

**JLPAA
REGULAR BOARD MEETING MINUETS**

August 19, 2020

6:30 p.m.

19740 Grand Avenue Lake Elsinore, California 92530/ Teleconference (see agenda)

CALL TO ORDER 06:30 p.m.

ROLL CALL Board Members Present: Briseno, Frazier, Davis and Rodriguez

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

No Public Comments

ACTION ITEMS

A 1. Approval of JLPAA Board Minutes for the following meeting date: 06/10//2020

Motion made by Davis to approve the minutes 06/10/2020,

Second by Frazier

All in favor by roll call: Frazier, Briseno Rodriguez and Davis.

Motion carried and approved.

A 2. Ratification Approval of SBA Loan \$150,000

Motion made by Briseno to approve the SBA Loan \$150,000

Second by Davis

All in favor by roll call: Frazier, Briseno Rodriguez and Davis.

Motion carried and approved.

A 3. Approval of Revised Budget for 2020-2021

No Action Taken/ September

A 4. Approval of Uniform Complaint Procedures Annual Notice

Motion made by Frazier to approve the Uniform Complaint Procedures Annual Notice

Second by Briseno

All in favor by roll call: Frazier, Briseno Rodriguez and Davis.

Motion carried and approved.

A 5. Approval of the Learning Continuity and Attendance Plan

No Action taken/ September

DISCUSSION ITEMS

D 1. Executive Director Monthly Report (Oral Report)

The Julia Lee Performing Arts Academy was renewed for 5 years by RCBOE.

Shared video of charter renewal; EPA signature needed from Frazier; Governance training and Financial training will take place in the next few months, stay tune for dates.

D 2. Principal Monthly Report (Oral Report)

First day of school was August 11, 2020, with 337 students enrolled (TK-7th grade). Week 1 we focused on the logistics of distance learning with families. Week 2, the schedule was changed to groups A and B. Instructional minutes 240 for elementary and 360 for middle school. Additional help in the areas of math and reading takes place on Fridays. All teachers attended zoom academy and had professional development with iReady, Smarter Balance, and mandated classes. New teachers and support staff were hired for the new year.

D 3. IT Manager and Facilities Manager Monthly Report (Oral Report)

As of July 1, 2020, spent time on building desks and carts, along with classroom setup. Installed multiple apps/software on over 225 Chromebooks and over 50 tablets. Delivered devices to families prior to school starting. The first two weeks have been spent offering support to students, staff and parents with the devices and applications. Tech department needs to migrate email for the Board members when possible.

D 4. Monthly Report (Charter Impact; Theresa Thompson)

See attachment.

Board Comment: None

ADJOURNMENT: 07:33 p.m.

Minutes respectfully submitted:

19 August 2020

Olivia Davis

**JLPAA
REGULAR BOARD MEETING MINUETS**

June 10, 20

6:00 p.m.

19740 Grand Avenue Lake Elsinore, California 92530/ Teleconference (see agenda)

CALL TO ORDER 06:07 p.m.

ROLL CALL Board Members Present: Briseno, Frazier, Schramm and Rodriguez

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

No Public Comments

Closed Session at 6:11p.m.

CLOSED SESSION

CS 1.a. PUBLIC EMPLOYEE EVALUATION – EXECUTIVE DIRECTOR

b. PUBLIC EMPLOYEE EVALUATION – IT MANAGER/FACILITIES MANAGER

6:33p.m. Open session resumes and No Action Taken During Closed Session

ACTION ITEMS

A 1. Approval of JLPAA Board Minutes for the following meeting date: 05/13//2020

Motion made by Briseno to approved the minutes 05/13/2020,

Second by Frazier

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.

Motion carried and approved.

A 2. Approval of 2020/2021 School Calendar

Motion made by Schramm to approve the 2020/2021 School Calendar

Second by Frazier

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.

Motion carried and approved.

A 3. Approval of Education Protection Act

Motion made by Briseno to approve the Education Protection Act for 2019/2020 and 2020/2021

Second by Schramm

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.
Motion carried and approved.

A 4. Approval of COVID 19 LCAP
Motion made by Frazier to approve the COVID 19 LCAP
Second by Schramm

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.
Motion carried and approved.

A 5. Approve CEO to make modifications to the school calendar and daily student instructions as needed, due to COVID 19.
Motion made by Frazier to allow the CEO to make modifications to the school calendar and daily student instructions as needed, due to COVID 19.
All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.
Motion carried and approved.

A 6. Approval of CEO and staff compensation packet (see attachment)
Motion made by Schramm to approve the CEO and staff compensation packet
Second by Frazier
All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.
Motion carried and approved.

A 7. Approval of Financial Budget for 2020/2021
Motion ***made by Briseno to approve the Financial Budget for 2020/2021***
Second by Schramm

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.
Motion carried and approved.

A 8. Approval of Charter Renewal Petition for 2021-2026
Motion made by Briseno to approve the Charter Renewal Petition for 2021-2026 allowing the CEO to make changes as needed.
Second by Frazier

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.
Motion carried and approved.

A 9. Approval of 403B retirement plan for all staff
Motion made by Frazier to Adopt CalSTRS Pension2 403(b) Deferred Compensation Plan
Second by Schramm

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.

Motion carried and approved.

A 10. Approval of Modification options for the school year for 2020-2021 due to COVID 19, as needed.

Disregard action item #10

A 11. Approval of 2020/2021 JLPAA Board Meetings
Motion made by Schramm to approve the 2020/2021 JLPAA Board Meeting Schedule
Second by Frazier

All in favor by roll call: Frazier, Briseno Rodriguez and Schramm.

Motion carried and approved.

DISCUSSION ITEMS

D 1. Executive Director Monthly Report (Oral Report)

Thank you to the Board Members for serving, charter renewal will be submitted and possible public hearing on July 8, 2020. A redline version of the original petition will be submitted to RCOE staff as well. Using the remainder PCSGP funds to purchase items for next school year. PPP loan expected to be 100% forgiven.

D 2. Principal Monthly Report (Oral Report)

Meeting with teachers will continue to take place around reopening. Report cards will go out this week. Interviews will also take place to hire two new teachers. Teachers will help with this process. PCSGP review took place over two and half days.

D 3. IT Manager and Facilities Manager Monthly Report (Oral Report)

Inventory of curriculum, chrome books/technology, will take place over the next few weeks. Serving meals will end this Friday June 12, 2020. Wrapping all facilities issues, if any.

D 4. Monthly Report (Charter Impact; Theresa Thompson)

See attachment.

Board Comment: Thank you to JLPAA staff for a good year.

ADJOURNMENT: 07:39 p.m.

