo de evento Fecha del evento

Nombre de persona en caso de emergencia/parentesco Teléfono de dicha persona

Nombre del estudiante Parentesco con el estudiante (si aplica)

Si desea prestar su tiempo como voluntario regular, llene la Solicitud por Internet para voluntarios disponible mediante el siguiente enlace <https://www.jlpaa.org>
Lea el siguiente acuerdo y firme abajo:

Acepto en cumplir con las políticas vigentes de Julia Lee Performing Arts Academy pertinentes a los voluntarios. Mantendré toda confidencialidad en cuanto a toda información referente o de identificación de un estudiante. Por ningún motivo tomaré fotografía o grabaré video de los estudiantes.

Firma del Voluntario Fecha

No escriba después de la siguiente línea. Solamente para uso del personal.

California Megan's Law Website Clearance Date: _____ Checked by: _____

Name and Title

Volunteer Commitment Form Date Signed: _____

Application Approved: _____ Application Not Approved: _____

Administrator or Designee's Signature: _____ Date: _____



Julia Lee Performing Arts Academy
HIGH SCHOOL STUDENT VOLUNTEER PERMISSION FORM
(Tier II)

Student Information

Name: _____
First Last

Birthdate: _____

High School of Attendance

Local District

Circle current grade: 10 11 12

Parent/Guardian Contact Name: _____
First Last

(____) _____
Contact Phone Number Email Address

I give my permission for my daughter/son, _____,
(insert student name)

to volunteer at _____.
(insert school name)

I understand, as does my child, that my child is expected to adhere to the code of conduct outlined in the JLPAA Parent Student Handbook. Failure to do so will result in my child's prompt removal from the volunteering assignment, as well as disciplinary action according to the rules set forth therein.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Please return this completed form and your signed commitment form to the school volunteer designee or the main office.



JULIA LEE PERFORMING ARTS ACADEMY

Julia Lee Performing Arts Academy
TUBERCULOSIS PHYSICIAN/CLINIC FORM

Dear Prospective Volunteer:

Thank you for your interest in volunteering at our school. Volunteers must be free of active tuberculosis (TB) before they start volunteering. A TB skin test (Mantoux) is mandatory, as stated in California Health and Safety Code §121545 TB Test School Volunteers. Multiple puncture tests are not acceptable. If the Mantoux test is positive, a chest X-ray will be required. Chest X-rays without a history of a previous positive Mantoux cannot be accepted.

Please take this form to a private physician, clinic, or public health agency. If you are unable to pay the fee required by a public health agency, you may request to have the fee waived by the agency. If denied a waiver, you are still responsible for any costs incurred.

Principal or District Office Administrator Signature

Date

School or Office: _____

TO BE COMPLETED BY PHYSICIAN/CLINIC:

Patient's Name: _____

Date of Birth: _____

THERE IS NO EVIDENCE OF ACTIVE TUBERCULOSIS AS DETERMINED BY:

_____ TB Risk Assessment Questionnaire administered by a licensed health care provider

_____ MANTOUX Skin Test (5 TU PPD)

_____ CHEST X-RAY (Acceptable only if MANTOUX positive)

Date Given: _____

Date Read: _____

Date of X-Ray: _____

Given by: _____

Result (mm): _____

X-Ray Impression: _____

History of positive MANTOUX: _____

Signature of Physician/RN

Date

Print Name of Physician/RN: _____ Degree: _____ State License #: _____

Business Address: _____

Business Telephone: _____



JULIA LEE PERFORMING ARTS ACADEMY

Julia Lee Performing Arts Academy FORMULARIO DE LA TUBERCULOSIS PARA EL MÉDICO/CLÍNICA

Estimada persona interesada en ser voluntario:

Gracias por su interés en prestarse como voluntario en nuestra escuela. Los voluntarios deben de estar libres del virus activo de la tuberculosis antes de prestar su ayuda como voluntario. Un examen cutáneo de la tuberculosis es obligatorio de conformidad con el Código para la Seguridad y la Salud Pública en California §121545 Examen de TB para Voluntarios Escolares. No se aceptan exámenes de punción múltiple. Si el examen cutáneo mantoux resulta positivo, se requerirá un radiografía del tórax. No se aceptan radiografías del tórax sin un previo historial de examen cutáneo mantoux positivo.

