

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Temecula International Academy

Contact Name and Title

Gina Wickwire

Principal

Email and Phone

gwickwire@temeculainternational.or

9518342938

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Temecula International Academy is a Kindergarten through 8th grade charter school authorized by Riverside County Office of Education to serve students in Temecula Valley. The school is established to provide a smaller learning community for elementary and middle school students, foundational world language instruction to provide students the opportunity to gain proven cognitive benefits of early second language acquisition, and lea

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key objectives of the 2017-2020 LCAP plan for TIA is to create goals and specific metrics in the following areas:

1. Implementation of the RULER model for social emotional training for students. The focus is on successful outcomes in areas of improved student behavior and constructive parent engagement.
2. Development and adherence to rigorous school curriculum that focuses on: Foundational World Language Instruction, Implementation of CA COMMON CORE State Standards curriculum, and Utilizing Data to Drive Instruction
3. Creating a school climate that engages all stakeholders to understand, identify, and impact the barriers students and parents in the community have to attend school daily.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Objective 1: Implementation of the RULER model for social emotional training for students

Administration attended training at YALE University in October of 2017. All staff were trained and implemented Year 1/Phase 1 of the R.U.L.E.R. Emotional Literacy Model at TIA. Parent Workshops were held throughout the year to train our community with the Mood Meter and establishing a Charter at home. Notable/measurable data regarding discipline decreased from the Fall 2017 semester to the Spring 2018 semester.

Objective 2: Development and adherence to rigorous school Curriculum

With our School Grant, curriculum was been purchased, adopted, and implemented in all grade levels. Great Minds/Eureka Math/Engage NY for Mathematics; Lucy Caulkins for English Language Arts; FOSS for Science; French/Spanish has been developed for K-6.

For TIA to exceed their growth targets with iReady for K-6 students in both ELA and Math

Objective 3: PAC had a very successful year, meeting each month and working closely with our administration and teachers.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

For year 1, as a new charter school , we were in the green. When our SBAC data is received, we will analyze all areas, categorize which LCFF groups were not met, and create a plan to address these areas based on the greatest need for improvement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on iReady data: students that performed in the bottom Tier (approximately 2 levels below), small group instruction, individualized learning goals, and targeted instruction in both the area of MATH and ELA have been created with the iReady Intervention groups. Data will be tracked on a weekly and monthly basis based on student data and learning portfolios.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Based on our student population, we will be addressing the needs of our low-income, EL, and foster youth in the following way:

Provide additional tutoring and instruction before and after school
 Provide before and after school daycare/scholarship for those that qualify
 Daily EL instruction in the classroom as well as in small groups: minimum of 90 minutes a day.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	Total General Fund Budget Expenditures for LCAP Year \$1,075,947.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year \$67,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$872,669.00
 Total Projected LCFF Revenues for LCAP Year

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$872,669.00 Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

To implement the RULER model for social emotional training for students that focuses on successful outcomes in area of improved student behavior and parent engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

1. Create a baseline for behavior (suspensions, expulsions) for the 2017-2018 school year.
2. Develop Leadership model school-wide that supports and enhances Emotional Literacy.
3. PAC feedback, recommendations, and support during the 2017-2018 school year.

We completed the following:

1. Created a baseline for behavior (suspensions, expulsions) for the 2017-2018 school year.
2. Developed Leadership model school-wide that supports and enhances Emotional Literacy.
3. PAC feedback, recommendations, and support during the 2017-2018 school year.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

We completed the following:

1. Created a baseline for behavior (suspensions, expulsions) for the 2017-2018 school year.
2. Developed Leadership model school-wide that supports and enhances Emotional Literacy.
3. PAC feedback, recommendations, and support during the 2017-2018 school year.

We completed the following:

1. Created a baseline for behavior (suspensions, expulsions) for the 2017-2018 school year.
2. Developed Leadership model school-wide that supports and enhances Emotional Literacy.
3. PAC feedback, recommendations, and support during the 2017-2018 school year.