Minutes respectfully submitted:

12 June 2020

Jamie Schramm

Julia Lee Performing Arts Academy

Multi-Year Forecast

Revised 8/17/2020



2019-20	2020-21	2021-22	2022-23	2023-24	2025-26
Prior Year	Budget	Forecast	Forecast	Forecast	Forecast

Assumptions

LCFF COLA	n/a	0.00%	0.00%	0.00%	0.00%
Non-LCFF Revenue COLA	n/a	n/a	0.00%	0.00%	0.00%
Expense COLA	n/a	2.00%	2.00%	2.00%	2.00%
Enrollment	251.00	330.00	350.00	415.00	490.00
Average Daily Attendance	231.20	231.20	332.50	394.25	465.50

Revenues

State Aid - Revenue Limit

8011 LCFF State Aid	\$ 1,890,243	\$ 1,841,380	\$ 2,621,355	\$ 3,092,582	\$ 3,628,581
8012 Education Protection Account	34,818	46,240	66,500	78,850	93,100
8096 In Lieu of Property Taxes	407,134	439,918	632,668	750,163	885,735
	2,332,195	2,327,538	3,320,523	3,921,595	4,607,416

Federal Revenue

8181 Special Education - Entitlement	17,260	30,714	32,575	38,625	34,326
8182 Special Education - Discretionary	-	-	-	-	-
8220 Federal Child Nutrition	60,561	97,098	139,642	165,575	195,499
8290 Title I, Part A - Basic Low Income	66,137	51,437	73,974	87,712	103,564
8291 Title II, Part A - Teacher Quality	8,252	8,252	11,868	14,072	16,615
8294 Title V, Part B - PCSG	105,178	-	-	-	-
8296 Other Federal Revenue	-	237,367	-	-	-
	257,387	424,868	258,059	305,984	350,003

Other State Revenue

8311 State Special Education	154,648	206,910	219,450	260,205	307,230
8520 Child Nutrition	6,183	9,191	13,217	15,672	18,504
8545 School Facilities (SB740)	145,524	193,503	283,852	343,299	430,150
8550 Mandated Cost	2,463	3,898	3,898	5,606	7,448
8560 State Lottery	47,858	64,895	93,328	110,660	130,659
8598 Prior Year Revenue	(14,551)	-	-	-	-
8599 Other State Revenue	4,039	-	-	-	-
	346,164	478,396	613,745	735,442	893,992

Other Local Revenue

8634 Food Service Sales	1,294	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-
8660 Interest Revenue	1,874	-	-	-	-
8689 Other Fees and Contracts	5,111	-	-	-	-
8698 ASB Fundraising	10,000	-	-	-	-
8699 School Fundraising	-	-	-	-	-
8980 Contributions, Unrestricted	-	-	-	-	-
8990 Contributions, Restricted	-	236,250	-	-	-
	18,279	236,250	-	-	-

Julia Lee Performing Arts Academy

Multi-Year Forecast

Revised 8/17/2020



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Total Revenue	\$ 2,954,025	\$ 3,467,052	\$ 4,192,327	\$ 4,963,020	\$ -	\$ -	\$ 5,851,411
Expenses							
Certificated Salaries							
1100 Teachers' Salaries	694,784	907,341	925,488	1,114,997			1,357,687
1170 Teachers' Substitute Hours	14,819	-	-	-			-
1200 Pupil Support Salaries	11,726	-	-	-			-
1300 Administrators' Salaries	100,000	144,000	146,880	149,818			158,988
	821,329	1,051,341	1,072,368	1,264,815			1,516,674
Classified Salaries							
2100 Instructional Salaries	286,570	191,760	219,161	223,242			235,980
2200 Support Salaries	-	100,000	102,000	104,040			110,408
2300 Classified Administrators' Salaries	162,917	201,083	205,105	209,207			222,012
2400 Clerical and Office Staff Salaries	14,377	23,400	23,868	24,345			25,835
2900 Other Classified Salaries	83,278	87,500	89,250	91,035			96,607

Julia Lee Performing Arts Academy

Multi-Year Forecast

Revised 8/17/2020



	2019-20	2020-21	2021-22	2022-23	2023-24	2025-26
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
Benefits	547,141	603,743	639,383	651,869	690,843	
3101 STRS	140,716	169,792	171,793	226,402	271,485	
3301 OASDI	34,104	37,432	39,642	40,416	42,832	
3311 Medicare	19,866	23,999	24,820	27,792	32,009	
3401 Health and Welfare	87,273	126,000	128,520	159,181	178,861	
3501 State Unemployment	15,869	13,510	14,006	15,481	16,969	
3601 Workers' Compensation	7,510	15,357	23,965	26,834	30,905	
	305,338	386,089	402,746	496,106	573,061	
Books and Supplies						
4100 Textbooks and Core Curricula	19,681	500	733	887	1,111	
4200 Books and Other Materials	3,175	500	733	887	1,111	
4302 School Supplies	9,926	500	733	887	1,111	
4305 Software	4,825	8,000	11,735	14,193	17,784	
4310 Office Expense	14,725	10,000	14,669	17,741	22,230	
4400 Noncapitalized Equipment	23,451	23,000	19,013	59,963	31,050	
4700 Food Services	100,895	134,192	196,848	238,073	298,304	
	176,679	176,692	244,465	332,631	372,702	
Subagreement Services						
5102 Special Education	124,272	120,214	176,343	213,275	267,232	
5103 Substitute Teacher	-	990	1,452	1,756	2,201	
5104 Transportation	3,975	-	-	-	-	
5105 Security	6,623	24,000	35,206	42,579	53,351	
5106 Other Educational Consultants	8,003	4,000	4,080	4,162	4,416	
	142,873	149,204	217,081	261,772	327,200	
Operations and Housekeeping						
5201 Auto and Travel	5,840	3,000	4,401	5,322	6,669	
5300 Dues & Memberships	2,647	1,200	1,760	2,129	2,668	
5400 Insurance	17,666	24,000	35,206	42,579	53,351	
5501 Utilities	-	14,400	21,124	25,547	32,011	
5502 Janitorial Services	-	20,000	29,338	35,483	44,459	
5900 Communications	4,087	5,500	8,068	9,758	12,226	
5901 Postage and Shipping	3,033	1,000	1,467	1,774	2,223	
	33,273	69,100	101,364	122,592	153,607	
Facilities, Repairs and Other Leases						
5601 Rent	230,580	258,004	378,469	457,731	573,534	
5604 Other Leases	3,898	77,742	114,040	137,923	172,817	
5610 Repairs and Maintenance	850	5,000	7,335	8,871	11,115	
	235,328	382,746	561,454	679,039	850,830	
Professional/Consulting Services						

