

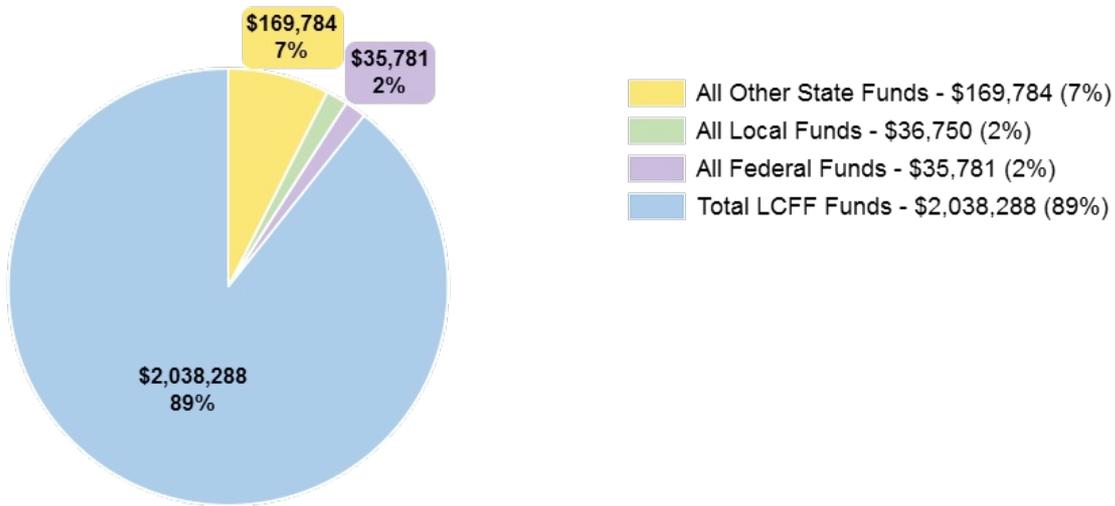
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temecula International Academy
 CDS Code: 33103300136168
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Debra Zickafoose | dzickafoose@temeculainternational.org | 951 816 5506

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

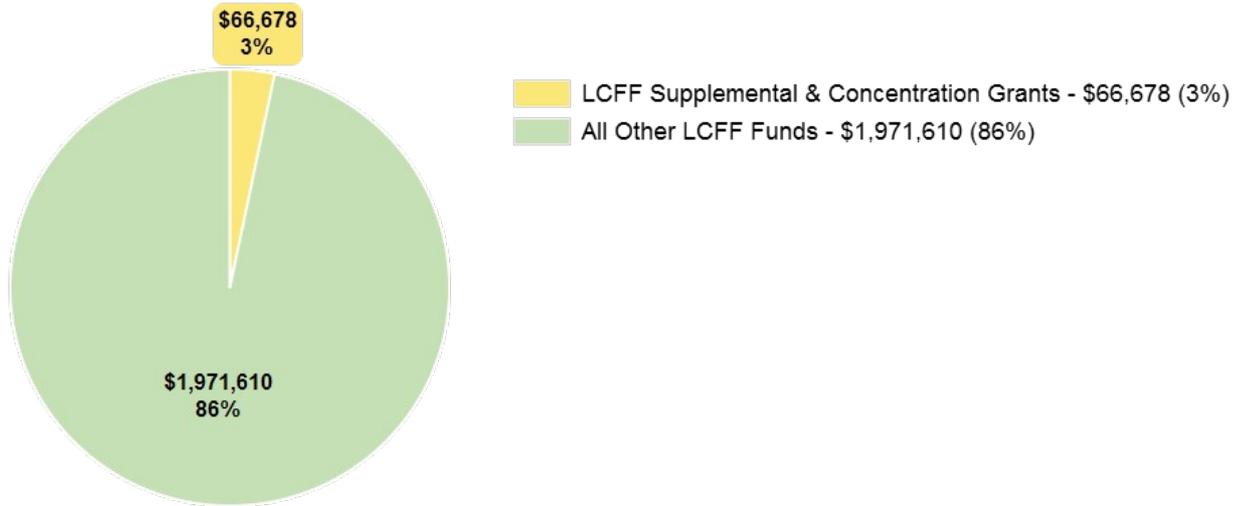
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$169,784	7%
All Local Funds	\$36,750	2%
All Federal Funds	\$35,781	2%
Total LCFF Funds	\$2,038,288	89%

