

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Julia Lee Performing Arts Academy	Rachel Thomas, Principal	<a href="mailto:rthomas@jlpaaschool.org">rthomas@jlpaaschool.org</a> 951-595-4500

## Plan Summary 2021-2022

### General Information

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

Julia Lee Performing Arts Academy is a public charter school located in Lake Elsinore, CA in its 4<sup>th</sup> year of operation. The Julia Lee Performing Arts Academy (JLPAA) is a unique charter school that was approved by the Riverside County Office of Education and services the local communities of Lake Elsinore, Wildomar, Temecula, Murrieta, Menifee, Perris, and other surrounding cities of the Inland Empire. JLPAA is a high-quality educational program for students in grades Transitional Kindergarten through Grade 8 that develops the whole person through a curriculum that integrates both performing arts and college preparatory academics. The Julia Lee Performing Arts Academy strives to develop the students academically, artistically, and socially so that they leave the school as independent, cooperative, responsible, and creative young adults with a lifelong interest and ability in learning and the arts. As we encourage and provide our students with the foundation of these skills and qualities, we will prepare our students to pursue further educational goals and allow them to contribute to the life and wellbeing of society.

JLPAA has added one grade every year since its inception, next year the school will add its final grade, the 8<sup>th</sup> grade class. This is the highest grade level that the school will add as is written in its charter petition. JLPAA received a five-year renewal in July 2020, the new charter term will start with the 2021-22 and end with the 2025-26 school year.

Currently JLPAA has 43 (12.15%) English Learners, 2 (0.56%) foster youth and 0 homeless families. Additionally, JLPAA has 43 (12.15%) students that receive special education services either through Specialized Academic Instruction, Occupational Therapy or Speech Language Pathology. 51% of JLPAA’s students receive Free/Reduced lunch. Since March 2020, the school has been providing lunch to all students in the form of several meals at a time. JLPAA’s unduplicated students account for 182 students or 51.4% of the student population.

Julia Lee Performing Arts Academy’s student demographic information for the 2020-2021 school year:

	Student Count	Percent of Total
American Indian or Alaska Native	<u>7</u>	2.1%
Asian	<u>1</u>	0.3%

<b>Black or African American</b>	<u>63</u>	18.8%
<b>Declined to State</b>	<u>1</u>	0.3%
<b>Hispanic or Latino</b>	<u>134</u>	39.9%
<b>Mexican American</b>	<u>4</u>	1.2%
<b>Other Pacific Islander</b>	<u>2</u>	0.6%
<b>Puerto Rican</b>	<u>1</u>	0.3%
<b>Unspecified</b>	<u>6</u>	1.8%
<b>White</b>	<u>117</u>	34.8%
<b>Total:</b>	<b>336</b>	<b>100.0%</b>
	<b>Student Count</b>	<b>Percent of Total</b>
<b>Female</b>	<u>185</u>	55.1%
<b>Male</b>	<u>151</u>	44.9%
<b>Total:</b>	<b>336</b>	<b>100.0%</b>

	<b>Student Count</b>	<b>Percent of Total</b>
<b>Grade: TK</b>	<u>15</u>	4.5%
<b>Grade: KN</b>	<u>51</u>	15.2%
<b>Grade: 01</b>	<u>48</u>	14.3%
<b>Grade: 02</b>	<u>43</u>	12.8%
<b>Grade: 03</b>	<u>38</u>	11.3%
<b>Grade: 04</b>	<u>50</u>	14.9%
<b>Grade: 05</b>	<u>29</u>	8.6%
<b>Grade: 06</b>	<u>32</u>	9.5%
<b>Grade: 07</b>	<u>30</u>	8.9%
<b>Total:</b>	<b>336</b>	<b>100.0%</b>

## Reflections: Successes

The Riverside County of Education's board granted the school a five-year term beginning on July 1, 2021-June 30, 2026. Since 2018-2019 was JLPAA's first year of operation the 2019-2020 school year would have been the first year that JLPAA would have any data. The chart

below shows JLPAA's local assessment data, NWEA/MAP results for the 2019-2020 school year. JLPAA demonstrated growth in the areas of reading math. JLPAA administered the NWEA/MAPs Assessment as the End of Year Assessment for the 2020-2021 school year. The instructional staff opted to use the NWEA assessments this year due to pandemic/distance learning nature of school operations, the access to consistent wi-fi and the access to a secure browser. The Spring results below demonstrate the student achievement during the 2020-2021 school year on the NWEA/MAP assessments school wide. The parents/guardians received notification of their individual child's progress along with the end of year report card. [U.S. Dept of Ed Approves CA's Assessments Plan - Year 2021 \(CA Dept of Education\)](#).