Julia Lee Performing Arts Academy

Multi-Year Forecast

Revised 8/17/2020



	2019-20	2020-21	2021-22	2022-23	2023-24	2025-26
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast
5801 IT	4,022	5,500	8,068	9,758		12,226
5802 Audit & Taxes	9,000	12,200	12,444	12,693		13,470
5803 Legal	21,279	28,900	29,478	30,068		31,908
5804 Professional Development	34,723	16,600	24,351	29,450		36,901
5805 General Consulting	6,055	20,000	29,338	35,483		44,459
5806 Special Activities/Field Trips	6,969	-	-	-		-
5807 Bank Charges	762	1,000	1,467	1,774		2,223
5808 Printing	3,609	4,900	7,188	8,693		10,893
5809 Other taxes and fees	6,865	9,300	13,642	16,499		20,674
5810 Payroll Service Fee	5,321	5,300	7,775	9,403		11,782
5811 Management Fee	83,036	86,676	127,146	153,775		192,678
5812 District Oversight Fee	23,322	23,275	33,205	39,216		46,074
5814 SPED Encroachment	28,250	44,008	46,675	55,343		63,256
	233,213	257,660	340,777	402,154		486,544

Julia Lee Performing Arts Academy

Multi-Year Forecast

Revised 8/17/2020



	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Prior Year	Budget	Forecast	Forecast	Forecast	Forecast	Forecast
Depreciation							
6900 Depreciation Expense	14,819	20,100	20,502	20,912	20,912	22,192	22,192
	14,819	20,100	20,502	20,912	20,912	22,192	22,192
Interest							
7438 Interest Expense	66,721	3,000	3,000	-	-	-	-
	66,721	3,000	3,000	-	-	-	-
Total Expenses	\$ 2,576,713	\$ 3,099,674	\$ 3,603,140	\$ 4,231,890	\$ 4,231,890	\$ 4,993,654	\$ 4,993,654
Surplus (Deficit)	\$ 377,312	\$ 367,378	\$ 589,187	\$ 731,131	\$ 731,131	\$ 857,757	\$ 857,757
Fund Balance, Beginning of Year	\$ 56,947	\$ 434,259	\$ 801,637	\$ 1,390,824	\$ 1,390,824	\$ 3,746,084	\$ 3,746,084
Fund Balance, End of Year	\$ 434,259	\$ 801,637	\$ 1,390,824	\$ 2,121,955	\$ 2,121,955	\$ 4,603,841	\$ 4,603,841
	16.9%	25.9%	38.6%	50.1%	50.1%	92.2%	92.2%
Cash Flow Adjustments							
Surplus (Deficit)	377,312	367,378	589,187	731,131	731,131	857,757	857,757
Cash Flows From Operating Activities							
Depreciation/Amortization	14,820	20,100	20,502	20,912	20,912	22,192	22,192
Public Funding Receivables	(210,726)	(650,339)	352,805	(41,259)	(41,259)	(33,930)	(33,930)
Grants and Contributions Rec.	69,939	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-
Other Assets	(60,000)	-	-	-	-	-	-
Accounts Payable	43,992	(31,528)	(4,952)	830	830	434	434
Accrued Expenses	22,810	-	-	-	-	-	-
Other Liabilities	-	42,000	-	-	-	-	-
Cash Flows From Investing Activities							
Purchases of Prop. And Equip.	(37,512)	(68,066)	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-
Cash Flows From Financing Activities							
Proceeds from Factoring	1,242,600	75,000	75,000	-	-	-	-
Payments on Factoring	(1,257,200)	-	(150,000)	-	-	-	-
Proceeds(Payments) on Debt	111,251	24,359	(7,692)	(7,692)	(7,692)	(7,692)	(7,692)
Total Change in Cash	317,285	(221,095)	874,850	703,922	703,922	838,762	838,762
Cash, Beginning of Year	190,727	508,012	286,916	1,161,766	1,161,766	3,492,787	3,492,787
Cash, End of Year	\$ 508,012	\$ 286,916	\$ 1,161,766	\$ 1,865,688	\$ 1,865,688	\$ 4,331,549	\$ 4,331,549

California Department of Education

Memorandum of Understanding (MOU) Regarding a Local Educational Agency (LEA) Authorized Designee

May 2020

Background

According to 5 CCR Section 4621(a), "Each LEA shall adopt policies and procedures not inconsistent with sections 4600-4695 of this chapter for the investigation and resolution of complaints... School Districts and County Offices of Education shall submit their policies and procedures to the local governing board for adoption."

During the Federal Program Monitoring (FPM) review, the Department of Education requires that UCP 1 (UCP Policies and Procedures) and UCP 4 (Williams Complaint Policies and Procedures) be approved and adopted by the LEA's governing board. The date in which the documents are adopted by the local governing board is to be clearly indicated in the final copy of the policies and procedures.

If, as a district policy, an LEA has an authorized designee to adopt all board policies and procedures instead of the local governing board, LEA staff must provide evidence of delegation by way of a Memorandum of Understanding to the UCP monitors before the scheduled onsite or online FPM review. The Memorandum of Understanding will help to avoid a finding for not complying with state regulations in cases where policies and procedures were not approved by an LEA's governing board.

Memorandum of Understanding

Julia Lee Performing Arts Academy
19740 Grand Ave
Lake Elsinore, CA 92530
951-595-4500
www.jlpaa.org
ttaylor@jlpaa.school.org

TO: Federal Programs Monitoring (FPM) Reviewer for the Uniform Complaint Procedures (UCP) at the Department of Education (CDE)

DATE: August 19, 2020

RE: Evidence of delegation to authorize board policies and procedures

The local governing board of Julia Lee Performing Arts Academy has authorized the following individual to approve and adopt policies and procedures for our local educational agency.

Name of individual or group: Tanya Taylor / Julia Lee Performing Arts Academy

Title: Executive Director

**Memorandum of Understanding (MOU) Regarding a Local Educational Agency
(LEA) Authorized Designee 2020-2021**

Office: Governing Board

Name: Edwin Rodriguez

Signature:

Date: August 19, 2020

California Department of Education

Uniform Complaint Procedures (UCP) Annual Notice

Julia Lee Performing Arts Academy

2020—2021 UCP Annual Notice

The *Julia Lee Performing Arts Academy* annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The *Julia Lee Performing Arts Academy* is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical Education
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Educational Content
- Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district and Children of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education

Uniform Complaint Procedures (UCP) Annual Notice • 2020-2021

- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A pupil fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school in our district shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

We shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in *Education Code* Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Uniform Complaint Procedures (UCP) Annual Notice • 2020-2021

(NOTE: the following section is required to be included for LEAs that implement a State Preschool Program)

We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations* that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

Contact Information

*Tanya Taylor; Executive Director
19740 Grand Ave
Lake Elsinore, CA 92530
951-595-4500
www.jlpaa.org*

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process shall be available free of charge.