Breakdown of Total LCFF Funds



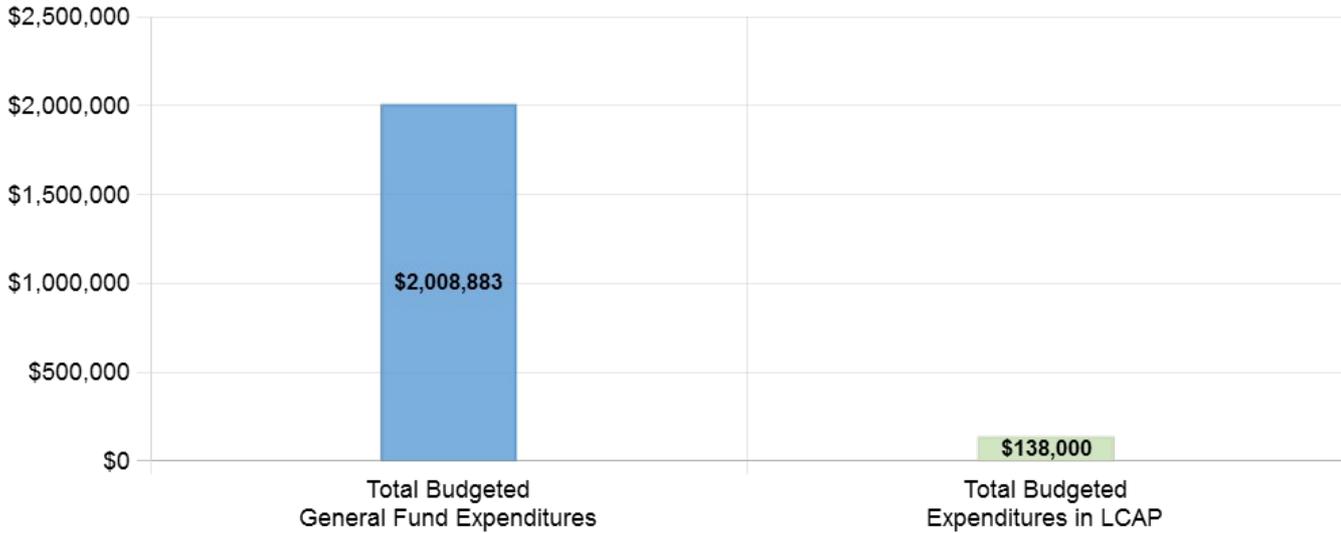
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$66,678	3%
All Other LCFF Funds	\$1,971,610	86%

These charts show the total general purpose revenue Temecula International Academy expects to receive in the coming year from all sources.

The total revenue projected for Temecula International Academy is \$2,280,603, of which \$2,038,288 is Local Control Funding Formula (LCFF), \$169,784 is other state funds, \$36,750 is local funds, and \$35,781 is federal funds. Of the \$2,038,288 in LCFF Funds, \$66,678 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,008,883
Total Budgeted Expenditures in LCAP	\$138,000

This chart provides a quick summary of how much Temecula International Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Temecula International Academy plans to spend \$2,008,883 for the 2019-20 school year. Of that amount, \$138,000 is tied to actions/services in the LCAP and \$1,870,883 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Temecula International Academy is projecting it will receive \$66,678 based on the enrollment of foster youth, English learner, and low-income students. Temecula International Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Temecula International Academy plans to spend \$66,678 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$66,678
Estimated Actual Expenditures for High Needs Students in LCAP	\$66,678

This chart compares what Temecula International Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Temecula International Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Temecula International Academy's LCAP budgeted \$66,678 for planned actions to increase or improve services for high needs students. Temecula International Academy estimates that it will actually spend \$66,678 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Contact Name and Title	Email and Phone
Temecula International Academy	Debra Zickafoose	dzickafoose@temeculainternational.o
	President, Board of Directors	951 816 5506

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 leadership skill development through early consistent social and emotional intelligence training using the RULER model and general global awareness supported by integrated, project-based learning.

LCAP Highlights

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

The 2019-2020 LCAP for Temecula International Academy focuses on key areas of stakeholder engagement under the a main pillar of the school's charter, the social and emotional learning tool the RULER program. The program teaches the students social and emotional intelligence with tools to use both in the classroom and while the students is actively participation in the greater school community.