2020-2021 NWEA MAP RESULTS: READING									
GRADE LEVEL	FALL			WINTER			Spring		
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD
GRADE K	160.5	153.8	148.5	159.5	152.8	145.6	155.5	158.3	144.3
GRADE 1	161.4	149.4	149.6	168.6	156	171.5	166.4	160.8	158
GRADE 2	170.3	169	162.5	175.2	167.7	176.4	174.5	166.7	170
GRADE 3	182.5	172.3	181..0	185.8	180	185.4	190.5	190.3	182.8
GRADE 4	194.4	186.8	190.2	195.3	183.6	183.6	199.5	184.8	195.3
GRADE 5	197	182.6	184.5	200.6	189.3	200	202.7	185.8	198
GRADE 6	205.2	195	219	204.1	196.5	187	205.2	214	194
GRADE 7	205	188.4	195	209.5	196.8	198.6	212.4	201.6	202
2020-2021 NWEA MAP RESULTS: MATH									
GRADE LEVEL	FALL			WINTER			Spring		

	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD
GRADE K	163.8	160.8	140	163.5	159.1	147.4	160.6	167.1	149.5
GRADE 1	165.8	157.7	162.8	172.9	161.7	183.6	173	166.8	165.5
GRADE 2	173.8	169	170.6	179	175.8	183.1	182.5	177.7	183.4
GRADE 3	183.9	179	177.2	185.8	178.5	176.6	189.8	183.3	190
GRADE 4	189.8	190.3	174.2	193.6	188.4	189.1	198.8	193	192.7
GRADE 5	195.3	182.6	185.5	200.6	185.5	193.4	202.5	192.2	189.5
GRADE 6	202.2	196.7	186.5	206	215	186	207.3	209.5	188.3
GRADE 7	209.3	194.8	194.3	210.8	198.4	199.6	209.2	203	198.3

**2019-20 NWEA MAP RESULTS: READING**

GRADE LEVEL	FALL			WINTER			85th PERCENTILE EOY NORM
	19-20 MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	
GRADE K	140.5	137.4	131.3	148	142	138.8	153
GRADE 1	154.6	149.4	152.3	163.2	161.2	159.3	173
GRADE 2	173.3	169	180	177.1	172	183.2	191
GRADE 3	180.5	174.8	180	188	178.3	174	

							202
<b>GRADE 4</b>	<b>190</b>	<b>173</b>	<b>179.3</b>	<b>198</b>	<b>186</b>	<b>189</b>	<b>209</b>
<b>GRADE 5</b>	<b>196.6</b>	<b>200.5</b>	<b>215</b>	<b>197.1</b>	<b>199.5</b>	<b>221</b>	<b>214</b>
<b>GRADE 6</b>	<b>208.6</b>	<b>202.3</b>	<b>196.5</b>	<b>213.1</b>	<b>207.5</b>	<b>196.5</b>	<b>218</b>
<b>2019-20 NWEA MAP RESULTS: MATH</b>							
<b>GRADE LEVEL</b>	<b>FALL</b>			<b>WINTER</b>			<b>85th PERCENTILE EOY NORM</b>
	<b>19-20 MEAN RIT</b>	<b>EL</b>	<b>SWD</b>	<b>MEAN RIT</b>	<b>EL</b>	<b>SWD</b>	
<b>GRADE K</b>	<b>134.8</b>	<b>128.2</b>	<b>124.3</b>	<b>149.5</b>	<b>143</b>	<b>138.5</b>	<b>156</b>
<b>GRADE 1</b>	<b>154.1</b>	<b>148.5</b>	<b>156.8</b>	<b>164.3</b>	<b>158.4</b>	<b>163</b>	<b>176</b>
<b>GRADE 2</b>	<b>174.3</b>	<b>167.56</b>	<b>183.6</b>	<b>182.8</b>	<b>183.5</b>	<b>191.6</b>	<b>192</b>
<b>GRADE 3</b>	<b>177.3</b>	<b>171.8</b>	<b>167.3</b>	<b>183.5</b>	<b>177</b>	<b>188</b>	<b>204</b>
<b>GRADE 4</b>	<b>193.4</b>	<b>187.7</b>	<b>176.7</b>	<b>200.3</b>	<b>195</b>	<b>182.3</b>	<b>217</b>
<b>GRADE 5</b>	<b>198.5</b>	<b>201.5</b>	<b>205</b>	<b>199.2</b>	<b>207</b>	<b>206</b>	<b>229</b>
<b>GRADE 6</b>	<b>206.2</b>	<b>199.5</b>	<b>192.5</b>	<b>213.4</b>	<b>210</b>	<b>190</b>	<b>230</b>