California Department of Education

**Annual Uniform Complaint Procedures (UCP)
Policies and Procedures**

2020-2021

Julia Lee Performing Arts Academy

19740 Grand Ave

Lake Elsinore, CA 92530

951-595-4500

www.jlpaa.org

Adopted by our Governing Board or authorized designee (here and after "the board") on August 19, 2020

Uniform Complaint Procedures (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by *[Enter name of your local educational agency (LEA)]* of federal or state laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibilities of *Julia Lee Performing Arts Academy*

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.

Uniform Complaint Procedures Policies and Procedures 2019-2020

We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the *Julia Lee Performing Arts Academy* that are subject to the UCP.

The *Julia Lee Performing Arts Academy* developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by our governing board or authorized designee.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

(NOTE: all of the UCP programs and activities in the following list must be included in your LEA's UCP policies and procedures documents)

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical Education (Federal)
- Child Care and Development
- Compensatory Education
- Consolidated Application
- Course Periods without Educational Content
- Education Of Pupils In Foster Care, Pupils Who Are Homeless, Former Juvenile Court Pupils Now Enrolled In A School District, and Pupils Of Military Families
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans For Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health And Safety Issues In LEAs Exempt From Licensing

Uniform Complaint Procedures Policies and Procedures 2019-2020

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination, harassment, intimidation or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The Local Control Accountability Plan

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California *Education Code* (EC) Section 52060(d).

The UCP Annual Notice

We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and district advisory

Uniform Complaint Procedures Policies and Procedures 2019-2020

committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

Our UCP Annual Notice shall also include information regarding the requirements of *EC* Section 49010 through 49013 relating to pupil fees and information regarding the requirements of *EC* Section 52075 relating to the LCAP.

Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

Filing UCP Complaints

When Filing Pupil Fees UCP Complaints

A pupil fees complaint may be filed with the principal of a school or our superintendent or his or her designee.

A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

When Filing All UCP Complaints

We will provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the *[Enter name of your LEA]* to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report will be issued to the complainant by us within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contain the following elements:

- i. The findings of fact based on the evidence gathered.
- ii. Conclusion of law.
- iii. Disposition of the complaint.

Uniform Complaint Procedures Policies and Procedures 2019-2020

- iv. The rationale for such a disposition.
- v. Corrective actions, if any are warranted.
- vi. Notice of the complainant's right to appeal our Decision to the CDE.

UCP Complaint Investigation

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is

Name or title: Tanya Taylor, Executive Director

Address: 19740 Grand Ave. Lake Elsinore, CA 92530

Phone: 952-595-4500

Electronic mail address: ttaylor@jlpaaschool.org

The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.

The *Julia Lee Performing Arts Academy* will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in *EC* Section 200 and 220 and Government Code (*GC*) Section section 11135, including any actual or perceived characteristics as set forth in Penal Code (*PC*) Section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The complainants are protected from retaliation.

We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.

UCP Complaint Resolution

If *Julia Lee Performing Arts Academy* finds merit in a complaint regarding Pupil Fees; Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall to go all affected pupils and parents/guardians.

If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court

Uniform Complaint Procedures Policies and Procedures 2019-2020

Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.

We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.

UCP Complaint Appeal Process

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal our UCP complaint report to the State Superintendent of Public Instruction or his or her designee at the CDE (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.

To appeal our UCP complaint report the complainant must file a written appeal within 15 calendar days of receiving our UCP complaint report.

However, to appeal our UCP complaint report regarding complaints about State Preschool Health and Safety Issues in LEAs Exempt from Licensing the complainant must file a written appeal within 30 calendar days of receiving the LEA's decision.

This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.

In addition the appeal shall be sent to CDE with:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

(NOTE: the following section is required to be included for LEAs that implement a State Preschool Program)

UCP Requirements Regarding State Preschool Health and Safety Issues:

The UCP Annual Notice and our State Preschool Program

In order to identify appropriate subjects of state preschool health and safety issues, we also have a notice that is posted in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations* that apply to California state preschool programs pursuant to *HSC* section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

When Filing a UCP Complaint Regarding State Preschool Health and Safety Issues

UCP complaints regarding state preschool health and safety issues pursuant to *HSC* section 1596.7925 shall include the following statements:

Uniform Complaint Procedures Policies and Procedures 2019-2020

File with the preschool program administrator or his or her designee.

A state preschool health and safety issues complaint pursuant to *HSC* section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution.

A state preschool health and safety issues complaint pursuant to *HSC* section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Section 48985 of the *Education Code* is otherwise applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.

A complaint form for a state preschool health and safety issue pursuant to *HSC* section 1596.7925 shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes.

The preschool program administrator or the designee of the district superintendent shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the district superintendent.

When Filing An Appeal Regarding State Preschool Health and Safety Issues UCP Complaints

A complainant who is not satisfied with the resolution of our LEA's preschool program administrator or designee of the district superintendent has the right to describe the complaint at a regularly scheduled hearing of the governing board or body and file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 days of the date of the report.

The complainant shall comply with the appeal requirements of 5 *CCR* section 4632.

The SSPI shall then comply with the requirements of 5 *CCR* section 4633 and shall provide a written Decision to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues complaint and its remedy or proposed remedy.

The [Enter name of your LEA] shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints pursuant to *HSC* section 1596.7925 on a quarterly basis to our county superintendent of schools and our governing board or body. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our governing board. The report shall include the

Uniform Complaint Procedures Policies and Procedures 2019-2020

number of complaints by general subject area with the number of resolved and unresolved complaints.

We are aware that complaints and responses are public records.

Federal and State Laws Cited:

20 *United States Code* [20 U.S.C.] section 6301 et seq.

34 *Code of Federal Regulations* [34 CFR] sections 299.11.

5 *California Code of Regulations* [5 CCR] sections 4621[a], 4632, 4633.

California Education Code [EC] sections 200, 220, 222, 234.1-234.5, 262.3, 8200 – 8498, 8500 – 8538, 32280 – 32289, 33315, 33380 – 33384, 35186, 46015, 47606.5, 47607.3, 48645.5, 48645.7, 48853, 48853.5, 48985, 49069.5, 49010 – 49013, 51210, 51222, 51223, 51225.1, 51225.2, 51226–51226.1, 51228.1 – 51228.3, 52059, 52060 – 52075, 52300 – 52462, 52500 – 52617, 54440 – 54445, 64000, 64001, 65000.

California Government Code [GC] sections 11135, 17581.6[f].

California Health and Safety Code [HSC] section 1596.7925.

California Penal Code [PC] section 422.55.

California Welfare and Institutions Code [WIC] section 300.