See budgetary

See budgetary

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Prior year: Will be evaluated at the end of the 2017-2018 school year.2018-2018

For 2018-2019:

1. We will utilize the data from 2017-2018 regarding referrals and suspensions and create a detailed school-wide plan that addresses each level in a detailed rubric that is then outlined in our Parent/Student Handbook.
2. Building on our 1st year, we will continue to expand our Leadership Model by adding our S.O.A.R. campaign for the TIA Falcons.
3. Building on our 1st year, PAC will work with leadership to create events, fundraisers, programs that are aligned with our mission and vision of our school and support our LCAP goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Prior year: Will be evaluated at the end of the 2017-2018 school year.2018-2018

For 2018-2019:

After TIA began implementing the R.U.L.E.R. program, with the support of our PAC and staff development, a positive culture was developed and students behavior was minimal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See Budgetary

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Prior year: Will be evaluated at the end of the 2017-2018 school year.2018-2018

For 2018-2019:

1. Survey will be completed in the fall of 2018
2. LCFF data will be reviewed to compare student behavior to academic performance based on our SBAC/iReady/MAP data.

Goal 2

Temecula International Academy will develop and adhere to a rigorous school curriculum that focuses on a Foundational World Language Instruction, Implementation of CA COMMON CORE State Standards curriculum, and Utilizing Data to Drive Instruction for the 2017-2018 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

1. To design and implement a comprehensive language program that will meet the needs of all learners.
2. To provide staff development that will train and support students in teaching the state aligned Common Core Curriculum.
3. To train teachers on how to utilize iReady in the areas of ELA and Math to plan and drive instruction for all learners.

Actual

Completed:

1. MADE SIGNIFICANT progress towards: designing and implementation of a comprehensive language program that will meet the needs of all learners.
2. Received Year 1 of 3 year roll-out: To provide staff development that will train and support students in teaching the state aligned Common Core Curriculum.
3. Received Level 1 of 2 years: to train teachers on how to utilize iReady in the areas of ELA and Math to plan and drive instruction for all learners.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

1. To purchase foreign language curriculum and created units that were aligned with the ART/Emotional Literacy program of our school.
2. To train teachers on year 1 of Common Core Training of Rigor and Relevance.
3. To complete year 1 training of iReady to utilized data to guide instruction.

Actual Actions/Services

1. Purchased foreign language curriculum and created units that were aligned with the ART/Emotional Literacy program of our school.
2. Conducted Year 1 of Common Core Training of Rigor and Relevance.
3. Completed Year 1 training of iReady to utilized data to guide instruction.

Budgeted Expenditures

See budgetary

Estimated Actual Expenditures

See budgetary

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

TIA designed and implemented unit studies for Foreign Language.
Curriculum was purchased and pacing guides were utilized for the new curriculum in Math and ELA.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness for our Foreign Language was satisfactory, however this will be an area we continue to work on. Math was very successful. This coming up year, we will be focusing on ELA in depth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

see budgetary expenditures

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

see budgetary expenditures

Goal 3

Temecula International will creating a school climate that engages all stakeholders to understand, identify, and impact the barriers students and parents in the community have to attend school daily.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Create a Parent Advisory Committee that is offered to all stakeholders.
 Conduct student, parent, and teacher surveys receive a baseline of TIA school climate for the 2017-2018 school year.

Actual

Created a Parent Advisory Committee that is offered to all stakeholders.
 Surveys will be moved to the fall of 2018.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Create a Parent Advisory Committee that is offered to all stakeholders.
Conduct student, parent, and teacher surveys receive a baseline of TIA school climate for the 2017-2018 school year.

Created a Parent Advisory Committee that is offered to all stakeholders.