Parent and family engagement is critical for the success of this program. TIA's LCAP focuses on ways to outreach, achieve connection, and then measure the success of RULER as a comprehensive program that augments each students education. One priority LCAP goal is to confirm a student's ability to utilize these tools at school and then continue this learning to apply in the home through parent and family knowledge, support, and reinforcement of RULER key learning tools.

These RULER based principles also support how social and emotional intelligence impacts school climate and the LCAP outlines what TIA will focus on during the 2019-2020 school year.

The objective is to restructure parent survey questions and feedback questions presented to our stakeholders to provide more specific criteria on the responses and engagement that more clearly reflects the impact on school climate.

We will look at the degree stakeholders, parent, families, and students are utilizing RULER in the school - home spectrum- to create a positive impact on school climate. The LCAP this year identified that aspects of school climate need to be further defined and sub-categorized when surveying parents and stakeholders so the data is more robust and more effective in measuring these goals. This will allow for more targeted program development that will have a positive and healthy impact on school climate.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Temecula International Academy has had its greatest progress in the improvement in annual student assessment goals and proficiency in ELA and mathematics. These gains exceeded previously outlined goals.

TIA Met and exceeded their 2% gain for CAASP MATH and ELA. In the area of math, TIA increased by 12% and in ELA 20%

Referring to the California School Dashboard, 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

As a school completing our second year, our dashboard data does not yet contain many of the performance categories, so we looked at additional data points and feedback to determine where to focus in the upcoming year.

Temecula International continues to prioritize engagement of the school's stakeholders/parents/guardians for measured impact and efficacy of programs related to SEL learning, curriculum implementation, assessments and expected targeted outcomes and world language development in accordance with the LCAP goals and measures.

Parent surveys need to be refined, implemented, and delivered earlier in the school year to incorporate data and update LCAP goals and resource allocations. This was done in the Spring of 2019.

Referring to the California School Dashboard, 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

There were no identified gaps in student performance at this time on state indicators as 2018 was the first full year of data collection for the school.

Standard not met on Local Climate survey addressed with parent survey in Spring 2019 for the 2018-2019 a school year to assess local climate and parent/stakeholder feedback.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

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.

In the area of 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.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

AERIES reporting indicating student behavior and referrals decrease by 2%
 Student Behavior Referral decrease by 2%
 10% Fall of 2017 decreases by 2%

AERIES reported student behavior and referrals were not adequately quantifiable in the Student Information System
 Referrals were generated on several levels through the RULER implementation in the form of in classroom charters to student behavior contracts which were not captured in the AERIES SIS. Different metrics will need to be applied between middle school and elementary school given student behaviors and variable developmental impacts of the RULER integration.
 The systems outlined in 2018-2019 to track the measurable outcome were not accurately sensitive to measure the impact negative or positive and need to be adjusted to accurately quantify improvements in student behavior.

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 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.

Grade Level representative from middle, primary, and upper grades attended a R.U.L.E.R conference locally and support staff with additional training and resources.

Parents knowledge of RULER and student utilizing it in the classroom. Staff received Year 2/Phase 2 of R.U.L.E.R at the School level.

Parent Workshop Trainings 4 times throughout the year were held to train the community on Mood Meter and establishment of family Charter.

Administration attended training at YALE university, in October of 2017.

\$50,000.00

Budget reference 1000,
3000,5000

\$20,000.00

lowered cost in the expenditures for travel locally.

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.

Grade Level representative from middle, primary, and upper grades attended a R.U.L.E.R conference locally and support staff with additional training and resources.

Parents knowledge of RULER and student utilizing it in the classroom. Staff received Year 2/Phase 2 of R.U.L.E.R at the School level.

Parent Workshop Trainings 4 times throughout the year were held to train the community on Mood Meter and establishment of family Charter.

Administration attended training at YALE university, in October of 2017.

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

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 but clear metrics remain ineffectively outlined for the impacts of this program.

Student suspensions and expulsions are too rudimentary a measurement for a smaller student body and size.

The goal will be to further identify and refine tools to measure positive impacts on student behavior including referrals to administration, infractions leading to detention, and student behavior modification contracts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditures were much lower than the budgeted expenditures because the RULER conferences attended were in the local area mitigating travel expenditures for staff.