California Department of Education

Williams Complaint Policies and Procedures

May 2020

Julia Lee Performing Arts Academy

19740 Grand Ave

Lake Elsinore, CA 92530

951-595-4500

www.jlpaa.org

Adopted by our Governing Board or authorized designee (here and after “the board”) on August 19, 2020

Williams Complaint Policies and Procedures

This document contains rules and instructions about the filing, investigation and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

The Julia Lee Performing Arts Academy adopted the Uniform Complaint Procedures (UCP) process in accordance with Chapter 5.1 (commencing with Section 4680) of the *California Code of Regulations*, Title 5, to resolve Williams complaints. This document presents information about how we process complaints concerning Williams Settlement issues. A UCP complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. If a complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibility of the Julia Lee Performing Arts Academy

The Julia Lee Performing Arts Academy is required to have local policies and procedures that enable Williams Complaints to be handled through our UCP process, to post a classroom notice informing parents, guardians, pupils, and teachers of their rights to file a Williams complaint in each classroom in each school, and to provide a complaint form for Williams complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

If a response is requested by the complainant, the response will go to the mailing address of the complainant indicated on the complaint.

If *Education Code* Section 48985 is applicable and 15 percent or more of the pupils in grades K – 12 enrolled in our district speak a language other than English, the Williams

Williams Complaint Policies and Procedures 2019-2020

Complaint Classroom Notice and the Williams Complaint Form shall be written in English and in the primary language of the complainant. The complaint response, if requested, and final report shall be written in English and the primary language in which the complaint was filed.

A Williams Complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but will not exceed 10 working days, to the appropriate school district official for resolution.

The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.

The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.

The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if complainant identifies himself or herself and requested a response.

The principal makes this report; the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.

The school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district.

The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

The complaints and responses shall be available as public records.

The Williams Complaint Classroom Notice

We make sure that the Williams Complaint Classroom Notice is posted in each classroom in each school in the district and includes:

- The parents, guardians, pupils, and teachers,
- a statement proclaiming sufficient textbooks and instructional materials,
- (For there to be sufficient textbooks and instructional materials each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home)
- a statement that school facilities must be clean, safe, and maintained in good repair,
- a statement that there should be no teacher vacancies or misassignments, and

the location at which to obtain a form to file a complaint in case of a shortage.

(Posting a notice downloadable from the Web site of the CDE shall satisfy this requirement.)

Williams Complaint Policies and Procedures 2019-2020

The Williams Complaint Form

We make sure that the Williams Complaint form is available for parents, guardians, pupils, and teachers to use.

Every school in our district shall have a complaint form available for such Williams complaints.

The Williams Complaint form shall include:

- A section to indicate if a response is requested,
- a section for contact information including mailing address if a response be requested.
- a statement that a pupil, including an English Learner, does not have standards - aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.
- a statement that a pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- a statement that textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
- a statement that a pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- a statement that a condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air - conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- a statement that a school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- a statement that the school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.
- a statement that a semester begins and a teacher vacancy exists. (A position to which a single designated certificate employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one - semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- a statement that a teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learners pupils in the class.

Williams Complaint Policies and Procedures 2019-2020

- a statement that a teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- a section to identify the location of the school in which the alleged violation took place,
- a section to identify the course or grade level, if applicable,
- a section where the complainant describes the specific nature of the complaint in detail,
- a statement that the complainant may include as much text as the complainant feels is necessary, and
- a statement identifying the place to file the complaint that includes the office and address of the principal or his/her designee of the school in which the alleged violation took place.

Filing a Williams Complaint with the Julia Lee Performing Arts Academy

A Williams complaint shall be filed with the principal of the school or his or her designee, in which the complaint arises.

A Williams complaint may be filed anonymously.

The complainant need not use the Williams Complaint form to file a complaint.

How to Appeal a Williams Complaint

A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of *EC* Section 17592.72, has the right to file an appeal to the State Superintendent of Public Instruction at the California Department of Education (CDE) within 15 days of receiving the report.

Conditions that pose an emergency or urgent threat (not cosmetic or nonessential) to the health and safety of pupils or staff while at school include the following:

- Gas leaks.
- Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems.
- Electrical power failure.
- Major sewer line stoppage.
- Major pest or vermin infestation.
- Broken windows or exterior doors or gates that will not lock and that pose a security risk.

Williams Complaint Policies and Procedures 2019-2020

- Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff.
- Structural damage creating a hazardous or uninhabitable condition.

In regards to the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, the complainant shall comply with the appeal requirements of 5 *CCR* Section 4632.

A complainant may appeal the Decision of an emergency or urgent threat to the CDE by filing a written appeal within 15 days of receiving the Decision.

The complainant shall specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

State Laws Cited:

California *Education Code* Sections 1240, 17592.72, 35186, 35292.5, 48985.

California *Code of Regulations*, Title 5 [5 *CCR*] Sections 4600–4687



Julia Lee Performing Arts Academy

Fiscal Summary Updates



JLPAA August 2020 Updates & Highlights

- ❑ Final June 2020 financials will be available for the September 2020 BOD Meeting to be approved along with the Unaudited Actual Report- Due 9/15/2020
- ❑ Per the Governor's June Approved Budget-the 10% initial cut was reinstated. FY20/21 Funding levels are now based on FY19/20 funding rates with an ADA funding cap at the FY19/20 Spring 2020 ADA reports
- ❑ FY20/21 Forecast has been updated to reflect Spring 2021 Funding Deferrals. It is possible that Deferrals will be eliminated if additional Federal Funding is received by the State. Total funds deferred to FY21/22- \$514,486
- ❑ Julia Lee applied for the Learning Loss Mitigation Funds- approximate funding allocation is \$195,000. Funds have been added to FY20/21 forecast- will need to establish budget for use of these funds which will need to be BOD approved by 9/30/2020. Any additional projected expenses will be added to the FY20/21 forecast. See "Use of Funds" slide.
- ❑ Updated forecasted revenue to include recognition of the PPP Loan forgiveness of \$236,250
- ❑ There is a possibility of decreased funding per ADA for SPED as the Approved State Budget increased the base rate from \$577/ ADA to \$625 /ADA. However, JLPAA's rate per ADA will vary depending on the SELPA's Administration Fee for FY20/21. (Current FY20/21 Budget is \$660 per ADA with 1% Administration Fee)
- ❑ Lottery funds per ADA decreased compared to Budget -Forecasted to be \$199 per ADA- Budgeted at \$207 per ADA- small change in revenue

Julia Lee Performing Arts Academy

Board Summary

FY20/21 Budget



Revenue

	Annual/Full Year		
	Forecast Budget @ 8/14/2020	Approved Budget @ 6/30/2021	Fav/(Unfav)
State Aid-Rev Limit	\$ 2,327,538	\$ 2,888,071	\$ (560,533)
Federal Revenue	424,868	229,861	195,007
Other State Revenue	478,396	477,826	570
Other Local Revenue	236,250	-	236,250
Total Revenue	\$ 3,467,052	\$ 3,595,758	\$ (128,706)