Presente este formulario a un médico privado o agencia de salud pública. Si no puede pagar la tarifa requerida por la agencia pública, usted puede solicitar que la agencia exente la tarifa. Si se le niega la exención, usted es responsable por cualquier costo contraído.

Firma del director u oficina del Distrito Firma Fecha

Escuela u Oficina: _____

TO BE COMPLETED BY PHYSICIAN/CLINIC:

Patient's Name: _____ Date of Birth: _____

THERE IS NO EVIDENCE OF ACTIVE TUBERCULOSIS AS DETERMINED BY:

_____ TB Risk Assessment Questionnaire administered by a licensed health care provider

_____ MANTOUX Skin Test (5 TU PPD)

_____ CHEST X-RAY (Acceptable only if MANTOUX positive)

Date Given: _____ Date Read: _____ Date of X-Ray: _____

Given by: _____ Result (mm): _____

X-Ray Impression: _____

History of positive MANTOUX: _____

Signature of Physician/RN Date

Print Name of Physician/RN: _____ Degree: _____ State License #: _____

Business Address: _____

Business Telephone: _____



Adult Tuberculosis (TB) Risk Assessment Questionnaire¹

(To satisfy California Education Code Section 49406 and Health and Safety Code Sections 121525-121555)

To be administered by a licensed health care provider (physician, physician assistant, nurse practitioner, registered nurse)

Name: _____

Date of Risk Assessment: _____

Date of Birth: _____

History of positive TB test or TB disease Yes No

If yes, a symptom review and chest x-ray (if none performed in previous 6 months) should be performed at initial hire.*

If no, continue with questions below.

If there is a "Yes" response to any of the questions 1-5 below, then a tuberculin skin test (TST) or Interferon Gamma Release Assay (IGRA) should be performed. A positive test should be followed by a chest x-ray, and if normal, treatment for TB infection considered.

Risk Factors	
1. One or more signs and symptoms of TB (prolonged cough, coughing up blood, fever, night sweats, weight loss, excessive fatigue) Note: A chest x-ray and/or sputum examination may be necessary to rule out infectious TB. ²	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. Close contact with someone with infectious TB disease	Yes <input type="checkbox"/> No <input type="checkbox"/>
3. Birth in high TB-prevalence country** (**Any country other than the United States, Canada, Australia, New Zealand, or a country in Western or Northern Europe.)	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. Travel to high TB-prevalence country** for more than 1 month (**Any country other than the United States, Canada, Australia, New Zealand, or a country in Western or Northern Europe.)	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. Current or former residence or work in a correctional facility, long-term care facility, hospital, or homeless shelter	Yes <input type="checkbox"/> No <input type="checkbox"/>

*Once a person has a documented positive test for TB infection that has been followed by an x-ray that was deemed free of infectious TB, the TB risk assessment is no longer required.

¹ Adapted from a form developed by Minnesota Department of Health TB Prevention and Control Program and Centers for Disease Control and Prevention.

² Centers for Disease Control and Prevention (CDC). Latent Tuberculosis Infection: A Guide for Primary Health Care Providers. 2013.

(<http://www.cdc.gov/tb/publications/LTBI/default.htm>)



ADULT TUBERCULOSIS (TB) RISK ASSESSMENT QUESTIONNAIRE

(To satisfy California Education Code Section 49406 and Health and Safety Code Sections 121525-121555)

CERTIFICATE OF COMPLETION

To be signed by the licensed health care provider completing the risk assessment and/or examination

Name: _____

Date: _____

Date of Birth: _____

The above named patient has submitted to a tuberculosis risk assessment. The patient does not have risk factors, or if tuberculosis risk factors were identified, the patient has been examined and determined to be free of infectious tuberculosis.