# Reflections: Identified Need



The California Dashboard information above shows a snapshot of the results from 2019-2020. JLPAA's identified needs are the above areas without a performance color. During the 2020-2021 school year the Dashboard was suspended. The NWEA/MAP charts above demonstrate the growth that the students have made during the respective school years during the pandemic and distance learning. JLPAA will continue to work on all students in the areas of math and reading. However, the 3<sup>rd</sup> graders have been participating in additional reading instruction in a pull-out reading program to ensure that they are given instruction with test taking strategies as 3<sup>rd</sup> grade is their first year taking the CAASPP. After reviewing the previous school year's NWEA/MAP scores, it was determined that the 5<sup>th</sup> grade needed additional

reading instruction. The pull-out reading instructional program was initiated for those students as well. There have been slight gains in the 6<sup>th</sup> grade reading so we will continue to monitor and deploy reading and math strategies for the students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Julia Lee Performing Arts Academy's initial year of operation was in the 2018-2019 school year. During the next two school years (2019-20 & 2020-21) were met with COVID-19. Given this fact that JLPAA operated during the pandemic for 14 months, the school will be focusing on mental health and social emotional activities for both the students and the staff. Goal #3 will include actions and services that will address this mental health needs for the stakeholders at JLPAA. We have had marketed student growth during this time, and this includes the EL population. As a result of this growth, JLPAA has made the EL students a focus area. New curriculum and staffing are planned for the 2021-22 school year.

During the 2020-21 school year several teachers attending a year long PBIS training. JLPAA is looking forward to expanding this training to all the teachers at the school. Professional Development is a key focus in several areas: PBIS, EL training, iReady, Social Learning to name a few.

JLPAA will add ballet and choir to the Visual and Performing Arts program during the 2021-2022 school year. This increases the elective course offerings for all the students by two additional performing arts classes. JLPAA will be adding Soundtrap. This new online program allows students to explore the art of voice-overs, Podcast, creating personalized music and more (with lesson plans and rubrics included). This new VAPA program allows for curricula integration in all areas of the general education curriculum.

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Julia Lee Performing Arts Academy contacts the families in several times during the school year using different modes of communication. Prior to the pandemic, the school principal held "Principal Cafes", School Advisory, ELAC meetings, surveys, and phone calls. The office staff communicates via email, the Parent Square application, and many phone calls. The teaching staff uses Class Dojo, Class Tag and Remind. The surveys asked the parents and students questions about distance learning, school lunches, and starting school to name a few items. School-wide decisions during the 2020-2021 and the 2021-2022 LCAP were determined based on the responses. At the conclusion of the 2020-2021 school year and prior to finalizing the LCAP: A parent meeting and an ELAC meeting was held on Tuesday, May 25, 2021. All Staff Meetings were held on Friday, May 21<sup>st</sup> and Friday, June 4<sup>th</sup>. The information from those meetings were used to inform the 2021-2022 LCAP.

A summary of the feedback provided by specific stakeholder groups.