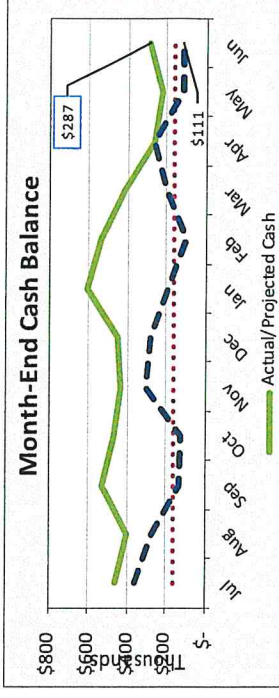
Expenses

	Annual/Full Year		
	Forecast @ 8/14/2020	Budget @ 6/30/2021	Fav/(Unfav)
Certificated Salaries	\$ 1,051,341	\$ 1,051,341	\$ -
Classified Salaries	603,743	612,491	8,748
Benefits	386,089	394,695	8,606
Books and Supplies	176,692	179,289	2,597
Subagreement Services	149,204	135,504	(13,700)
Operations	69,100	55,700	(13,400)
Facilities	382,746	344,986	(37,760)
Professional Services	257,660	260,583	2,923
Depreciation	20,100	20,100	-
Interest	3,000	5,000	2,000
Total Expenses	\$ 3,099,674	\$ 3,059,688	\$ (39,986)

Total Surplus(Deficit)

Beginning Fund Balance	\$ 367,378	\$ 536,070	\$ (168,692)
Ending Fund Balance	434,259	434,259	
Ending Fund Balance	\$ 801,637	\$ 970,329	
As a % of Annual Expenses	25.9%	31.7%	

Enrollment & Per Pupil Data				
	Actual	Forecast	Budget	
Average Enrollment	n/a	330	330	
ADA	n/a	231	314	
Attendance Rate	n/a	70.1%	95.0%	
Unduplicated %	72.5%	72.5%	72.5%	
Revenue per ADA		\$14,996	\$11,451	
Expenses per ADA		\$13,407	\$9,744	



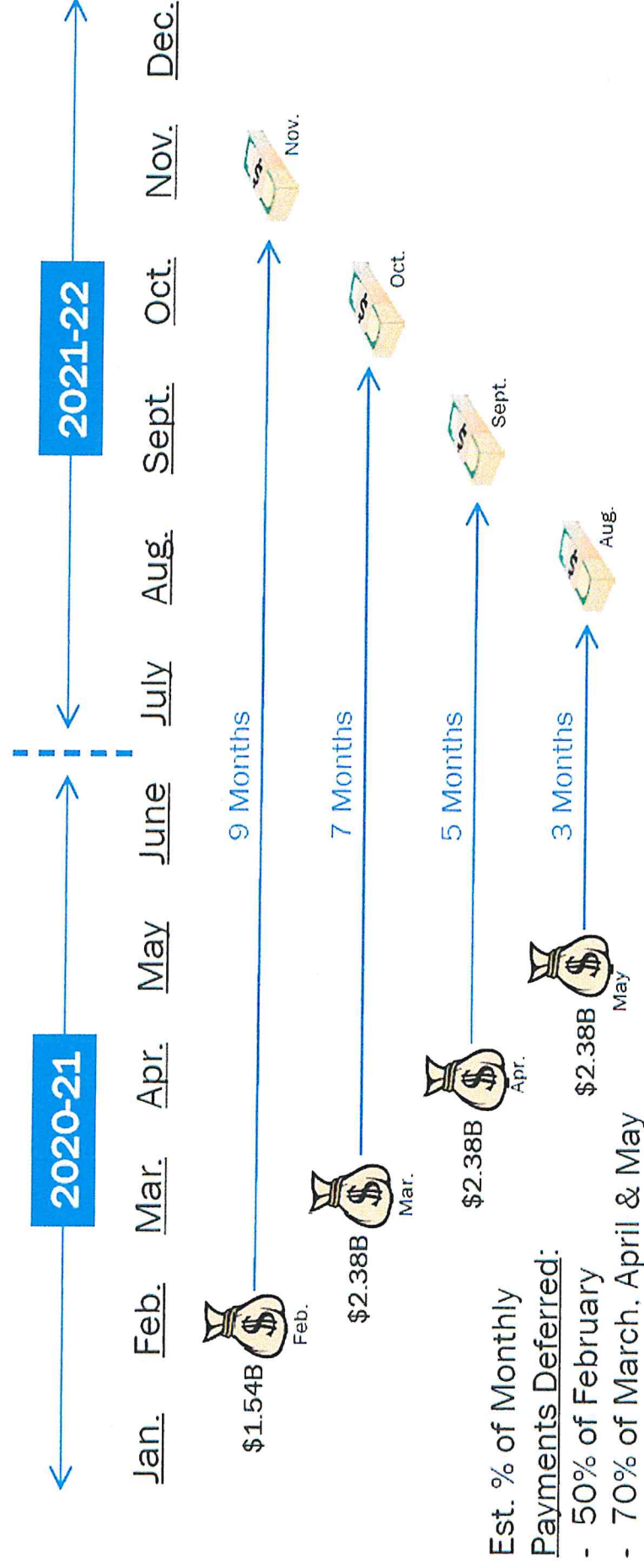
FY21 Funding Deferrals



Current State Deferrals

A State budget was passed and signed into law (6/30/20) that keeps educational funding mostly flat, but with:

- **\$8.67B*** of deferrals in 2020-21



* Does not include June 2020 deferral of \$1.85B that will be repaid on 7/15/20. The total deferral in 2020-21 may be reduced by the Governor from any future federal funding that maybe received in 2020-21.

Use of Learning Loss Mitigation Funding

Use of Funds

The focus for the use of the funds and distribution formula are outlined in the 2020–21 budget package, with focus to use the funds to support transitional kindergarten through 12th grade pupil academic achievement and mitigate learning loss related to COVID-19 school closures. Specifically, funds are to be used for:

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.
- Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.
- Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.
- Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.