Health Care Provider Signature

Please Print Health Care Provider Name

Title

Office Address: Street

City

State

Zip Code

Telephone

Fax



Influenza Vaccine Declination

Senate Bill (SB) 792

Commencing September 1, 2016, SB 792 would prohibit a person from being employed or volunteering at a day care center if he or she has not been immunized against influenza, pertussis, and measles. Each employee and volunteer shall receive an influenza vaccination between August 1 and December 1 of each year. *A person is exempt from the requirements of this section only under any of the following circumstances: The person submits a written declaration that he or she has declined the influenza vaccination. This exemption applies only to the influenza vaccine.*

I acknowledge that I am aware of the following facts:

- ✓ Influenza is a serious respiratory disease that kills thousands of people in the United States each year.
- ✓ Influenza vaccination is recommended for me and all other healthcare workers to protect this facility's patients from influenza, its complications, and death.
- ✓ If I contract influenza, I can shed the virus for 24 hours before influenza symptoms appear. My shedding the virus can spread influenza to patients in this facility.
- ✓ If I become infected with influenza, even if my symptoms are mild or non-existent, I can spread it to others and they can become seriously ill.
- ✓ I understand that the strains of virus that cause influenza infection change almost every year and, even if they don't change, my immunity declines overtime. This is why vaccination against influenza is recommended each year.
- ✓ I understand that I cannot get influenza from the influenza vaccine.
- ✓ The consequences of my refusing to be vaccinated could have life-threatening consequences to my health and the health of those with whom I have contact, including:
 - my coworkers
 - my family
 - my community

Despite these facts, I am choosing to decline the influenza vaccination right now for the following reasons:

I understand that I can change my mind at any time and accept the influenza vaccination, if vaccine is still available.

I have read and fully understand the information on this declination form.

Signature: _____ Date: _____

PrintName: _____



JLPAA VOLUNTEER COMMITMENT FORM (All tiers)

Print First and Last Name

I agree to abide by the following:

1. I will sign in at the main office upon arrival and sign out when I leave for the day.
2. I will follow the assignment schedule given to me by the principal or designee.
3. I will use words and phrases that are appropriate and be a good role model for students.
4. I will wear my volunteer identification badge at all times while participating in volunteer activities.
5. Except in the case of an emergency, I will give 24-hour notice when I cannot keep a scheduled assignment.
6. I will follow the dress code of the school or office.
7. I will follow the District's Code of Conduct with Students and the District's Employee Code of Ethics.
8. I will only use the adult bathroom facilities.
9. I will never be alone with a student.
10. I will not contact students outside of school hours, or exchange contact information.
11. If I have reason to suspect child abuse, I will notify the principal or designee immediately and confidentially.
12. I will treat all students, families, and employees with respect regardless of their race, gender, class, religion, sexual orientation, gender identity, disability, or immigration status.
13. I will treat all children and persons equally and with respect.
14. I will maintain strict confidentiality of students' health, behavior and academic information.
15. I will maintain strict confidentiality of parent/guardians' health, behavior and information.
16. I will report inappropriate behavior to the teacher or other supervising school personnel.
17. I will respect the authority of all school and office personnel.
18. I will learn the rules regarding drills and emergencies and follow the direction of District office or school staff.
19. I will not use school property or equipment without the authority of the administrator or designee and I will not use school property or equipment for personal gain.

Volunteer's Signature

Date

Administrator or Designee's Signature

Date



**Julia Lee Performing Arts Academy
Volunteer Application
(Tier II & Tier III)**

PERSONAL INFORMATION

First Name: _____ Middle Name/Initial: _____
Last Name: _____ Other Names: _____
Birthdate: _____ Gender: _____

CONTACT INFORMATION

Address: _____
City: _____ State: _____ Zip Code: _____
Home Phone: _____ Cell Phone: _____ Work Phone: _____
Email: _____

Emergency Contact 1 Name: _____ Contact 1 Phone: _____
Emergency Contact 2 Name: _____ Contact 2 Phone: _____

VOLUNTEER TYPE: (Please check all that apply)

I am a: [] New volunteer
 [] Returning volunteer
I am a: [] parent/legal guardian of a child at this school.
I am a: [] community member or non-custodial family member.
 [] other type of volunteer. Explain: _____

I am: [] a student at a college or university.