**Parents:** Gave information on how they would like to be contacted through out the school year, 82.9% stated that they would like an after-school program, 94.2% reported that their child has improved/greatly improved while attending JLPAA and 100% of the parents stated that they feel safe and supported at JLPAA. JLPAA has work to do in areas of spelling and math. While many parents reported gains in those areas, they were the lowest percentages. This information is in several areas of the LCAP.

**Staff:** The staff reported feeling supported and included in decision making. At the end of the school year the staff participates on various committees: Curriculum, first level interviewing, Visual & Performing Arts Scheduling, and Summer School (special projects). They are given free choice about the committees they want to participate on. They select the committee that they have a vested interest in based on what they will be focusing on during the school year. During the 2021-2022 school JLPAA will be purchasing new curriculum for the EL students, math curriculum for all, Soundtrap and an addition of a visual art component.

**Students:** The students reported that they want to continue the middle school rotation. The 2019-2020 was the first year of the middle school rotation.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The aspects of the LCAP that were influenced by the stakeholders are in Goal 1, Action 1-the purchase of iReady was discussed and voted on by the teaching staff. The teachers participated in a professional development session and voted to incorporate this program into the curriculum. Goal 2, actions 2 &3 were influenced by stakeholder input (VAPA teachers & students). Goal 3, Actions 1 & 3 were influenced by the parents. Action 1 allows the parents to receive information and to give their input. Action 3 gives the parents information on how to assist their students with their schoolwork.

## Goals and Actions

### Goal

Goal #	Description
1	Students will demonstrate progress toward mastery of all grade level standards annually.

An explanation of why the LEA has developed this goal.



JLPAA uses standards-based curriculum and current instructional methods when teaching the students. It is JLPAA's goal for all of its students to meet if not exceed the standards set forth by the state.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>iReady grade level data- increase annually by 10%</b>	20% of all students will be on grade level				60% of all students will be on grade level
<b>NWEA incremental data (Fall, Winter, Spring) increase annually by 10%</b>	20% of all students will meet their grade level target				60% of all students will meet their grade level target
<b>ELPAC Summative and Reclassification Data increase annually by 5%</b>	0% of EL students are RFEP students				30% of EL students will be RFEP students

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Achievement Gap- iReady</b>	JLPAA purchased Curriculum Associates, iReady reading and math assessment, independent and guided instruction programs. The initial diagnostic assessments are used to assess the TK-8 <sup>th</sup> grade students for any learning loss that occurred because of distance learning, and attendance issues. The independent and guided instruction portions of the program are used to close the achievement gap due to distance learning during the 14 months. Purchasing IReady allows JLPAA to offer targeted assessment and deliver targeted instruction in several ways to mitigate any gap in academic learning that may have occurred. A classroom teacher will administer this assessment at the beginning of the school year (August) and may administer this diagnostic tool at any point during the school year.	\$27,000	Y
2	<b>NWEA- MAP: The Growth Assessment</b>	JLPAA continues to purchase the subscription and use NWEA/MAP as the local assessment. The school administers this assessment three times during the academic year: Fall (September); Winter (February) and Spring (May). This assessment is administered to all students enrolled at JLPAA (TK-8 <sup>th</sup> grade) to recognize and demonstrate academic growth across the school year.	\$6,227	Y
3	<b>Standards-based EL Curriculum</b>	JLPAA will purchase curriculum for the English Learner students to be used during the designated pull-out language support time. Cengage/National Geographic publisher offers a program that uses both print and online curriculum that uses high interest materials. JLPAA would like to reclassify the EL students at a rate of 3% of the English Learners per school year. JLPAA will also have an employee of the school to work specifically with the EL students as the school currently have 43 students or 13% of JLPAA's population designated as EL students.	\$23,144 ** curriculum \$5,000 & parapro \$18,144	Y

## Goal Analysis 2020-2021

An analysis of how this goal was carried out in the previous year.