Julia Lee Performing Arts Academy

Monthly Cash Flow/Budget FY20-21

Revised 8/17/2020

ADA = 231.20



Revenues

State Aid - Revenue Limit

8011 LCFF State Aid	-	92,075	92,075	165,735	165,735	165,735	165,735	82,867	55,655	55,655	55,655	578,725
8012 Education Protection Account	-	-	-	11,560	-	-	11,560	-	-	-	-	23,120
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	-	-	-	-
8096 In Lieu of Property Taxes	-	26,395	52,790	35,193	35,193	35,193	35,193	30,794	10,845	10,845	10,845	121,436
	-	118,470	144,865	212,488	200,928	200,928	212,488	113,662	66,500	66,500	66,500	723,281

Federal Revenue

8181 Special Education - Entitlement	-	1,133	1,133	2,039	2,039	2,039	2,039	3,651	3,651	3,651	3,651	3,651
8182 Special Education - Discretionary	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition	-	-	-	4,855	9,224	9,224	9,224	9,224	9,224	9,224	9,224	18,449
8290 Title I, Part A - Basic Low Income	-	-	12,859	-	-	-	-	-	-	-	-	-
8291 Title II, Part A - Teacher Quality	-	-	2,063	-	-	-	-	-	-	-	-	-
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	-	1,133	16,055	6,893	11,263	56,030	11,263	12,875	12,875	12,875	250,242	22,100

Other State Revenue

8311 State Special Education	-	7,630	7,630	13,733	13,733	13,733	13,733	24,597	24,597	24,597	24,597	24,597
8520 Child Nutrition	-	-	-	460	873	873	873	873	873	873	873	1,746
8545 School Facilities (SB740)	-	-	-	-	-	-	96,752	-	-	48,376	-	48,376
8550 Mandated Cost	-	-	-	-	-	3,898	-	-	-	-	-	-
8560 State Lottery	-	-	-	-	-	-	-	-	-	-	-	-
	-	7,630	7,630	14,193	14,606	18,504	123,322	14,606	73,435	73,435	25,470	115,684

Other Local Revenue

8990 Contributions, Restricted	-	-	236,250	-	-	-	-	-	-	-	-	-
	-	-	236,250	-	-	-	-	-	-	-	-	-

Total Revenue

	-	127,232	404,799	233,574	226,797	275,462	347,073	226,797	152,007	116,810	153,221	342,213	861,065
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Expenses

Certificated Salaries

1100 Teachers' Salaries	-	82,486	82,486	82,486	82,486	82,486	82,486	82,486	82,486	82,486	82,486	82,486	-
1300 Administrators' Salaries	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	-
	12,000	94,486	94,486	94,486	94,486	94,486	94,486	94,486	94,486	94,486	94,486	94,486	-

Classified Salaries

2100 Instructional Salaries	2,560	17,200	17,200	17,200	17,200	17,200	17,200	17,200	17,200	17,200	17,200	17,200	-
2200 Support Salaries	-	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	9,091	-
2300 Classified Administrators' Salaries	16,757	16,757	16,757	16,757	16,757	16,757	16,757	16,757	16,757	16,757	16,757	16,757	-
2400 Clerical and Office Staff Salaries	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	-
2900 Other Classified Salaries	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	7,292	-
	28,559	52,289	52,289	52,289	52,289	52,289	52,289	52,289	52,289	52,289	52,289	52,289	-

Benefits

3101 STRS	1,938	15,259	15,259	15,259	15,259	15,259	15,259	15,259	15,259	15,259	15,259	15,259	-
3301 OASDI	1,771	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	-
3311 Medicare	588	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	2,128	-
3401 Health and Welfare	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	10,500	-
3501 State Unemployment	676	676	676	676	676	676	676	676	676	676	676	676	-
3601 Workers' Compensation	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	-
	16,752	33,085	33,085	33,085	33,085	33,085	35,787	35,111	33,760	33,085	33,085	33,085	-

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
	ADA = 313.50	
1,841,380	2,273,310	(431,930)
46,240	62,700	(16,460)
-	-	-
439,918	552,061	(112,143)
2,327,538	2,888,071	(560,533)
30,714	30,714	-
-	-	-
97,098	97,098	-
51,437	51,437	-
8,252	8,252	-
237,367	42,360	195,007
424,868	229,861	195,007
206,910	206,910	-
9,191	9,191	-
193,503	192,933	570
3,898	3,898	-
64,895	64,895	-
478,396	477,826	570
236,250	-	236,250
236,250	-	236,250
3,467,052	3,595,758	(128,706)
907,341	907,341	-
144,000	144,000	-
1,051,341	1,051,341	-
191,760	200,508	8,748
100,000	100,000	-
201,083	201,083	-
23,400	23,400	-
87,500	87,500	-
603,743	612,491	8,748
169,792	169,792	-
37,432	37,974	542
23,999	24,126	127
126,000	126,000	-
13,510	13,510	-
15,357	23,294	7,937
386,089	394,695	8,606

Julia Lee Performing Arts Academy

Monthly Cash Flow/Budget FY20-21

Revised 8/17/2020

ADA = 231.20



Books and Supplies

- 4100 Textbooks and Core Materials
- 4200 Books and Reference Materials
- 4302 School Supplies
- 4305 Software
- 4310 Office Expense
- 4400 Noncapitalized Equipment
- 4700 Food Services

Subagreement Services

- 5102 Special Education
- 5103 Substitute Teacher
- 5104 Transportation
- 5105 Security
- 5106 Other Educational Consultants

Operations and Housekeeping

- 5201 Auto and Travel
- 5300 Dues & Memberships
- 5400 Insurance
- 5900 Communications
- 5901 Postage and Shipping

Facilities, Repairs and Other Leases

- 5601 Rent
- 5602 Additional Rent
- 5603 Equipment Leases
- 5604 Other Leases
- 5605 Real/Personal Property Taxes
- 5610 Repairs and Maintenance

Professional/Consulting Services

- 5801 IT
- 5802 Audit & Taxes
- 5803 Legal
- 5804 Professional Development
- 5805 General Consulting
- 5806 Special Activities/Field Trips
- 5807 Bank Charges
- 5808 Printing
- 5809 Other taxes and fees
- 5810 Payroll Service Fee
- 5811 Management Fee
- 5812 District Oversight Fee
- 5814 SPED Encroachment