I am: [] an intern.

I am: [] employed at a community-based organization.

I have children attending this school. [] yes [] no

If yes, name(s) of student(s) and birthdate(s): _____

LOCATION PLACEMENT INFORMATION

Have you ever been convicted of a crime involving children? [] yes [] no

If yes, please explain:

AVAILABILITY

I would like to volunteer during the following times and on the following days*:

- Mornings Afternoons Evenings
 Monday Tuesday Wednesday Thursday Friday Saturday

Maximum number of hours I can serve each week: _____

* Requested times and days are subject to availability

VOLUNTEER AREA

I would like to volunteer as a(n):

- Classroom Volunteer Office Volunteer Field Trip/Event Chaperone Volunteer One-on-One Tutor* Student Activities Volunteer*
 Campus Volunteer Cafeteria Volunteer*
 Other (specify) _____

*In addition to TB and CA Megan's Law Clearances, fingerprint clearance is required

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Prospective Volunteer's Signature

Date

Do not write below this line. Staff use only.

California Megan's Law Website Clearance Date: _____ Checked _____

by: Volunteer Commitment Form Date Signed: _____

Application Approved: _____ Application Not Approved: _____

Administrator or Designee's Signature: _____

Date: _____



REQUEST FOR LIVE SCAN SERVICE

[Print Form](#)

[Reset Form](#)

Applicant Submission

AN054
ORI (Code assigned by DOJ)

11105.3 PC
Authorized Applicant Type

Type of License/Certification/Permit OR Working Title (Maximum 30 characters - if assigned by DOJ, use exact title assigned)

Contributing Agency Information:

Julia Lee Performing Arts Academy
Agency Authorized to Receive Criminal Record Information

23552
Mail Code (five-digit code assigned by DOJ)

36415Geranium Dr.
Street Address or P.O. Box

Tanya Taylor
Contact Name (mandatory for all school submissions)

Lake Elsinore CA 92532
City State ZIP Code

9515954500
Contact Telephone Number

Applicant Information:

Last Name

First Name Middle Initial Suffix

Other Name (AKA or Alias) Last

First Suffix

Date of Birth Sex Male Female

Driver's License Number

Height Weight Eye Color Hair Color

Billing Number (Agency Billing Number)

Place of Birth (State or Country) Social Security Number

Misc. Number (Other Identification Number)

Home Address Street Address or P.O. Box

City State ZIP Code

Your Number: OCA Number (Agency Identifying Number)

Level of Service: DOJ FBI
(If the Level of Service indicates FBI, the fingerprints will be used to check the criminal history record information of the FBI)

If re-submission, list original ATI number:
(Must provide proof of rejection)

Original ATI Number

Employer (Additional response for agencies specified by statute):

Julia Lee Performing Arts Academy
Employer Name

Mail Code (five digit code assigned by DOJ)

19740 Grand Avenue,
Street Address or P.O. Box

Lake Elsinore CA 92530
City State ZIP Code

Telephone Number (optional)

Live Scan Transaction Completed By:

Name of Operator

Date

Transmitting Agency LSID

ATI Number Amount Collected/Billed



REQUEST FOR LIVE SCAN SERVICE

Privacy Notice

As Required by Civil Code § 1798.17

Collection and Use of Personal Information. The California Justice Information Services (CJIS) Division in the Department of Justice (DOJ) collects the information requested on this form as authorized by Business and Professions Code sections 4600-4621, 7574-7574.16, 26050-26059, 11340-11346, and 22440-22449; Penal Code sections 11100-11112, and 11077.1; Health and Safety Code sections 1522, 1416.20-1416.50, 1569.10-1569.24, 1596.80-1596.879, 1725-1742, and 18050-18055; Family Code sections 8700-87200, 8800-8823, and 8900-8925; Financial Code sections 1300-1301, 22100-22112, 17200-17215, and 28122-28124; Education Code sections 44330-44355; Welfare and Institutions Code sections 9710-9719.5, 14043-14045, 4684-4689.8, and 16500-16523.1; and other various state statutes and regulations. The CJIS Division uses this information to process requests of authorized entities that want to obtain information as to the existence and content of a record of state or federal convictions to help determine suitability for employment, or volunteer work with children, elderly, or disabled; or for adoption or purposes of a license, certification, or permit. In addition, any personal information collected by state agencies is subject to the limitations in the Information Practices Act and state policy. The DOJ's general privacy policy is available at <http://oag.ca.gov/privacy-policy>.

Providing Personal Information. All the personal information requested in the form must be provided. Failure to provide all the necessary information will result in delays and/or the rejection of your request.

Access to Your Information. You may review the records maintained by the CJIS Division in the DOJ that contain your personal information, as permitted by the Information Practices Act. See below for contact information.

Possible Disclosure of Personal Information. In order to process applications pertaining to Live Scan service to help determine the suitability of a person applying for a license, employment, or a volunteer position working with children, the elderly, or the disabled, we may need to share the information you give us with authorized applicant agencies.

The information you provide may also be disclosed in the following circumstances:

- With other persons or agencies where necessary to perform their legal duties, and their use of your information is compatible and complies with state law, such as for investigations or for licensing, certification, or regulatory purposes;
- To another government agency as required by state or federal law.

Contact Information. For questions about this notice or access to your records, you may contact the Associate Governmental Program Analyst at the DOJ's Keeper of Records at (916) 210-3310, by email at keeperofrecords@doj.ca.gov, or by mail at:

Department of Justice
Bureau of Criminal Information & Analysis
Keeper of Records
P.O. Box 903417
Sacramento, CA 94203-4170

