

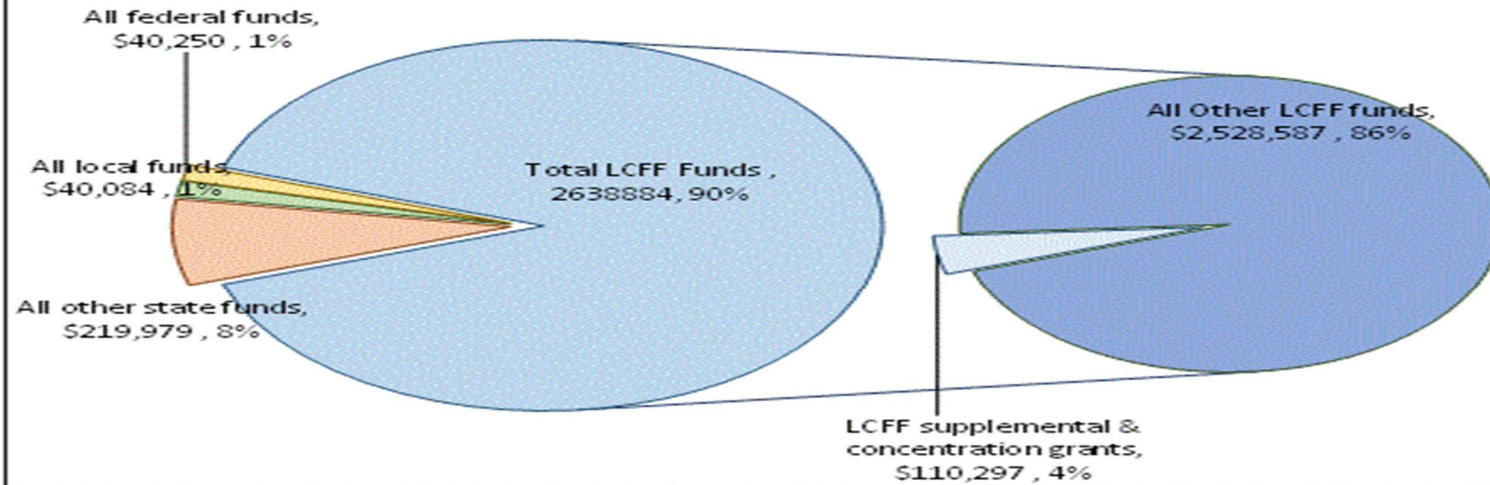
## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Temecula International Academy  
CDS Code: 33 10330 0136168 1873  
School Year: 2021 – 22  
LEA contact information: Camile Lara

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 2021 – 22 School Year

#### Projected Revenue by Fund Source

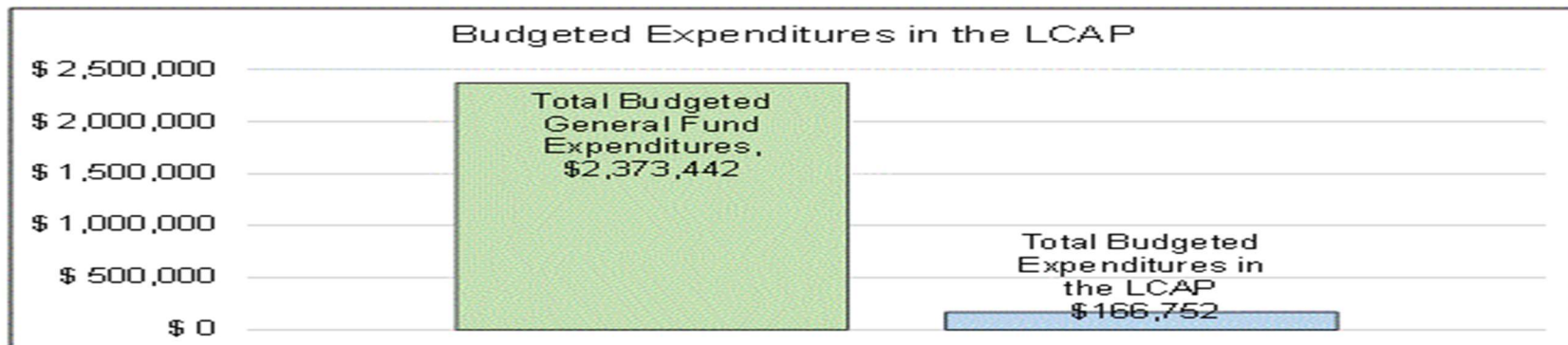


This chart shows the total general purpose revenue Temecula International Academy expects to receive in the coming year from all sources.

The total revenue projected for Temecula International Academy is \$2,939,197.00, of which \$2,638,884.00 is Local Control Funding Formula (LCFF), \$219,979.00 is other state funds, \$40,084.00 is local funds, and \$40,250.00 is federal funds. Of the \$2,638,884.00 in LCFF Funds, \$110,297.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Temecula International Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Temecula International Academy plans to spend \$2,373,442.00 for the 2021 – 22 school year. Of that amount, \$166,752.00 is tied to actions/services in the LCAP and \$2,206,690.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Temecula International Academy (TIA) has 310 students projected to attend school in 2021-22 school year. 70 of those students are projected to be our unduplicated pupil population. TIA's LCAP focuses on efforts targeted to assist students that need intervention. The expenditures not included in the LCAP are for regular programmatic expenses focused on providing the greatest conditions for learning of our students. Students receive instruction from credentialed teachers, quality facilities including internet access, quality curriculum, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22  
School Year