Depreciation

- 6900 Depreciation Expense

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Books and Supplies																
4100 Textbooks and Core Materials	-	125	125	125	125	-	-	-	-	-	-	-	-	500	20,000	19,500
4200 Books and Reference Materials	100	100	100	100	100	-	-	-	-	-	-	-	-	500	5,000	4,500
4302 School Supplies	42	42	42	42	42	42	42	42	42	42	42	42	-	500	10,000	9,500
4305 Software	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000	8,000	-
4310 Office Expense	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-
4400 Noncapitalized Equipment	20,000	1,500	1,500	-	-	-	-	-	-	-	-	-	-	23,000	20,000	(3,000)
4700 Food Services	-	12,199	12,199	12,199	12,199	12,199	12,199	12,199	12,199	12,199	12,199	12,199	-	134,192	106,289	(27,903)
	21,642	15,466	15,466	13,966	13,966	13,741	13,741	13,741	13,741	13,741	13,741	13,741	-	176,692	179,289	2,597
Subagreement Services																
5102 Special Education	-	10,929	10,929	10,929	10,929	10,929	10,929	10,929	10,929	10,929	10,929	10,929	-	120,214	115,114	(5,100)
5103 Substitute Teacher	-	90	90	90	90	90	90	90	90	90	90	90	-	990	990	-
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,400	5,400
5105 Security	-	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	-	24,000	9,000	(15,000)
5106 Other Educational Consultants	-	-	400	400	400	400	400	400	400	400	400	400	-	4,000	5,000	1,000
	-	13,200	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	13,600	-	149,204	135,504	(13,700)
Operations and Housekeeping																
5201 Auto and Travel	-	-	-	-	-	-	-	-	3,000	-	-	-	-	3,000	7,900	4,900
5300 Dues & Memberships	-	-	-	-	-	-	200	200	200	200	200	200	-	1,200	3,600	2,400
5400 Insurance	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	24,000	24,000	-
5900 Communications	458	458	458	458	458	458	458	458	458	458	458	458	-	5,500	5,500	-
5901 Postage and Shipping	-	100	100	100	100	100	100	100	100	100	100	100	-	1,000	4,100	3,100
	5,325	5,325	5,425	5,425	5,425	5,425	5,625	5,625	8,625	5,625	5,625	5,625	-	69,100	55,700	(13,400)
Facilities, Repairs and Other Leases																
5601 Rent	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	-	258,004	257,244	(760)
5602 Additional Rent	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	-	42,000	-	(42,000)
5603 Equipment Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5604 Other Leases	11,742	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	-	77,742	77,742	-
5605 Real/Personal Property Taxes	417	417	417	417	417	417	417	417	417	417	417	417	-	-	-	-
5610 Repairs and Maintenance	37,159	31,417	31,417	31,417	31,417	31,417	31,417	31,417	31,417	31,417	31,417	31,417	-	5,000	10,000	5,000
	458	458	458	458	458	458	458	458	458	458	458	458	-	382,746	344,986	(37,760)
Professional/Consulting Services																
5801 IT	-	-	-	-	-	-	-	-	-	-	-	-	-	5,500	5,500	-
5802 Audit & Taxes	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	2,408	-	12,200	12,200	-
5803 Legal	-	-	1,660	1,660	1,660	1,660	1,660	1,660	1,660	1,660	1,660	1,660	-	28,900	28,900	-
5804 Professional Development	-	-	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	16,600	12,600	(4,000)
5805 General Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	8,200	(11,800)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8,000	8,000
5807 Bank Charges	-	-	100	100	100	100	100	100	100	100	100	100	-	1,000	1,000	-
5808 Printing	-	-	490	490	490	490	490	490	490	490	490	490	-	4,900	4,900	-
5809 Other taxes and fees	-	-	930	930	930	930	930	930	930	930	930	930	-	9,300	9,300	-
5810 Payroll Service Fee	442	442	442	442	442	442	442	442	442	442	442	442	-	5,300	7,200	1,900
5811 Management Fee	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	7,223	-	86,676	89,894	3,218
5812 District Oversight Fee	-	1,185	1,449	2,125	2,009	2,009	2,125	2,009	1,137	665	665	665	-	23,275	28,881	5,605
5814 SPED Encroachment	-	1,623	1,623	2,921	2,921	2,921	2,921	2,921	5,232	5,232	5,232	5,232	-	44,008	44,008	-
	10,531	13,339	18,783	24,824	24,708	24,708	20,757	20,642	22,080	21,608	21,608	21,608	-	257,660	260,583	2,923
Depreciation																
6900 Depreciation Expense	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	-	20,100	20,100	-
	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	-	20,100	20,100	-

**Julia Lee Performing Arts Academy
60-Day Compliance Calendar
June 30, 2020**

Area	Due Date	Description	Completed By	Board Must Approve	JLPAA Signature	Links and Additional Info
DATA TEAM	Aug-01	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment- Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	JLPAA	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Aug-17	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. The 2020 Spring Application release was delayed until July 6th with an August 17th due date.	Charter Impact with JLPAA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp
FINANCE	Aug-28	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2020/21 funding per PY ADA K-8 \$16.86, 9-12 \$46.87).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
FINANCE	Sep-04	Year-End Maintenance of Effort (Special Education) - Report due to Charter school's SELPA. Maintenance of Effort (MOE) is a requirement that you spend each year at least what you spent last year in the area of special education (with some exceptions). If you reduce your special education budget (or expenditures) in a given year, you need to be careful to ensure that you have met the MOE requirement. This does not mean you can't reduce costs, but you must do so within the guidelines of federal MOE.	Charter Impact	No	No	
FINANCE	Sep-15	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/cs/alternative.asp

**Julia Lee Performing Arts Academy
60-Day Compliance Calendar
June 30, 2020**

Area	Due Date	Description	Completed By	Board Must Approve	JLPAA Signature	Links and Additional Info
FINANCE	Sep-30	<p>2020-21 Learning Continuity and Attendance Plan -- The LEA governing board/body shall adopt the Learning Continuity Plan by September 30, 2020 in a public meeting. This meeting shall be held after, but not on the same day, as the public hearing.</p> <p>The Plan replaces the annual LCAP for 2020-21, to outline the LEA's compliance with the Budget Act's provisions including student participation and attendance reporting, continuity of learning, in-person instructional offerings and plans for distance learning (with public stakeholder engagement). Should describe how LEAs are increasing or improving service in proportion to unduplicated students.</p>	JLPAA	Yes	No	https://www.cdfe.ca.gov/re/lc/learningcontinuityandplan.asp

Learning Continuity and Attendance Plan Template (2020–21)

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

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

General Information

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

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

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

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

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

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

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

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

Continuity of Learning

In-Person Instructional Offerings

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

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

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

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

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

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

Distance Learning Program

Continuity of Instruction

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

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

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

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

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

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

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

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

Access to Devices and Connectivity

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

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

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

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

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

JLPAA has a direct number that families can call and text to get technical assistance with devices for troubleshooting or exchanges. We have purchased hotspots for families that have either spotty or no internet access at all.

Pupil Participation and Progress

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

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

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

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

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

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

Distance Learning Professional Development

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

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

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

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

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

Staff Roles and Responsibilities

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

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

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

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

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

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

Supports for Pupils with Unique Needs

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

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

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

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

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

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

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

Pupil Learning Loss

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

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

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

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

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

Pupil Learning Loss Strategies

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

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

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

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

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

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

Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

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

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

Mental Health and Social and Emotional Well-Being

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

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

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

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

Pupil and Family Engagement and Outreach

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

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

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

- on the two programs human interaction is called for. Our office staff is bilingual as 63% of our families are Spanish speaking. The staff is extremely capable of speaking and engaging with the families at JLPAA. The office staff often aids families with many of their needs as a first point of contact.
3. The teachers and the office staff contact the principal when they have a difficult situation that requires more in-depth intervention. The principal reviews the Weekly Engagement and Attendance sheets and contacts the parents of the students that have been absent 3 or more times in one week.

School Nutrition

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

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

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

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

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

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

Required Descriptions

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

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

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

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

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

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