The work done to promote parent engagement and student behavior was through the in classroom utilization and reinforcement of the RULER program

and not an additional expense as it is part of the base charter curriculum for Temecula International Academy. Parent engagement on PAC meetings expenditures were only related to incidental food or support items for these events. Metrics of measuring suspension and expulsions is part of the policy for student information systems and state reporting already in place and budgeted elsewhere.

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.

The metrics for this goal will be better identified and outlined to achieve ongoing and measurable success in the RULER program. The impacts on student behavior and metrics will be adjusted to more incremental behavioral changes. Expulsions and suspensions is too rudimentary a measurement with the total student populations and size.

Parent engagement measures are being refined after survey results and feedback by more detailed and targeted questions related to parent engagement as this encompasses many areas of parental involvement in the Temecula International Community. RULER attendance after initial parent meetings was low. Parental stakeholder engagement and platforms for engagement need to be better investigated and implemented.

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 2018- 2019 school year.

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 program.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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

Expanded staffing: One Full time French and part time Spanish world language teachers with stakeholder input in designing and implementing of a comprehensive language program.

French and Spanish alignment with state requirements and standards to support high school preparation.

Received Year 1 of 3 year rollout: To provide staff development that will train and support students in teaching the state aligned Common Core Curriculum.

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.

Student Spring Diagnostics achieved for Students utilizing iReady

iReady data utilized Year 2 to create personalized plans for students and SMART goals.

Student outcomes CAASPP Spring 2019

Increased gain

Math 12%

ELA 20%

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

To purchase foreign language curriculum and created units that were aligned with the ART/Emotional Literacy program of our school.

To train teachers on Common Core Training of Rigor and Relevance.

To complete year 1 training of i-Ready to utilized data to guide instruction.

Actual Actions/Services

World language curriculum assessment for purchase series. At this time reviewed for alignment with common core and World Language Standards. Completed Year 2 Training of i-Ready. Data reviewed and assessments driving instruction

Budgeted Expenditures

\$12,000

Budget Reference 5000

Estimated Actual Expenditures

\$12,000.00

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.

Purchased curriculum to maintain rigor and access to state standards. Secured qualified staff to develop and teach world language program. Use of iReady program and CAASPP practice tests to monitor ongoing student mastery of CCSS material.

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

Increase of ELA scores 20%, and significant growth in 5th grade math as measured by CAASPP testing. With increased world language teachers, all grade levels receiving world language instruction in either French or Spanish daily.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

TIA recognizes the need to adopt a more standardized assessment method for our world language program moving forward in line with revised World Language Standards for California and the American Council on the Teaching of Foreign Languages. Actions will have impact that leads to outreach and alignment with 8th to 9th grade transition of students with world language skills to high school level metrics and meeting A-G world language requirements early.

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.

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

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 2018-2019 school year.
 Parent/Guardian surveys 90% or better participation
 Fall 2018 increase by 2% over prior year.

Parent Advisory Committee that is offered to all stakeholders.
 Participation broadened to include parent and parent community stakeholders.
 Established student leadership program 5th-6th grade.
 Held parent volunteer meetings and encouraged parents to be cleared to volunteer weekly in children's classroom

Parent Survey participation respondents Spring 2019: >80% of parents responded (Quite a bit or A tremendous amount) "Do you feel there is a positive learning climate at TIA for your student?"

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

Create 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 Actions/Services

Parent survey was conducted in Spring 2019.

Budgeted Expenditures

\$5000.00
 Budget reference 1000, 3000, 5000

Estimated Actual Expenditures

\$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.

Initial and ongoing communication with all parents regarding involvement in our Parent Advisory Committee. Meetings held with the parent group regularly, as well as various specific events and roles such as interview panels, new enrollment activities, and school recognition programs. A core group of parents were formed with goal to utilize their experience to engage stakeholder subgroups in growing the advisory committee. Internationally exposed parents with cultural diversity have been invited to participate in scheduling school events and broadening the base and scope of the committees work on campus and with the community.