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

Actions 1 and 2 were a part of the School Plan for Student Achievement and the Learning Continuity and Attendance Plan. JLPAA purchased both programs for the same reason listed in this plan. iReady was purchased in response to the COVID-19 school closure and subsequent distance learning plans. JLPAA will continue to use the programs as they continue to assist the school in their mission to demonstrate mastery of the state standards, Action #3 will be added during the 2020-2021 school year because a designated language supportive curriculum is needed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a \$7,011 difference between the budgeted expenditure and the estimated actual expenditures for 2021-22. Due to purchasing additional access to iready, JLPAA spent an additional \$7,011.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions 1 and 2, were very effective in making progress toward the goal as there are few programs that effectively measure growth over time. The students are very familiar with the NWEA/MAPs tool and the state of California recognizes NWEA as an effective local assessment tool. The iReady diagnostic tool allows the teachers to administer the assessment early in the school year as a whole group or by individual student's classroom by classroom. The individual information derived from the assessment can be acted upon quickly in two ways (guided instruction or independently). This allows the teacher to be agile and the students to receive almost immediate academic intervention.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

JLPAA recognized that a Designated English Learner curriculum was needed to complement the Integrated English Learner language support delivered in the classroom due to the increase in enrollment. For example, JLPAA currently has 43 EL students (June 2021) which is an increase of about 10% since the beginning of the current school year (2020-2021). This increase necessitates a program and a designated employee to ensure that all the EL students receive a comprehensive designated program of linguistic support.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goal

Goal #	Description
2	Students will have access to a comprehensive system of supports that promote sound academic and social emotional learning.

An explanation of why the LEA has developed this goal.

As of March 2020, the country has been faced with the issues resulting from the pandemic. The students have been receiving their education primarily through distance learning. Many of the students and their families at JLPAA have expressed issues with mental health or the need to receive social emotional resources. This goal was developed to ensure that attention is given to this area for the students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Number of the SEL/Mental Health sessions offered and attended by the teachers.</b>	1 session of professional development per school year				8 sessions of professional development per school year
<b>Standards based VAPA program</b>	All students will take 1 dance class & 1 music class				All students will take 2 dance classes & 2 music classes per school year
<b>Adding visual arts as a means of support for mental health</b>	Students will participate in one art activity per school year.				Students will participate in 6 art activities per school year.
<b>Increasing student attendance for low-income students</b>	89.3% ADA for low-income students with a desire to increase the ADA by 3% annually.				Increase the attendance to 92% ADA for the low-income students

# Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Mental Health/Social Emotional Learning</b>	During 2020-2021 school year, JLPAA focused on SEL/Mental Health professional development and community services from the SELPA. RCOE and many other agencies offered services that the school used to assist the teachers and families at JLPAA. Care Solace program offers current, and data proven mental health and social emotional supports for students.	\$5,000	Y
2	<b>Performing Arts: Soundtrap</b>	Soundtrap allows students to explore the art of voice-overs, Podcast, creating personalized music and more (with lesson plans and rubrics included). This new VAPA program allows for curricula integration with Language Arts and Social Science. JLPAA is a performing arts academy, however this program will encourage the students to increase their vocabulary, grammar and many English Language Conventions as well as increase student engagement. JPAA will be expanding the VAPA program beginning with the 2021-2022 school year by adding choir and ballet to its course offerings for all students.	\$130,000 VAPA teachers & program	Y
3	<b>Visual Arts</b>	The students will participate in visual art projects that accompany the performing arts program. The projects may come in the form of set designs for school productions, art contests and other social emotional projects that incorporate various parts of the educational program at JLPAA. JLPAA will purchase the applicable art supplies necessary for all students to fully participate. This goal is to allow the students to demonstrate artistic expression as well as increase student engagement.	\$7,000 materials	Y

Action #	Title	Description	Total Funds	Contributing
4	<b>Student Engagement: Daily Attendance</b>	JLPAA is making a deliberate effort to increase the attendance rate of all of the students at the school, paying particular attention to the low-income students. The low-income students attendance rate is 89.3%. The pandemic has exacerbated an on-going problem in the community and JLPAA is no different. JLPAA will employ a full-time classified employee (Attendance Clerk) is dedicated to decreasing the absence and tardy rate. The school will also deploy a system that includes a dedicated email address, telephone voicemail and professional development for the employee's learning on data driven sessions on parent engagement.	\$48,283 SIS \$4,000 & Attendance Clerk \$44,283	Y

## Goal Analysis 2020-2021

An analysis of how this goal was carried out in the previous year.