LIVE SCAN SERVICE OPTION

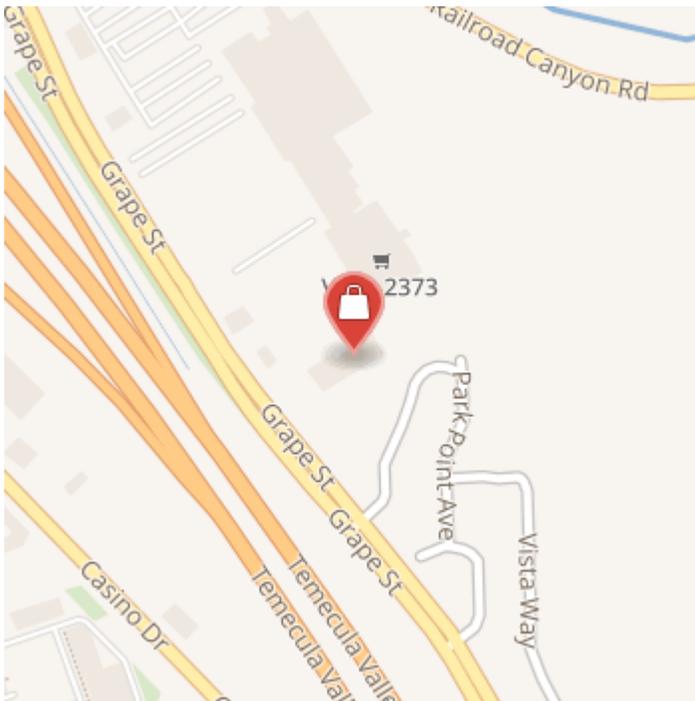
The UPS Store Lake Elsinore

315 Grape Street, Suite 3

Lake Elsinore, CA. 92532

Phone: 951 471-0090

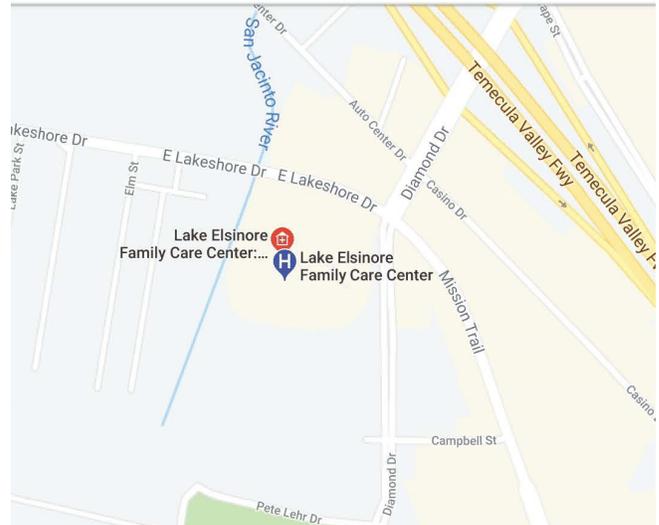
Email: store2706@theupsstore.com



TB Skin Test Locations

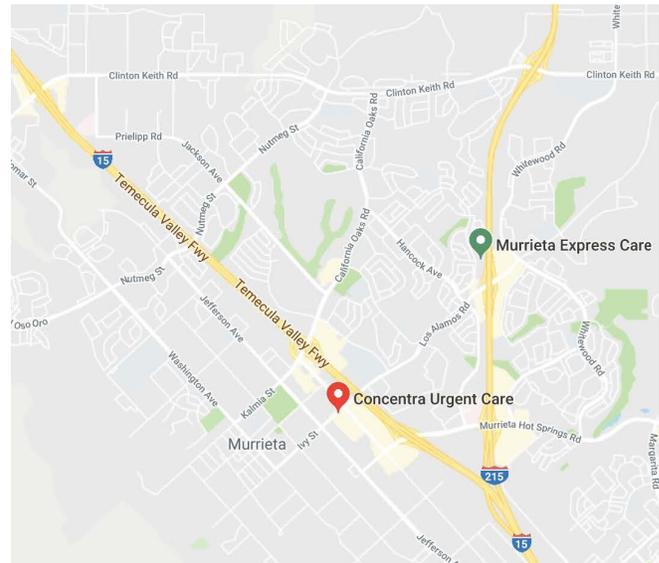
Total Care Family Medical Center
425 Diamond Dr., Suite 104
Lake Elsinore, CA. 925320
Phone: 951 674-8779

Lake Elsinore Family Care Center
2499 E. Lakeshore Drive
Lake Elsinore, CA. 92530
Phone: 951 471-4200



Murrieta Express Care
24910 Las Brisas Road, Suite 116
Murrieta, CA. 92562
Phone: 951 667-7780

Concentra Urgent Care
25115 Madison Ave.
Murrieta, CA. 92562-8967
Phone: 951 600-9070



JULIA LEE PERFORMING ARTS ACADEMY

REGULAR BOARD MEETING MINUTES

Wednesday, November 13 at 6:30 PM

19740 Grand Avenue Lake Elsinore, California 92530

CALL TO ORDER 6:30 PM

ROLL CALL Board Members: Edwin Rodriguez, Olivia Davis, Jamie Schramm

AGENDA ITEMS TO BE REMOVED - EXECUTIVE DIRECTOR ANNOUNCEMENT

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

PUBLIC BUSINESS FROM THE FLOOR - AGENDIZED ITEMS NON-AGENDIZED ITEMS

No public comment

DISCUSSION ITEMS

D 1. Financial Monthly Report (Charter Impact; Theresa Thompson)

D 2. Oral Discussion of Executive Director Monthly Report and Principal; 255 Student Enrollment; Yearly Financial Audit is occurring now, and is being conducted by Clem Payne—it should be completed and ready for Board Approval on Wednesday, Dec. 4 at 6:30 PM.; January 29-30th retreat to ensure a solid strategic plan for next school year; December 4, 2019 next Board Meeting; Presentation of JLPAA @ RCOE/Murrieta Dec. 11, 2019 @ 5:30 PM. We will cover Financials, Academics and future plans; 2020/21 School year planning Jan. 29-30.