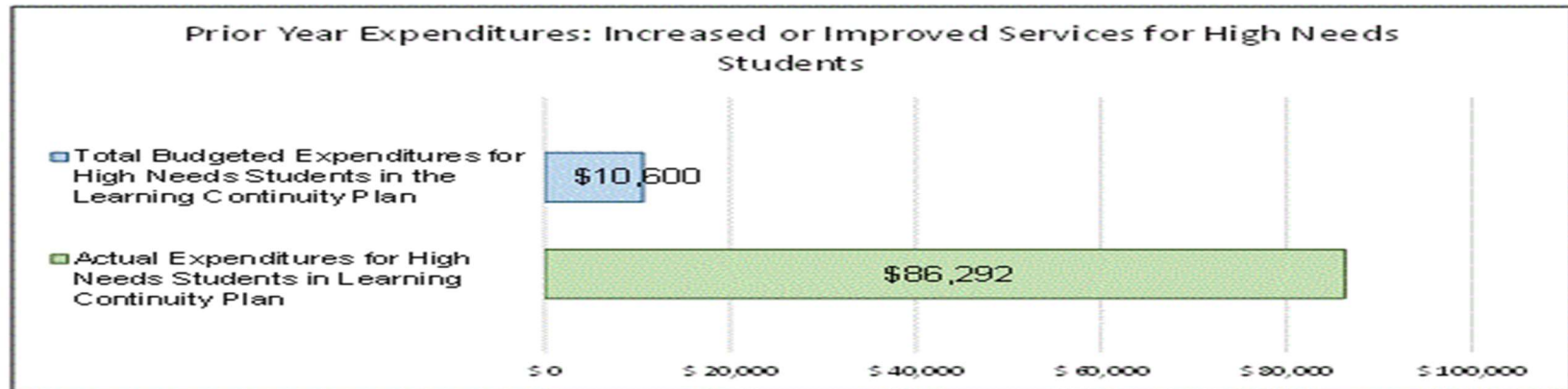
## **LCFF Budget Overview for Parents**

In 2021 – 22, Temecula International Academy is projecting it will receive \$110,297.00 based on the enrollment of foster youth, English learner, and low-income students. Temecula International Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Temecula International Academy plans to spend \$111,790.00 towards meeting this requirement, as described in the LCAP.



## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Temecula International Academy budgeted last year in the Learning Continuity Plan 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 2020 – 21, Temecula International Academy's Learning Continuity Plan budgeted \$10,600.00 for planned actions to increase or improve services for high needs students. Temecula International Academy actually spent \$86,292.00 for actions to increase or improve services for high needs students in 2020 – 21.

## Draft Annual Update for the 2019–20 Local Control and Accountability Plan Year, Version 2

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Temecula International Academy	Camile Lara, Principal	clara@temeculainternational.org

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Expected goal of 85% or higher on survey using the same question.	The school did not reach the goal of 85% or higher.
Track and monitor student peer to peer behavior issues to look for decreases over time as RULER is fully implemented and developed.	The process for tracking peer to peer behavior issues to track decreases over time was not formalized.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Review and train new staff with the district team on the components of Year 1 & 2 of R.U.L.E.R. program. Establish a standardized RULER implementation with new incoming staff and parents/families. Establish standardized parent orientation to augment in the classroom program.	\$30,000	\$6,614
Continue staff, student, and parent development with regard to using RULER	\$0.00	\$0.00
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.	\$10,000	\$4,635
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 the platform for parent engagement and training of the RULER model and method to include weekend and virtual platforms for dissemination of information.	\$5,000	\$6,385

## Analysis

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable.

Temecula International Academy (TIA) has educated parents, staff and students regarding the R.U.L.E.R. program. Stakeholders have a better understanding of the language, the purpose, and the meaning of the anchor tools. Students are able to articulate and utilize the program to better recognize, understand, label, express, and regulate their emotions. R.U.L.E.R. has supported classroom management and has assisted teachers in navigating through conflict resolution with their students. Faculty/staff discussions and grade level articulation has revealed that students are becoming more confident in their ability to utilize the R.U.L.E.R. program. Teachers have also expressed that some students are better equipped to manage their behavior, thus having a positive impact on their academic achievement. The school recognizes that additional work is needed in this area, however, the faculty and staff believe that the school is taking steps in the right direction.

Staff participate in afternoon check-ins, this gives staff an outlet to both discuss their own emotions, and grow as a community. A staff charter is visible to parents, students, and faculty/staff in the front office, and is referred to at all staff meetings. This tool has been instrumental in showing our students the importance of the charter and how it positively affects our school community. The staff responded to a survey in which they felt that the R.U.L.E.R. program was helpful for facilitating their classroom management and procedures with ease. The staff shared that they were able to better communicate with their students by using the tools from the program in their classroom. We have built a solid foundation, and in going forward, the staff will be able to build upon their knowledge as we continue to implement this program for years to come.

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

It was not necessary to spend the amount allocated for this action and it was overestimated even if the school had remained open. TIA continued to focus on strengthening the implementation of the R.U.L.E.R program. Funds were spent on professional development to ensure continued implementation of this social emotional program. The team used the 'train the trainer' model to support the different stakeholder groups and educate them about the various components of the R.U.L.E.R program. A Positive Behavior Intervention Support (PBIS) team has been coordinated and these teachers and administrators participated in a workshop series to assist in connecting our social emotion program to positive behavioral outcomes for students.