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

In the previous school year, JLPAA focused on mental health/social emotional learning by accessing professional development sessions from the Desert Mountain SELPA. These sessions were free because they were accessible via Zoom. However, many of the sessions were held during instructional time. JLPAA enacted a Group A (8:00am-12:00pm) and Group B (12:00pm-3:00pm) instructional format and Middle School conducted instruction 8:00am-1:40pm. The Program Specialist from the Desert Mountain SELPA was able to conduct in person professional development emotional sessions prior to the school shutdown in March of 2020.

Actions 2, 3 and 4 are newly added due to the pandemic and subsequent school shutdown. JLPAA finds it necessary to add new programmatic items to the educational program for student and family engagement, academic and social emotional enhancements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences between Budgeted Expenditures and Estimates Actual Expenditures, currently reported.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions for this goal have been enhanced for greater outcomes in the coming years. As previously stated, goal #1 is continued from the previous year however actions 2, 3 and 4 are newly added. JLPAA has added these items to address the needs of the students and their families.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Actions 2, 3, and 4 have been added due to the pandemic and the stakeholders (students, parents, and community) needs. Action 2 was added for student engagement and to increase academic achievement for the students in grades 3-8. Action 3 was added because it allowed for further artistic expression from the students as well as enhanced the performing arts program, Action 3 is another means of student engagement that resulted from the prior year’s reflection. Action#3 was added because of an on-going issue exacerbated by the pandemic. The attendance has increased over the previous year, however during distance learning the attendance issue did not improve in fact it was worsened by the way the students attended school.

### Goal

Goal #	Description
3	Stakeholders will advocate and participate in the JLPAA charter school community

An explanation of why the LEA has developed this goal.

This goal is developed because the parents/guardians and integral parts of the school community. JLPAA wants to make intentional efforts in including them in the community. The student outcomes improve when their parents/guardians are involved in the school community.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>Family Engagement: Parent/Guardian attending 70% of all meetings</b>	10% of all parents will attend all of the parent meetings				70% of all parents will attend all of the parent meetings.
<b>JLPAA will hold 2 ELAC meetings by June annually</b>	5% of all EL parents will attend both meetings				70% of all EL parents will attend both meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>JLPAA will hold 2 parent education workshops by June annually</b>	2 meetings=one meeting during the fall and one meeting in the spring				JLPAA will hold 2 parent education meetings
<b>JLPAA administer a school climate survey by June annually</b>	JLPAA will administer one survey annually.				JLPAA will administer one survey annually

## Actions

Action #	Title	Description	Total Funds	Contributing
1	<b>Family Engagement</b>	Annually JLPAA holds several meetings to inform the stakeholders (community, parents/guardians, board members) about the educational program, finances, and special programs. Those meetings include Principal’s Café, School Advisory Committee, Winter/Spring Productions, Harvest Festival, Classroom Volunteer Meeting and JLPAA Board meetings. The meetings will be held at different times of the day to meet the needs of the parents work schedule. When home and school are partners, the students are the benefactors, and their academic achievements increase.	\$ 0.00	Y
2	<b>English Language Advisory Committee</b>	EL Students: While each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC), as a new school JLPAA would like to put a special emphasis on the ELAC, so it is included in this report. As the student population increases weekly the EL population increases as well.	\$ 18,144 parapro	Y



Action #	Title	Description	Total Funds	Contributing
3	<b>Parent Education Workshops</b>	JLPAA will offer workshops on various topics to include curriculum, instruction, visual & performing arts, social/emotional to the parent community. These workshops are developed to assist the parents with helping their children with homework, school projects/assignments and deepening their knowledge of the educational program at JLPAA. This action is to increase the home/school relationship.	\$ 0.00	Y
4	<b>School Climate Survey</b>	Annually JLPAA will solicit the parents about the educational program and their needs. There will be questions about curriculum, instruction, mental health needs, nutritional needs, and housing needs. This survey is designed to assist the families and remove barriers that they may have as a means of assisting their students. JLPAA uses Google docs to retrieve this information.	\$ 0.00	Y

## Goal Analysis 2020-2021

An analysis of how this goal was carried out in the previous year.