D 3. Oral Discussion of Principal Report; Principal's Café, NWEA Scores; Academic Interventions.

D 4. Oral Discussion of IT Manager and Facilities Manager Monthly Report; Projectors and Elmos are up in all classrooms; Fire Marshall visit (Successful); Order more Chromebooks; Audit of food program success (passed with 100, A grade).

D 5. New Board Nomination of Dolores Briseno to be made by Board President; Nomination made by Edwin Rodriguez for Dolores B. to become JLPAA's new Board Member. Nomination of Board Member. Per JLPAA's Bylaws, Section 6. NOMINATIONS. The chairman of the Board of Directors or, if none, the President may allow individuals and/or a committee to nominate

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

ACTION ITEMS

A 1. Approval of JLPAA Board Minutes for the following meeting date: 09/10/2019
Motion made by Jamie to approve the Board Minutes of 09/10/2019 Board Meeting, second by Olivia. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

A 2. Approval of revised Federal LCAP Addendum. Motion made by Olivia to approve the revised Federal LCAP Addendum, second by Jamie. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

A 3. Approval of 2019/2020 Volunteer procedures/plan. Motion made by Jamie to approve the 2019/2020 Volunteer procedures/plan, second by Olivia. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

A 4. *Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A* process. Resolution 11 13. Motion made by Olivia to *Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A* process, second by Jamie. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

A 5. Approval of California School Dashboard. Motion made by Jamie to approve the California School Dashboard, second by Olivia. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

A 6. Approval of Koko Judge and Rachel A. Thomas to be signers on JLPAA's local bank (US Bank) and to make transactions of no more than \$2,000 with a prior written approval from the Executive Director. Motion made by Olivia to approve Koko Judge and Rachel A. Thomas to be signers on JLPAA's local bank (US Bank) and to make transactions of no more than \$2,000 with a prior written approval from the Executive Director, second by Jamie. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

A 7. Ratification: Approval of Independent Study Contract for absences. . Motion made by Jamie to approve the Independent Study Contract for absences, second by Olivia. Motion carried and approved by Edwin Rodriguez, Olivia Davis, Jamie Schramm.

ADJOURNMENT
7:32 PM

GENERAL MEETING INFORMATION

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure the agenda is completed.

INDIVIDUALS WITH A DISABILITY. Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Board of Directors may request assistance by contacting (951) 595-4500. **FOR MORE INFORMATION.** For more information concerning this agenda, please contact the Board's Secretary at (951) 595-4500. All documents available for public review are on file with the Board's Secretary.



Independent Study Contract

The best way for your student to keep up with their education is with an Independent Study Contract. Work will be assigned to go along with their classroom experience. Please call the office for more information.

Excused Absences:

1. Personal illness (MD note required after 3 consecutive days ill, or more than 10 illnesses during the school year).
2. Quarantine under the direction of a health officer.
3. Personal medical or dental appointment (MD note required)
4. Funeral services of any immediate family member.
5. Religious Observations.

Truancies & Unexcused Absences:

1. Going on Vacation.
2. Visiting family.
3. Going to medical appointments for siblings or any one else.
4. Going to work with a parent or other family member.
5. Personal problems.
6. Waiting for service or repair people to arrive.
7. Missing more than 30 minutes on three days without a valid excuse.