## Goal 2

TIA will continue to develop and provide a 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: [Add Local Priorities Here]

## Annual Measurable Outcomes

Expected	Actual
Achieve a 2% increase in ELA and Math on the CAASPP 2019/-2020 results.	1.15% Increase Math; 3.35% ELA
Development of standardized world language assessments for each grade level .	The teachers did begin to develop units of study according to the new world language standards.
100% of teachers trained in CCSS implementation and rigorous curriculum.	The school worked within PLC's to discuss and work towards understanding grade level content standards.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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 raising target goals for all learners.	\$3,000	\$4,774
Research and develop appropriate grade level assessments for French and Spanish programs to early middle and middle school students performing at A-G high school standards in World Languages.	\$1,500	\$3,311
Research and develop intervention strategies for students falling below grade level on standardized tests including iReady and CAASPP.	\$20,000	\$19,096
Professional development for all staff on formative and summative testing strategies that align with SBAC question strands.	\$0.00	\$1,152
Training on ELD modules and curriculum within the adopted Pearson English program to ensure access to CCSS standard. Purchase professional development on expanded modules and curriculum.	\$25,000	\$7,043



## Analysis

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable.

Temecula International Academy has been somewhat effective in the implementation of the goals. The actions do not seem to completely coincide with the goals written. This goal could have been broken into three separate goals such as world language development, implementation of common core state standards, and utilizing data to drive instruction. We were unable to develop a world language curriculum with assessments due to the lack of knowledge of the new state standards. We recognize that we have more to develop for our MTSS process to be effective. In addition, teachers will continue to work towards understanding the local assessment measures and CAASPP results in order to disaggregate the data. At this time, we feel that the professional development embedded in the adoption of curricular programs provides adequate knowledge of formative and summative assessment tools. However, teachers have dedicated time during PLCs to discuss and work towards presenting content to students in a way that aligns with SBAC questions. The summer prior to school beginning, during an ELA publisher training teachers were shown the various ELD components in the curriculum; however, they were not trained in how to implement these components and utilize them in their instruction. Later in the year the admin team were introduced to the ELD standards and integrated/designated ELD instruction and how this could be implemented at the school site.

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

It was not necessary to spend the amount allocated for this action and it was overestimated even if the school had remained open. TIA utilized the funds to continue to provide a benchmark assessment tool to support teachers in measuring student's progress towards meeting the standards. This tool also informed other measures utilized by teachers to monitor the academic progress of students and identify trends related to students' performance levels. The faculty participated in training that helped them in creating appropriate interventions to support students' needs. In addition, funds were utilized to compensate a staff member who facilitated ELD instruction that was developed by the classroom teacher daily to our English language learners.

### 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: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Parent survey - Increases positive survey results in 5% on safety and school climate questions.	Received 23% of positive parent survey results
Documented volunteering or other service to the school by parents increased to 35%. Create expanded and alternate opportunities for parents/families to participate and volunteer on campus and in the classroom.	Parents volunteers continued to volunteer, the school was unable to keep track of the percentage of parents who volunteered

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	\$2,500	\$1,193

Foster an inclusive environment by the continued development of the student leadership program in grades 4th-8th that serves as an advisory body to the administration.	\$0.00	\$835
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.	\$4,000	\$8,555

## Analysis

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable.

Due to the efforts of the FPC, parents were able to help TIA be successful in planning and facilitating events consistently for the students and staff. Several of the events that happened throughout the school year were spearheaded by the parents, and that helped to improve upon our community as a whole.

Our student leadership team was extremely effective in building a positive community for our parents, students, and staff. Through the leadership program, students were able to work on their own leadership skills and spread them outward to their peers. Even though we are not all located on one shared campus, our elementary and middle school students were still able to bridge the gap through their leadership efforts, and show the strength of TIA.

Through the collaboration between the district, local administration, and TIA, the opportunity was created for important conversations. In addition, this open communication helped TIA address any challenges that arose during the school year.

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

After the school closure some of the funds allocated in this area were utilized to continue to build and maintain positive relationships with Temecula Valley Unified and with the staff of the schools with whom we share facility space. In addition, a portion of the staff's salary was allocated to help transition parents and families to a distance learning model due to the pandemic. Teachers spent time with their classes in a Zoom meeting and the administration hosted zoom gatherings to relay information about the current situation.

#### Goal 4

TIA will decrease chronic absence.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
8.4%	2019-2020 12.6%

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Research and update SART and SARB procedures and policies for the school with regard to chronic absentee students. Utilize and expand current resources, administrate, site coordinator staff to support specific parent/stakeholder/family needs to facilitate attendance.	\$9,000	\$17,627
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.	\$2,000	\$25,176



## Analysis

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable.

The administration has follow-ups with families whose students have excessive tardies and absences; however, the same families have been contacted multiple times to no avail. The school recognizes the need to identify school-wide procedures that address chronic absenteeism. Per the directives of RCOE, we have found out that charter schools are not required to follow a SART or SARB.

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

Due to COVID, the administrative team worked closely with teachers to support them in tracking students' online attendance. A portion of the staff's salary was allocated towards the time that was spent tracking attendance as it relates to distance learning (distance learning asynchronous, and distance learning synchronous).