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

This goal was established during the 2020-21 school year with all actions. The pandemic made it difficult to hold parent meetings during the day because many household wi-fi internet connections in the students' homes. Over 50% of the parents' report internet irregularities, no wi-fi, spotty wi-fi, no devices or the students were using the devices during the day. The meetings were subsequently moved to 6:00pm in the evenings. This allowed for a few more parents attended, still not most of the parents, perhaps parents were just experiencing Zoom fatigue. When the school schedule was developed, the minimum school day was moved to Friday. There was a weekly two-hour period "Parent University" where parents did not have to make an appointment to discuss whatever they needed to with their child's teacher. Many parents met with the teachers to discuss topics such as individual academic progress, Chromebook issues, educational applications, Google and behavioral issues and expectations. As the school year progressed, the attendance at Parent University waned. This was a success because its purpose was served.

An earlier "return to school" survey was deployed and 46% of the parents wanted to remain distance learners. JLPAA was able to meet the needs of the parents that desired to keep their students at home as well as the parents that wanted their students to return to school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

JLPAA spent an additional \$16,000 on technology due to COVID-19 pandemic.

An explanation of how effective the specific actions were in making progress toward the goal.

Parents had difficulty attending meetings, therefore JLPAA created “Parent University”. There was a weekly two-hour period “Parent University” where parents did not have to make an appointment to discuss whatever they needed to with their child’s teacher. Many parents met with the teachers to discuss topics such as individual academic progress, Chromebook issues, educational applications, Google and behavioral issues and expectations. As the school year progressed, the attendance at Parent University waned. This was a success because its purpose was served.

JLPAA increased its number of surveys to gather parental input on “next steps” during distance learning, opening school and school related events. From these surveys, information was gathered about how parents felt about the education program and re-opening school.

JLPAA held evening meetings with shorter agendas on a single night. More parents attended the meetings after this change was instituted.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

JLPAA’s minimum day will remain on Fridays as this day seemed to work with many of the parents’ schedules and private dance studios lessons. The evening meetings worked well with allowing more fathers to attend the meetings. JLPAA will institute “Parent University” in an online format to continue to assist parents.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.69%	\$536,432

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

**Unduplicated Students: Foster Youth (Count:4-1%), English Learners (count: 43- 13%) and Low-Income (count:162-48%)**

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

**Closing the achievement gap-** purchasing iReady

The students will receive a Chromebook to complete assessment and assignments in iReady

The iReady program provides a diagnostic assessment that can be administered at the beginning of school (time critical)

The iReady program creates independent and direct instruction lessons

Teachers may assess the students at any time individually in math and reading

This action is effective in delivering targeted assessment and instruction to the students in a 1:1 capacity, all instruction is designed to decrease the academic gap individually.

**Targeted Services: Goal 1, Action 3 (Improved) for English Learners:**

**Standards- based EL Curriculum**

JLPAA will purchase new curriculum specifically designed for EL students.

The EL program will focus on English language grammar, language acquisition along with speaking and listening support

Ensures a high-quality academic program for English learners by continuing to refine the program using assessment & instruction in tandem

A revised English Learner Plan using the ELD Roadmap

Stakeholder voice in program design and decisions

This action is effective because it focuses on the needs of the EL students using the CA EL Roadmap and designated curriculum to assist in language support and closing the achievement gap for EL students.

**Targeted Services: Goal 2, Actions 1 (Increased) for EL and low-income students:**

Many of the parents have requested mental health supports during the past year. The EL parents have difficulty in this area as language is a barrier. Navigating the system becomes an issue for the low-income parents as well due to limited knowledge of the systems of supports.

The FY have access to mental health supports using the social service agencies attached by the social workers. If the FY need these services, they may access all of the supports offered to JLPAA's students.

JLPAA has partnered with Care Solace, an organization that coordinates schools with mental health supports in the immediate community. This allows the families to have one connection point while Care Solace searches for appropriate agencies.

JLPAA announces mental health services several times during the school year for the students and immediate family members.

The school's website has been enhanced (drop down) and lists community support.

JLPAA has added visual art to its educational program as a means of engaging the students with art, arts instruction, and contests.

Mental health supports are discussed at parent and board meetings.