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

We met our goal of parent participation on surveys as well as overall positive feedback from parents regarding their involvement and inclusion. Parents express that they feel welcome on campus, and are present at school functions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

Actions adjusted based on this goal would be the timing of the Parent Survey and the scope to increase parent/stakeholder participation. Feedback also was obtained at the Parent LCAP meeting on the parent survey to refine the survey questions about specific and more detailed areas of school climate, related but not limited to school access, facility, parent engagement, meeting timing and resources, and RULER educational sessions.

Stakeholder Engagement

LCAP Year: 2019-20

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?

The annual review and LCAP planning included administrative staff, teachers assessment of in classroom and all school climate, review of the RULER implementation and parental engagement as viewed from teaching staff, student performance assessments, the parent survey data collected electronically as well as direct feedback at the parent stakeholder meeting at which time the parent survey data was reviewed.

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.
3. Budget Meetings: The stakeholder engagement process was ongoing through Principal and Site Coordinator Monthly Board Meetings: to review school programs aligned with LCAP goals, progress and budgetary expenditures related to these items

Impact on LCAP and Annual Update

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

The stakeholder feedback impacted the LCAP for 2019-2020 by allowing the planning team to adjust goals for RULER Social Emotional Intelligence implementation and parental engagement. Parental engagement from 2017-2019 was lagging expected outcomes. Various outreach and educational methods were reviewed to be considered in the next year to meet LCAP goals and targeted percentage of engagement.

Teacher input and state test assessments focused the planning team to target a more comprehensive and cohesive mathematics program with Eureka math from upper elementary to middle school and strengthen differentiated math learning programs for students not meeting expected achievement going into 5th-7th grade.

School climate feedback and stakeholder engagement led the planning team to relook at the actual survey questions and to revise and drill down specific and more accurate aspects of the students and family experience that may negative impact school climate - to include locations/facilities, access to upper administration, consistent communication out to families. Volunteer and on campus activities will be increased base on this feedback as well.

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)

Modified

Goal 1

TIA will continue the implementation, growth and development of R.U.L.E.R. as our adopted social emotional development program.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 6, 8

Local Priorities:

Identified Need:

Students and Families lack cohesive and coordinated engagement in Ruler Social and Emotional Learning (SEL) from what students are learning and engaged in the classroom and parent/gaurdian information and development of knowledge and skills to reinforce the SEL student needs. Parents knowledge of R.U.L.E.R. and how staff and students are utilizing it in the classroom.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Survey responses. Parent/guardian survey will be distributed to measure successful implementation of RULER. The questions under the collective RULER understanding and comprehension will include base knowledge of the RULER program, inquiry regarding how the program is</p>	<p>Parent survey data from Spring 2018-2019 questions: How successful has TIA been this year on the implementation of our Emotional Learning Model? 65.72% of parents surveyed responded "quite a bit" or a "tremendous amount".</p>	<p>N/A</p>	<p>N/A</p>	<p>Expected goal of 85% or higher on survey using the same question</p>

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

utilized in the classroom, inquiry as to how the student incorporates RULER into the day to day interactions at school and is able to communicate their use of the program to the parent/guardian

Discipline tracking reports in AERIES and office discipline data collection.

To be established with metrics that can be tracked within the classroom and growth , soft data goals without relying on AERIES suspension and expulsion data as the final marker. Quantify student: student behaviors and responses in the classroom.

N/A

N/A

Track and monitor student peer to peer behavior issues to look for decreases over time as RULER is fully implemented and developed

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will participate in RULER based social emotional activities integrated daily into their classroom culture and activities	New indicator, begin collecting data	N/A	N/A	100% student participation

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Review and training of new staff with district team on the components of Year 1 & 2 of R.U.L.E.R. program. Established standardized RULER implementation with new incoming staff and parents/families. Establish standardized parent orientation to augment in the in classroom program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$30000.00
Source	N/A	N/A	LCFF supplemental funding

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1000, 4000, 5000

Action #2

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue staff, student, and parent development with regard to using RULER strategies to deal with peer conflict

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0.00
Source	N/A	N/A	LCFF general budget current certificated staffing
Budget Reference	N/A	N/A	1000

Action #3

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Staff will receive Year 3 Phase of the R.U.L.E.R. Model training at TIA September 2019 and in monthly Staff/Professional Developments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10000.00
Source	N/A	N/A	LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	5000, 5200

Action #4

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)
Foster Youth	Schoolwide	All Schools