## 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: [Add Local Priorities Here]

## Annual Measurable Outcomes

Expected	Actual
Maintain 100% access with surveillance of student access, functional units, upgrades, repairs, new unit purchases, readily available charging and work stations. Adjust daily scheduling to maximize technology access when needed.	Maintained 1:1 device usage for students
Collect baseline data and track uses of technological programs at all grade levels through iReady, TCI history program access, usage and testing scheduled and weekly progress conforming to student goals in personalized learning plan.	Student data was tracked and measured through the support of iReady and teacher created formative assessments. Began the development of data binders for each class.
Collect data on students' use of online support programs.	iReady was utilized for online support

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Research and adopt educational programs that address achievement gaps and students working below grade level with iReady 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.	\$10,000	\$25,316
Seek grant opportunities and grant writing experts to supplement technology budgets to ensure the most up to date and equitable resources to support struggling students.	\$15,000	\$2,900
Create tracking system to capture time and type of technology use of students.	\$1,000	\$0

--	--	--

## Analysis

A description of the successes and challenges in implementing the actions/services to achieve the goal, through February 2020, or the end of the school year, as applicable.

TIA continues to have a 1:1 ratio of Chromebooks. Teachers receive professional development for technology annually. Students utilize educational programs (iReady & Raz-Kids) to help address achievement gaps and address student's challenges who are working below grade-level. We have limited monitoring abilities with certain programs, but it does not monitor inappropriate and off-task usage. The school will need more Chromebooks as enrollment increases year to year. We would benefit from utilizing additional educational programs to fill in the gaps and also to support our struggling students.

A description of how funds budgeted for Actions/Services that were not implemented through the end of the school year were used to support students, families, teachers, and staff following the closure of schools in 2020.

Funds were spent on repairing chromebooks to ensure that they were in good working order for students to check out for distance learning. A portion of teacher's salaries were allocated to this area related to time spent during training sessions.

## Overall Analysis

A reflection on the progress made towards the goals in the 2019-20 LCAP, in light of the context of COVID-19 and based on available state and local data and stakeholder input, and a description of the relationship of the goals and related metrics and actions with the development of new goals in the 2021–24 LCAP.

Temecula International Academy was able to continue to offer a rigorous school curriculum. Teachers utilized many supplemental programs that allowed them to address the standards and support student needs. Faculty meetings were held where staff collaborated and worked together to discuss and share different distance learning teaching practices. The school also maintained a 1:1 device ratio and allowed students to check out Chromebooks for use at home as needed.

The pandemic had an impact on the work done towards many of our goals. For instance, plans were in place for the R.U.L.E.R. program to expand and take a deeper dive into the implementation of the components of the program. The fact that we could not be

physically together on campus put a halt to these efforts. In addition, steps were being taken to formalize our Falcon Parent Committee and again the opportunity to meet, gather, and collaborate in person significantly impacted this effort. Finally, the school was challenged with helping students to remain engaged and to actively participate in their classes. Absenteeism increased in light of the pandemic due to family hardships, scheduling issues, connectivity issues, and not being in a structured classroom environment.

Due to these new circumstances, TIA was able to evaluate student's needs and overall climate of the school. The school will work diligently to accomplish the goals that were impacted the most by the pandemic. Consideration was given to the goals, actions, and related metrics of the 2021-2024 LCAP in light of stakeholder feedback, assessment data, and input from our school board. Our team evaluated what had been accomplished pre-pandemic and considered the way in which TIA addressed the goals during the pandemic. In drafting the new goals, the school re-evaluated our focus and discovered a need for the development of broad goals. This decision will allow us to address each goal with intentionality and purpose.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Returning to campus in the Spring of 2021 brought many challenges and successes. TIA was able to bring back 6th grade the week before spring break so that the school could be considered reopened. In order to bring students back, there were several things implemented to ensure a smooth transition. Our principal and staff created a welcome back video for the students to help them become familiar with the new campus and new school procedures. A school re-open plan was created and sent out to our community and posted on the school website. The staff was trained regarding COVID safety procedures and each classroom and the front office was provided with cleaning supplies and necessary PPE. Signage was posted throughout each campus regarding mask wearing and social distancing. The school also provided COVID surveillance testing bi-weekly for students and staff.

A challenge that we discovered when implementing in person instruction was making rosters for our aftercare program to limit the mixing of cohorts. When creating the Monday/Tuesday and Wednesday/Thursday groupings, we wanted to ensure that students were with siblings and also in similar grade level cohorts. In addition, due to sharing a campus with TVUSD, we were not able to upgrade our HVAC system in order to take proper safety precautions. However, the district installed screens on the classroom windows to provide proper ventilation in the classrooms. Another challenge was transitioning to hybrid schedules while considering the students that would still be online at home. We worked closely with the teachers to create a break and lunch schedule on campus that flowed with their classroom instruction. Teachers also had to consider how to blend their routines that were already in place with their at home students and include them fully with the students who were now coming to campus for in person instruction. Lastly, our COVID School Safety Plan took additional time and effort to write to ensure the safety of all students and staff when returning to campus. The administrative team was taxed with remaining in communication with a representative from Riverside County Public Health, who provided support in relation to proper language and specific procedures that had to be incorporated into the plan. Due to the fact that we were unfamiliar with OSHA guidelines, this made the process quite time consuming and difficult.

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures
Special Custodial services to sanitize school facilities.	\$ 1,000.00	N

Personal protective equipment: face masks & shields, gloves, thermometers, & plexiglass dividers.	\$ 3,000.00	N
---	-------------	---

A description of any substantive differences between the planned actions and budgeted expenditures for in-person instruction and what was implemented and expended on the actions.

After we determined which students would remain home for distance learning, we realized that the size of the stable groups would not warrant the purchase of plexiglass dividers in the classroom. Teachers were able to adequately space students desks. However, plexiglass was utilized for the front office and when students came in for assessments and one on one services. During this time, plexiglass was only a recommendation, not a mandate from the county and state.

## Distance Learning Program

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing the distance learning program in the 2020-21 school year.