Excessive Absences

1. Ten (10) or more days of excused absences within a school year are considered excessive and shall require a doctor's note.
2. Three (3) or more consecutive days of illness shall require a doctor's note upon return to school.
3. Three (3) or more days of unexcused absences or truancies will result in JLPAA mailing or emailing the parent the 1st Truancy Letter asking for the parent's help and a warning of consequences for further truancy.
4. After six (6) days of unexcused absences or truancies and/or tardies, the school will mail or email the 2nd Truancy Letter and invite the family to a School Attendance Review Team (SART) meeting. The intent is to create and implement a written plan for improving attendance.
5. After nine (9) days of unexcused absences or truancies and/or tardies, the school will mail or email the Habitual Truancy Notice to appear at a School Attendance Review Board (SARB) meeting. This notice requires the student and the parent to appear, failure to appear may result in a citation to be issued to the parent.
6. After fifteen (15) or more days of unexcused absences or truancies, the family will be referred to the District Attorney.
7. Students who miss 5% or more of school for any reason, may be subject to retention.

JLPAA INDEPENDENT STUDY AGREEMENT

STUDENT NAME:	GRADE:	DOB:
ADDRESS:	PHONE #:	FAX #:
CITY & ZIP CODE	START DATE:	END DATE:

TEACHER:

ALL ASSIGNMENTS ARE DUE NO LATER THAN 10 DAYS FROM LAST DAY ABSENT.

ASSIGNMENT:

For each day absent, the teacher will assign work for each student from the categories listed below. If special circumstances exist, the teacher will make appropriate modifications.

VOLUNTARY STATEMENT:

Independent Study is an optional educational alternative that students voluntarily select. All students who choose independent study must be offered the alternative of classroom instruction, and they must have the continuing option of returning to the classroom.

EQUITABLE PROVISION OF RESOURCES AND SERVICES:

The independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and that students who choose to engage in independent study are to have equality of rights and privileges with students in the regular school program.

ASSIGNMENTS	
MATHEMATICS	LANGUAGE ARTS

ASSIGNMENTS	
<p>PARENT: I have read and agree to the conditions listed above. In addition, I understand that:</p> <p style="padding-left: 20px;">IS is a voluntary program and must be agreed upon by the student, myself, teacher and school administration.</p> <p style="padding-left: 20px;">It is my responsibility to oversee my child's work and for ensuring the completion and submission of all assignments on time and/ or upon return to school.</p> <p style="padding-left: 20px;">I am responsible for any school materials that are used during IS and will replace materials that are lost or stolen.</p> <p>ASSIGNMENTS ARE DUE NO LATER THAN 10 DAYS FROM LAST DAY ABSENT.</p> <p>*** Independent Study is offered to you as a way for you to clear your child's absence, however if you fail to complete this packet the student will NOT receive credit for it and it will revert back to an absence.</p> <p>SIGNATURE:</p>	<p>DATE:</p>

- office use only: PS/IS
- office use only: PS/ISC

<p>STUDENT: I understand that I will complete all the homework listed in this Agreement and that I will meet with my teacher upon my return to complete the IS. I understand that I will be marked absent from classes if I do not complete my work and meet with my classroom teacher on the above date.</p> <p>SIGNATURE:</p>	<p>DATE:</p>
<p>TEACHER: I agree that I will compile specific homework assignments for the student's IS in a timely fashion and that I will assess the homework assignments weekly or upon the student's return to school. In addition, I will meet with the student weekly or upon their return to complete the IS Contract. I will keep accurate attendance records during IS in order to accrue accurate ADA.</p> <p>SIGNATURE:</p>	<p>DATE:</p>
<p>PRINCIPAL/ OTHER: I agree to oversee this IS for the above student according to the IS policy.</p> <p>SIGNATURE:</p>	<p>DATE:</p>

I, the classroom teacher, certify the student named above, has met his/her Agreement conditions as indicated below:

 Completed. The student has met all terms and conditions of this Agreement. Credit for attendance is marked below.

 Partially Completed or Terminated. The student has not satisfactorily met all the terms and conditions of this Agreement for the reasons below. **Number of days completed** _____.

The student has satisfactorily completed the terms of this IS Agreement for the following dates:

Week #	Monday	Tuesday	Wednesday	Thursday	Friday
1	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
2	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
3	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_
4	_/_/_	_/_/_	_/_/_	_/_/_	_/_/_

Classroom Teacher Signature

Date