**Goal 2, Action 4 (Increased) for Low-Income:**

The low-income parents report transportation as a barrier to attending school on-time and with regularity. Frequently they rely on rides from friends or family, but most often they will ride the public bus. There is a bus stop conveniently located at the front of the building.

After assessing the circumstances of our low-income students, we learned that the attendance rate of our low-income students is 4% lower than the attendance rate for all students. As a result, JLPAA employs a new full time Attendance Clerk that focuses on those needs of the students. The Attendance Clerk uses the Student Information System as a measure to keep track of the data, the addition of a dedicated email address where teachers and parents can report attendance and tardiness. The Attendance Clerk makes daily phone calls to families and inquiries about absences.

This action is effective because a dedicated employee engages with the families about the attendance issues and the importance of attending school regularly. JLPAA is a small elementary school and a person contacting the families is important as the students are dropped off to school and picked up every day.

**Targeted Services: Goal 3, Action 3 (Increased): for Unduplicated Students**

This goal has been developed first for the unduplicated students and then extended to help with academic achievement and parental engagement of all the students.

JLPAA will offer workshops on various topics to include curriculum, instruction, visual & performing arts, social/emotional to the parent community. These workshops are developed to assist the parents with helping their children with homework, school projects/assignments and deepening their knowledge of the educational program at JLPAA. This action is increased to all to develop the home/school relationship.

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

Julia Lee Performing Arts Academy is a transitional kindergarten through eighth grade charter elementary school located in Lake Elsinore, California. JLPAA's unduplicated students account for 182 students or 51.4% of the student population. Research shows the unduplicated students typically suffer through an interrupted education because of housing's frequent moves, unreliable transportation, food insecurity, language barriers, unreliable wrap around services (medical, dental, vision, mental health services). Increasing the services in Goal 1, Action 1 especially for low-income students will ensure that technology and connectivity will not be a barrier. If the students are required to move with the boundaries of the school the Chromebooks, Hot Spots and iReady program are portable. The students will not lose time with their teacher until attendance at JLPAA or another appropriate neighborhood school is identified, and transfers are facilitated. iReady will be used to close the achievement gap using immediate assessment data, independent and direct instruction in the key areas of reading and math. Accessing immediate assessment data is key especially if time is a factor. The earlier data is available, the faster remediation can occur.

12.15% of the student population are EL students, 40% of these students receive a score of 2 on the ELPAC. This tells us that the students need a high quality Designated EL program in addition to the Integrated Language support that they receive in the classrooms. Upon further research these students are in grades 4 and higher. Incorporating the California EL Roadmap, a daily pull-out program and a standard

based curriculum designed to assist the students in English language acquisition results in increased services for EL students. Goal 1, Action 3 fleshes out the need to increase the services for the EL students to increase the reclassification rate.

Mental health resources are being expanded because of parent and teacher concerns. JLPAA has partnered with Care Solace for mental health services. Care Solace was introduced to JLPAA via the Desert Mountain SELPA. Services from this partnership are extended to the families, students, and employees of the school. Dedicated effort was given towards expanding the “Community Resources” page on the school’s website. The website lists a variety of resources for mental health, housing, and food. The LCAP survey asked the parents if they aware of the Community Resources page on the school’s website and 74.3% reported that they were aware of the page on the website. More work is needed in awareness of the website’s resources as the website is updated frequently.

Research shows that when the school and family are engaged in a cohesive partnership the students outcome improve, [Family Engagement: Partnering With Families to Improve Child Welfare Outcomes](#). JLPAA embraces this partnership and encourages it for all the students, but particularly for the unduplicated students. As a result of the focus on family engagement, Goal 3, Actions 1-4 highlight several areas of family engagement that will be measured through out this LCAP period. JLPAA will also incorporate PBIS and MTSS strategies to ensure the constant engagement of not only the students but the families as well. The addition of a dedicated Attendance Clerk to stem the tide of the chronic tardies and absences is highlighted in Goal 3 as well. Parents are given the tools to interact with the school in a variety of areas whether through meetings, emails, applications, and phone calls. JLPAA will meet the students and parents where they feel the most comfortable giving them what they need.