TIA was able to bring back 6th grade the week before spring break so that the school could be considered reopened. In order to bring students back, there were several things implemented to ensure a smooth transition. Our principal and staff created a welcome back video for the students to help them become familiar with the new campus and new school procedures. A school re-open plan was created and sent out to our community and posted on the school website. The staff was trained regarding COVID safety procedures and each classroom and the front office was provided with cleaning supplies and necessary PPE. Signage was posted throughout each campus regarding mask wearing and social distancing. The school also provided COVID surveillance testing bi-weekly for students and staff.

While there have been several successes with distance learning, we have faced some challenges along the way that we have worked to mitigate. A goal we had was to meet weekly as a staff and share out how the week went and what was going well in the classroom, as well as any challenges that we needed support with. Unfortunately time did not permit for us to meet weekly as planned, although we were still able to meet with our staff every two to three weeks to discuss anything pertinent to distance learning. While this does not affect the majority of our school population, another challenge has been the accountability of a small percentage of our families to support students with their educational responsibilities including organization, turning in assignments in a timely manner, and logging into their classes. Students who faced difficulties with distance learning were provided with Student Study Team support and participated in follow-up meetings regarding their child’s progress. Actions were created for student’s learning, but not all families were able to follow through with the implementation of the strategies that were created by the team. This had a significant impact on student achievement. As the year progressed, it became apparent that our middle school students were struggling the most in being consistent with logging in daily for their classes as well as turning in asynchronous assignments. We also identified challenges across the board with families where both parents/guardians had to work and were unable to support the distance learning schedule.

<b>Actions Related to Distance Learning Program</b> Description	Total Budgeted Funds	Estimated Actual Expenditures
Free and reduced breakfast	\$ 0.00	\$ 0.00
Eureka supplemental math support (In Sync)	\$ 500.00	\$ 500.00
Participation in webinars regarding online/digital resources	\$ 0.00	\$ 0.00

A description of any substantive differences between the planned actions and budgeted expenditures for the distance learning program and what was implemented and expended on the actions.

The participation in webinars was not as consistent as planned. Lack of time to participate in these opportunities definitely impacted the manner in which teachers were able to seek support for some of the online/digital resources. However, teachers did work together in collaborating regarding these resources and discussing best practices related to their implementation. In addition, not all grade levels were able to fully implement the In Sync Eureka math support. Different aspects of the program were utilized by different grade levels due to lack of professional development for the program's implementation. Again, time played a major role in this challenge.

## Pupil Learning Loss

### Analysis of Pupil Learning Loss

A description of the effectiveness of the efforts to address Pupil Learning Loss in the 2020-21 school year.

English learners, low-income, and pupils with exceptional needs received additional support to address learning loss. At this time, TIA does not have foster youth or students experiencing homelessness enrolled at the school. The one-on-one and small group supports provided were very successful in assisting these students with their academic achievement. Time that was provided to them helped students to remain on track with their assignments and provided opportunities for reinforcement of the content and instruction. The support staff maintained consistent communication with the homeroom teacher and tracked student's participation. A Google spreadsheet was created that was shared between the staff and teacher to strengthen and support their conversations regarding students.

Our Special Education (SPED) Coordinator provided onsite support for students with Individualized Education Plans (IEPs) with the most need and service minutes required. This in-person support enabled the SPED Coordinator to accurately evaluate how these students were progressing towards their goals.

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year.

Temecula International Academy was able to continue implementation of benchmark and formative/summative assessments throughout the year. The faculty was able to maintain a good understanding of their students and the progress they were making towards the standards. Teachers worked with students in small groups to address different academic needs. In addition, the instructional aides and other support staff facilitate one-on-one and small group support for our students with the most need. A schedule was created and was consistently followed each week. Once we re-opened to hybrid, TIA was able to hire an additional instructional aide to ensure that ample support was provided to our students and staff.

Due to the nature of the learning environment during COVID, teachers had to rely on parents/guardians to ensure that students were accessing their supplemental resources and online programs from home. This proved to be a challenge for many of our families, they shared with us that the use of various online platforms were overwhelming and confusing. Therefore, teachers were challenged with how to successfully support parents with helping their students to engage in the programs. Many supports were provided to parents/guardians but due different circumstances, they were not able to partake of the resources that were provided. Our English learner population had designated times to receive ELD support and designated instruction. However, some students were inconsistent with logging in from home to these scheduled times.

### **Actions Related to the Pupil Learning Loss**

Description	Total Budgeted Funds	Estimated Actual Expenditures
Diagnostic benchmark assessments: MobyMax, ESGI	\$ 4,000.00	\$8,600.00
R.U.L.E.R. Subscription	\$ 1,700.00	\$1,700.00

A description of any substantive differences between the planned actions and budgeted expenditures for addressing pupil learning loss and what was implemented and expended on the actions.

According to the updated state guidelines regarding testing, TIA decided that CAASPP was not a viable assessment option for the current school year. The school chose to adopt NWEA MAP to adhere to spring testing requirements per the state of California.



## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

To support our students who needed social emotional support, we were able to invite them to come to campus and check in daily. Students were able to log into their classes virtually from the school and meet with their teachers as needed. Families were also given information on various counseling services that were available through the community and the county. Parents were able to utilize these resources to obtain assistance with their students and their mental health needs. TIA continued the implementation of R.U.L.E.R. and facilitated morning meetings in their classes. To support our families, a newsletter was sent out once a month to relay a R.U.L.E.R. message. The administration also made themselves available to parents/guardians and students to answer questions and discuss any of their concerns, challenges, and needs.