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
		Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

Develop and increase parent education and training with regard to RULER strategies to create a bridge between home and school social emotional health. Continue to refine platform for parent engagement and training of the RULER model and method to include weekend and virtual platforms for dissemination of information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5000.00
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	2000, 4000, 5000

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

Modified

Goal 2

TIA will continue to develop and provide rigorous school curriculum that focuses on: foundational world language instruction, implementation of Common Core State Standards, and utilizing data to drive instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

Our school is founded on world language instruction K-8 and CCSS curricular opportunities, and our families expect rigorous course work. Our teachers need to continue to use ongoing data analysis to close achievement gaps and create additional success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

CAASSP score data	CAASSP ELA 14.8 points above standard CAASSP Math 26.6 points above standard	N/A	N/A	Achieve a 2% increase in ELA and Math on the CAASPP 2019-2020 results.
Parent survey - satisfaction on implementation of world language classes	80% of parents felt that world language classes were being successfully integrated into coursework.	N/A	N/A	85% of parents felt that world language classes were being successfully integrated into coursework
The creation and implementation of grade appropriate world language assessments	World language program not currently using standardized grade level assessments	N/A	N/A	Development of standardized world language assessments for each grade level
100 % of teachers will have professional development in implementation of CCSS standards and rigorous curriculum	New indicator and several new teachers hired for the 2019-2020 year, collect baseline data	N/A	N/A	100% of teachers trained in CCSS implementation and rigorous curriculum

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

To continue and train new teachers on how

to utilize iReady and CAASPP training data in the areas of ELA and Math and to work with our students to create personalized plans that focus on reaching target goals for all learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$3000.00
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000

Action #2

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Research and develop appropriate grade level assessments for French and Spanish programs for early middle and middle school students performing at A-G high school standards in World Languages.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount

N/A

N/A

\$1500.00

Source

N/A

N/A

LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1000, 2000, 4000

Action #3

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 for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

N/A

Research and develop intervention strategies for students falling below grade level on standardized tests including iReady and CAASPP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$20,000
Source	N/A	N/A	LCFF Supplemental Funding
Budget Reference	N/A	N/A	1000, 2000, 4000, 5000

Action #4

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

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Professional development for all staff on formative and summative testing strategies that align with SBAC question strands.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$0.00

Source

N/A

N/A

LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	1000 included in current professional development and elsewhere in Goal #4 specialized training allocation.

Action #5

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	Schoolwide	All Schools

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
		New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Training on ELD modules and curriculum within adopted Pearson English program to ensure access to CCSS standards. Purchase and professional development on expanded modules and curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$25,000
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 4000

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

Modified

Goal 3

TIA will have a safe, welcoming, and inclusive environment for all students and their families

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 6

Local Priorities:

Identified Need:

Progress has been made in our foundational years but needs to be built upon to ensure the parent involvement outlined in our charter, and to maintain and ever increase a positive school climate for parents and students. Survey results show a significant positive outlook for our school, but we would like to continue to build the culture.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Parent and student surveys will show an increase in positive feedback with regard to school culture</p>	<p>Parent survey - 82% agree that "My student feels safe to learn and take risks"</p>	<p>N/A</p>	<p>N/A</p>	<p>Parent survey - Increase positive survey results by 5% on safety and school climate questions</p>
<p>Increase documented volunteer hours and event participation by parents.</p>	<p>Approximately 30% of parents as reported on volunteer sign in sheets and PAC meetings. More accurate tracking of parent involvement needs to be developed</p>	<p>N/A</p>	<p>N/A</p>	<p>Documented volunteering or other service to the school by parents increase to 35%. Create expanded and alternate opportunities for parents/families to participate and volunteer on campus and in the classroom.</p>

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

To continue and expand our Parent Advisory Committee that is offered to all stakeholders and to create Parent/stakeholder subgroup outreach and increased participation at TIA. Focus on student groups requiring more resources to support learning and school wide engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2500.00
Source	N/A	N/A	LCFF Supplemental and Concentration Grant Funds
Budget Reference	N/A	N/A	2000, 5000

Action #2

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Foster an inclusive environment by the continued development of the student leadership program in grades 4th-8th that serves as an advisory body for the administration

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0.00
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	General fund no additional financial resources beyond current budget