5,000

5,000

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our parent involvement was very important to the mission and vision of of TIA. Our PAC was created and was building momentum by the end of the year. Parents were very involved and attended monthly meetings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our parent involvement was very important to the mission and vision of of TIA. Our PAC was created and was building momentum by the end of the year. Parents were very involved and attended monthly meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See budgetary

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

See budgetary

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Planning, Data, Student Updates, and implementation of our new program was reviewed monthly:

1. Staff Meetings: Data was reviewed each month to analyze LCAP goals and monthly progress towards our goals.
2. PAC Meetings: we met on a monthly basis, reviewed items that were pending or needed to be readdressed from previous agenda. The LCAP was shared with our parents in order to facilitate alignment between school-site and district-level goals and actions. The stakeholder engagement process was ongoing.
3. Monthly Board Meetings: documented in Board Notes: Principal Report was given each month to review LCAP progress and budgetary expenditures.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All stakeholders had input and gave their feedback and recommendations on year 2 of our LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 1

Temecula International Academy will train teachers, parents, and students RULER program/Year 1/Phase 1 from YALE University by the end of the 2017-2018 School Year. The goal is to promote social responsibility and emotional behavior awareness within the students to create a safe and encouraging environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Identified Need:

In the area emotional vocabulary, students have limited vocabulary to describe emotional and social conflict that may develop in the classroom or school environment. Goal: to work with all stakeholders to understand Emotional Literacy and the benefit of utilizing the RULER.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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AERIES reporting indicating student behavior and referrals.

Student Behavior Referrals
10% Fall 2017

Decrease by 2%
Decrease by 2%
Decrease by 2%

N/A

N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$50,000.00

N/A

N/A

Source

LCFF Base

N/A

N/A

Budget Reference

1000,3000,5000

N/A

N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 2

Temecula International Academy will develop and adhere to rigorous school curriculum that focuses on Foundational World Language Instruction, Implementation of CA COMMON CORE State Standards curriculum, and Utilizing Data to Drive Instruction for the 2017-2018 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: Temecula International Academy will develop and adhere to rigorous school curriculum that focuses on Foundational World Language Instruction, Implementation of CA COMMON CORE State Standards curriculum, and Utilizing Data to Drive Instruction for the 2017-2018 school year.

Identified Need:

Identified Need: for all students to meet or exceed the academic requirements in order to prepare and be successful in an A-G accredited high school programs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Fall and Spring Diagnostic for all Students utilizing iReady Math and ELA K-6.

iReady
 Math: 50% proficient and meeting goal
 ELA: 61% proficient and meeting goal
 (based on fall diagnostic)

Goal: +2% increase in both Math and ELA school-wide

N/A

N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Identified Need: for all students to meet or exceed the academic requirements in order to prepare and be successful in an A-G accredited high school programs

1. Collect baseline data for student achievement
2. Train teachers on CA Common Core Curriculum: August 2017
3. Adopt a French/Spanish Curriculum Fall of 2017

Staff development on data analysis based on instructional improvement strategies for all learners.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$12,000.00 LCFF Base 5000	N/A	N/A
Source	LCFF Base	N/A	N/A
Budget Reference	5000	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

Creating a school climate that engages all stakeholders to understand, identify, and impact the barriers students and parents in the community have to attend school daily.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

To create a positive school culture that includes the voice and choice of all stakeholders.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/Guardian Surveys	90 percent or better Fall 2018	Increase by 2%	N/A	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Majority of stakeholders attend PAC meetings and or participate in volunteering

N/A

N/A

and school-wide events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	N/A	N/A
Source	LCFF Base	N/A	N/A
Budget Reference	1000,3000,5000	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

Estimated Supplemental and Concentration Grant Funds - \$14,303

Estimated Supplemental and Concentration Grant Funds - \$14,303

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

In 2017-2018, the projected Unduplicated Pupil percentage was estimated to be 18.33%. Due to the low targeted student population concentration, Temecula International Academy has determined that the most efficient use of funds is to provide supplemental services in a targeted assistance manner ensuring that Unduplicated Pupils population receives support.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

Estimated Supplemental and Concentration Grant Funds - \$42,220

Percentage to Increase or Improve Services - 2.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

In 2018-2019, the projected Unduplicated Pupil percentage will be estimated to be 12.33%. Due to the low targeted student population concentration, Temecula International Academy has determined that the most efficient use of funds is to provide supplemental services in a targeted assistance manner ensuring that Unduplicated Pupils population receives support.