With the students being online, it was difficult at times to gauge how students were feeling throughout the school year. While some were able to express their feelings, others did not feel as comfortable sharing their thoughts, making it difficult for teachers to know if they needed additional support. Another challenge was the logistics of implementing the social emotional program; distance learning was not the ideal platform for facilitating the different components of the R.U.L.E.R. program.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Temecula International Academy was successful in supporting students with a Student Support Team. These individuals worked closely with the teachers in creating and monitoring the SST plan for students. This process began with an initial meeting with the parent/guardian and student present to develop a specific plan for the student that was aligned to their academic and behavioral needs. As a team, specific strategies were discussed and applied to the SST plan along with specific goals. Teachers tracked student progress over a period of 6-8 weeks and then a follow-up meeting was planned to review the progress made towards the goals and next steps were discussed. This information will also be included in the class data binders so that the next year's teacher will be able to continue to provide specific support required for the student. Also, an assessment plan was developed for students who the team felt that the SST process was not effective in addressing their academic and/or behavioral challenges. Another success was the implementation of student check-ins, our instructional aides were able to meet with particular students each day to ensure that they were aware of their schedule, assignments, and any long-term projects that needed to be completed.

Throughout the SST process, it was noted that some parents/guardians and students struggled with being consistent in maintaining and implementing the plan that was developed for the student. TIA recognizes that many families were greatly impacted by the circumstances of the pandemic making it difficult to adhere to the strategies that were created within the SST plan. This also had a direct impact on student's ability to attend their small group support schedule and remain fully engaged in their class. In addition, it was challenging to get some students to

consistently check-in with the support staff. Many times the teacher would have to reach out to the parent/guardian to inform them that their student was not attending this scheduled time.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

TIA was able to continue providing breakfast to families who required it during the 2020-21 school year. Our Senior Site Coordinator worked with our school nutrition representative to ensure that we would continue to have food deliveries for families as needed. Once a week, parents/guardians were able to pick up various breakfast items to last until the next pickup. When we returned to campus, students were able to eat breakfast each morning, and we also continued to have families pick up food if needed.

One challenge that we faced early on was informing parents and guardians that our breakfast program was free for this school year. Although communication was sent out, it took some time for our families to utilize the service and come to school consistently to pick up meal kits.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures
Continuity of Learning	Device (Chromebook) repairs (this amount varies depending on the extent of the damage)	\$ 400.00 Chromebook replacement	\$ 4,315

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Throughout the course of the 2020/21 school year, some Chromebooks required different repairs. We also needed to purchase fifteen additional computers when we came back to in person learning to remain at a one to one status.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2021-2024 LCAP goals and actions were also developed based on the progress the school has made during the pandemic in relation to previous goals and actions. TIA has recognized the need to revisit how the school supports and engages with parents, students, and staff regarding our social emotions program, R.U.L.E.R. The experience of supporting stakeholders' mental health and social emotional well-being in light of COVID has pointed out the need to continue our work towards increasing their understanding of the program and how the different components work together to support the emotional needs of our community.

In our transition back to in-person learning, our staff has noticed that students are having difficulty socializing and managing their emotions. Therefore, it will be important for the school to make available opportunities for different types of social interaction. In addition, formalizing our Falcon Parent Committee and developing subgroups of the committee will assist us with this effort.

Once TIA returns in the fall, the school is anticipating a certain degree of learning loss and gaps in students academic achievement. In response, the administration and faculty will work systematically and intentionally to formalize processes and programs that will help to maintain and facilitate a rigorous core curriculum.

An explanation of how pupil learning loss will continue to be assessed and addressed through the goals and actions in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be addressed through a variety of actions and services. Summer school is being offered to our English learning population and students who struggled with distance learning. This program is intended to lessen their learning gaps due to their challenges faced during online learning. Also, our EL students and those with the most academic needs will be invited to stay after school for homework club where they will receive support with their assignments and test preparation. A check-in, check-out process will also be implemented to offer additional support and assist these students in remaining on task and help them to take ownership of their education.

The school is purchasing a supplemental online program, Brain Pop, that will assist us in engaging our English Learners, low socioeconomic, and those students with unique needs who may be in need of additional support. As students participate in this program, teachers will be able to utilize this data as another means of understanding their academic progress as it relates to learning loss.

In the fall of 2021, Primary teachers will utilize Educational Software for Guiding Instruction (ESGI) and beginning of the year placement assessments to gauge students academic levels. Grades three to eight will administer the NWEA Map Growth assessment to identify student's current levels of learning. In addition, teachers will have access to class data binders and will collaborate and discuss with the previous year's teacher the academic levels of students and how current assessments data relates to their progress the previous year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive changes made to the actions/services identified as contributing towards meeting the increased or improved services requirement.