Action #3

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Continue to work with TVUSD administration on both RES and MMS school sites to ensure safety protocols and ongoing communication with regard to visitors on campus and emergency procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$4000.00
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	5000

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

New

Goal 4

TIA will decrease chronic absence

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5

Local Priorities:

Identified Need:

CDE Dashboard data identifies our chronic absence level as 13.4% for 2018-2019

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease chronic absence data on California Dashboard by 5%	13.4% for 2018-2019	N/A	N/A	8.4%

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Research and update SART and SARB procedures and policies for the school with regard to chronic absentee students. Utilize and expand current resources, administrative, site coordinator staff to support specific parent/stakeholder/family needs to facilitate attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$9000.00
Source	N/A	N/A	LCFF Supplemental Funding
Budget Reference	N/A	N/A	1000,2000, 5000

Action #2

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

Students to be Served

N/A

Location(s)

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 for 2017-18

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Develop PBIS type procedures including meetings, activities, contracts, and rewards with regard to chronic absentee issues. Attend Riverside County Office of Education PBIS training seminars, key staff to attend and educate and implement/support local staff to implement procedures.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	\$2000.00
Source	N/A	N/A	LCFF
Budget Reference	N/A	N/A	1000, 5000

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

New

Goal 5

TIA will maintain 1:1 chrome book status for students and continue to develop technology based support for students in core subjects

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7

Local Priorities:

Identified Need:

Students currently benefit from a 1:1 chrome book to student ratio. With newly adopted curriculum and ongoing updates in educational technology, updated professional development and engagement with new programs will benefit our students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

100% of students have access to technology during school hours

100% of students have access to technology during school hours.

N/A

N/A

Maintain 100% access with surveillance of student access, functional units, upgrades, repairs, new unit purchases, readily available charging and work stations. Monitor shared use patterns. Adjust daily scheduling to maximize technology access when needed.

100% of teachers participate in staff development regarding the use of technology to improve student achievement

New indicator, collect baseline data

N/A

N/A

Collect baseline data and track use of technological programs at all grade levels through i-Ready , TCI history program access, usage and testing scheduled and weekly progress conforming to student goals in personalized learning plans.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Document student use of on-line programs through classroom observation, student self reporting, and staff planning documents.	New indicator, collect baseline data	N/A	N/A	Collect data on student use of online support programs

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 for 2017-18

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Research and adopt educational programs that address achievement gaps and students working below grade level with i-ready assessment feedback. Survey student technology access in the home and outside of school resources. Adjust and augment student access to on campus, at school technology where needed.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

N/A

N/A

\$10,000.00

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	LCFF supplemental funding
Budget Reference	N/A	N/A	1000, 4000

Action #2

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 for 2017-18

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Seek grant opportunities and grant writing experts to supplement technology budget to ensure the most up to date and equitable resources to support struggling students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$15,000.00
Source	N/A	N/A	LCFF supplemental funding
Budget Reference	N/A	N/A	4000, 5000

Action #3

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 for 2017-18

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Create tracking system to capture time and type of technology use of students

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$1000.00

Source

N/A

N/A

LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	2000

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

N/A

N/A

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.

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

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.

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$66,678.00

28%

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 (see instructions).

Temecula International Academy has created a three year plan within our LCAP that now includes five main goals for all students. In year two, we met our 2018-2019 goals in three areas: (1) focusing on successful outcomes with the implementation of RULER and social and emotional learning; (2) creating and implementing rigorous curriculum that utilizes student data to focus on the individual needs of each student; (3) working with our community to create a safe learning environment for all students.

For our ELD population, in year three of our LCAP, we analyzed all student data and concentrated on building our ELA curriculum with the adoption of Pearson ELA Curriculum for the 2019-2020 school year. This program includes a Common Core aligned ELD component. Teachers will have in depth training at staff developments in ELD with our ELPAC Coordinator to integrate ELD for measurable improvement in summative assessments.

The RULER program, while serving all students at TIA, promotes additional support and social emotional health for foster youth and their families while at our school.

For 2019-2020 two additional goals were added. The addition of an attendance goal will increase strategies and support when working with unduplicated pupils that struggle with attendance issues. The addition of a technology goal insures access and support through chrome books and educational programming as well as supplemental computer access when home or technology resources access is limited outside of school.