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Temecula International Academy	Camile Lara, School Principal	<a href="mailto:clara@temeculainternational.org">clara@temeculainternational.org</a> 951-816-5506

## Plan Summary 2021/2022

### General Information

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

Temecula International Academy (TIA), is a Kindergarten to eighth grade public charter school that is located in the Temecula Valley and authorized by the Riverside County Office of Education in 2017. The school is established to provide a smaller learning community for elementary and middle school students through: foundational world language instruction, leadership skill development, and emotional intelligence training using the RULER model. The school is located in a suburban community and secures its facility space under Proposition 39. This state law requires school districts to provide facilities to public charter schools who serve students who reside in the district. From 2017 to 2020 our Kinder-5th grades were located at Rancho Elementary School and 6th-8th grades were located at Margarita Middle School. Due to a complete remodel of Rancho Elementary School, starting in June of 2020, we relocated our K-5th grades to Nicolas Valley Elementary School, and our 6-8th graders remain at Margarita Middle School. TIA continues to grow each year, for example enrollment went from 207 in the 2019-2020 school year to 275 during the current school year. For the 2021-2022 school year new families have been placed on a waitlist for most grade levels. Our student population is representative of a diverse ethnic and cultural background. Of our unduplicated student population, a modest number have been identified as English Learners and low-income. Currently we do not have any foster youth enrolled at TIA.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Temecula International Academy (TIA) increased by 12% in mathematics and 20% in ELA. The California Dashboard indicates that our students' scores have increased from 2018 to 2019. In ELA, the students whose results exceeded the standards showed an increase of 11% and students whose scores met the standards showed an increase of 8%. In Mathematics, students who met standards went up 10% from.

TIA in 2019-2020 exceeded its goal of improving proficiency in ELA and mathematics. The original goal was to exceed ELA and mathematics proficiency by 2%. By the 2019-2020 school year, TIA met all local and state performance standards. There was much effort given to involving stakeholder groups and keeping them informed of the school's progress towards these standards.

In addition, TIA has begun the process to formalize its systems and procedures in relation to Special Education, English learners, and low income students. For example, our Special Education Coordinator and Principal were able to attend various training sessions to improve the program. A Student Success Team (SST) was developed to support students with the implementation of Tier 2 accommodations. Schedules were created to implement English language development instruction for our EL students and support staff were designated to facilitate this instruction. Our Senior Site Coordinator collects and keeps track of the Free and Reduced Lunch forms and has created a spreadsheet so the team can track these students according to grade level.

Despite the pandemic, class data reports show that students made adequate growth at each grade level and throughout content areas. NWEA Map and ESGI have shown that kindergarten to eighth grade students made progress towards the standards related to sufficient academic achievement. Teachers focused on designing lessons and instruction centered around student engagement; this was a priority during COVID with the hope that this would have a positive impact on student's learning. Collectively the data supports that this effort was effective for the academic growth of our students.

In the 2020/2021 school year, TIA was able to bring back 6th grade the week before spring break so that the school could be considered reopened. In order to bring students back, there were several things implemented to ensure a smooth transition. Our principal and staff created a welcome back video for the students to help them become familiar with the new campus and new school procedures. A school re-open plan was created and sent out to our community and posted on the school website. The staff was trained regarding COVID safety procedures and each classroom and the front office was provided with cleaning supplies and necessary PPE. Signage was posted throughout each campus regarding mask-wearing and social distancing. The school also provided COVID surveillance testing bi-weekly for students and staff. The staff worked hard to make this a seamless transition for our families and students. Temecula International Academy was able to continue the implementation of benchmark and formative/summative assessments throughout the year. The faculty was able to maintain a good understanding of their students and the progress they were making towards the standards. Teachers worked with students in small groups to address different academic needs. In addition, the instructional aides and other support staff facilitate one-on-one and small group support for our students with the most need. A schedule was created and was consistently followed each week. Once we reopened to hybrid, TIA was able to hire an additional instructional aide to ensure that ample support was provided to our students and staff. To support our students who needed social-emotional support, we were able to invite them to come to campus and check in daily. Students were able to log into their classes virtually from the school and meet with their teachers as needed. Families were also given information on various counseling services that were available through the community and the county. Parents were able to utilize these resources to obtain assistance with their students and their mental health needs. TIA continued the implementation of R.U.L.E.R. and facilitated morning meetings in their classes. To support our families, a newsletter was sent out once a month to relay a R.U.L.E.R. message. The administration also made themselves available to parents/guardians and students to answer questions and discuss any of their concerns, challenges, and needs.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California Dashboard, Temecula International Academy (TIA) does not have any indicators for which overall performance was in the 'red' or 'orange' category. With this in mind, TIA will focus on different areas that impact curriculum and instruction based on locally collected data from the school's dashboard reflection tool and survey data. One area of focus will be developing a rigorous school curriculum in relation to foundational World Language instruction. Our plan is to adopt a curriculum that will guide the language teachers in creating units of study that are scaffolded across grade and instructional levels. In addition, the school will continue to develop professional learning communities (PLCs) and support teacher's growth by focusing on the California Standards for the Teaching Profession, Common Core State Standards, and enhancing their knowledge of disaggregating data to inform their instructional practices and create personalized learning opportunities for students. Another area of focus will be tracking the effectiveness of the school's social-emotional program, R.U.L.E.R. and working towards connecting the program to the school's multi-tiered system of supports.

In each grade level, a small group of students scored in the lower percentile in ELA and mathematics according to Map and ESGI data reports. Students in these groups were more likely to have dealt with challenges out of their control during the pandemic. In the fall, different schoolwide and classroom interventions will be put into place to address the needs of these students and to help maintain TIA's academic growth and achievement.

## LCAP Highlights

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

The 2021-2022 LCAP for Temecula International Academy (TIA) focuses on key areas that were brought about by the pandemic, but the administrative team also looked at the current structure of the school and crafted goals that were more forward thinking in nature. It was the team's priority to keep the school's mission and vision at the forefront while creating the LCAP.

The school's social emotional program, R.U.L.E.R., has been implemented since the establishment of TIA in 2017. Each year the school has taken steps to further the development of the program, and now to benefit stakeholders, the school's goal is to increase our community's understanding of R.U.L.E.R. This will help to identify how better to use the components of the program so that all stakeholders can work together in incorporating the R.U.L.E.R. strategies into the student's daily routine.

TIA students have consistently performed well on state assessments and the school has been able to provide a rigorous core curriculum that supports high academic achievement. As TIA continues to grow, it is the school's goal to continue this trajectory of high achievement and a strong core curriculum.

TIA has created several opportunities for stakeholders to be involved in the school community. Our goal is to continue to build upon what we have started with a school culture within the campus, and also to expand outward into the community to truly build the TIA reputation.



A unique part of our charter is having students learn a world language and begin to discover what it means to be a global citizen. TIA wants to expand this learning opportunity for students to truly immerse themselves into the language and culture of various countries around the world.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

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

In the last year, there were various methods implemented to collect data from our stakeholder groups. In the spring of 2020, the staff completed a climate survey that provided the team with input regarding attitudes towards their working environment, peer relationships, student achievement, and attitudes regarding leadership. Our Principal and Administrative Designees held a town hall meeting for parents and families at the beginning of the 2020-2021 school year. The purpose was to gather information regarding the school's status for the fall and distance learning. In addition, the team was able to informally share progress towards previous LCAP goals and gather parent perspectives regarding TIA's progress. In November 2020, the principal hosted a virtual coffee session to share with parents our progress with distance learning and was able to receive input regarding TIA's efforts in keeping parents informed about school information and other happenings. A stakeholder survey (for school board, faculty/staff, students, and parents) was sent out in January to obtain input regarding the implementation of the R.U.L.E.R. program, academics, school environment, and technology implementation. The administrative team also began sending out a weekly newsletter to the school community that keeps them informed about the work being done towards LCAP, WASC accreditation, and our social emotional program, R.U.L.E.R. Finally, a reopen survey was completed by the faculty/staff that provided feedback regarding reopening school with a hybrid model. The information gave perspective in relation to their desires towards returning to campus. Their responses also provided input regarding leadership and their ability to communicate and support the faculty/staff with their roles and responsibilities. Throughout this process board members were kept apprised of the ongoing progress in the development of the LCAP via email and board meetings. The input the board provided helped to guide our work and identify the school's goals.

A summary of the feedback provided by specific stakeholder groups.

Our stakeholder groups have provided data that has informed the development of Temecula International Academy's LCAP. The data has been especially helpful with creating goals and specific actions to support the goals.

Many students feel that R.U.L.E.R. is being consistently utilized at the school and that TIA has a positive learning environment. The survey revealed a need to help students connect deeper with the program and apply the tools on a more regular basis. Students shared that they feel supported with their academics and that teachers are welcoming and encourage all students to be their best. Several communicated that they would like more variation within instruction and have different learning opportunities that were more challenging. Most feel that they can connect with learning French and Spanish and that the instruction supports their learning needs.

While some parents feel that TIA has been persistent with the implementation of the R.U.L.E.R. program there are some who would like to see the program utilized more consistently throughout the school. Overall parents have a positive outlook regarding academics at TIA. Some have shared that they would like to better understand the student's data and how it relates to what their child is learning and accomplishing in the classroom.

The faculty/staff recognize the value of the R.U.L.E.R. program and feel that it has a positive impact on students and the entire school community. The staff has shared that checking in with each other daily has helped them to better understand the tools and how to facilitate them with their students. This is reflected in their survey responses regarding the program's ability to support individuals recognizing, labeling, and understanding their emotions. Teachers feel that they provide positive, and comprehensive instruction to their students and

have the capacity to monitor student's progress over time. Subsequently, they have expressed a desire to have substantial resources across subject areas.

The school board and administrative team are confident that TIA will continue to plan, develop, and implement programs that will help provide a dynamic educational community. They agree that R.U.L.E.R. has had a positive impact on the school community. The administrative team acknowledges that additional training will support better scaffolding among grade spans and creating a common language for students and staff. It is important that R.U.L.E.R. becomes an integral component of the school community. The school board and administration can see the vision of the school coming together as TIA continues to build teams, develop curriculum, and design individualized learning. The administrative team recognizes that helping our staff better understand student data will assist them in tailoring instruction to truly meet the needs of each student. They feel that there is a need for more forethought as it relates to the school's goals and implementation timeline.

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

Survey data from our faculty has indicated that there is a need to further develop their understanding of local assessment measures and CAASPP results as noted in our Annual Update. Additionally, students have communicated that they would like to participate in a more robust World Language program. Therefore, the previous goal related to World Language, curriculum standards, and the analysis of data to drive instruction has been altered to reflect a goal focusing on maintaining high student achievement. This goal was based on previous CAASPP results reported on the Dashboard from 2019. Map growth data from Spring 2021 also supports high student achievement as the data reveals few significant areas of concern across standard domains. The actions identified for this goal (goal #2) now reflect the specific components that were communicated by stakeholders that will assist TIA in supporting high levels of student achievement.

Stakeholder input has informed the development of the actions for goal #1, providing specific support at school to assist students with their social emotional needs. Two additional actions have been added to this goal due to feedback from parents, students, and staff regarding the need for specific processes to be put into place to guide students with their social emotional development and ability to manage their emotions. Additionally, the faculty has expressed that R.U.L.E.R. is a strong curriculum to support students social emotional health, however, they feel that developing schoolwide positive behavioral intervention and support (PBIS) will provide a more comprehensive support for students as it relates to their interpersonal and intrapersonal relationships.

In aligning PBIS with R.U.L.E.R. stakeholder input further revealed that there was a need to focus on specific areas that would improve and increase services for our English learners and low-socioeconomic students. For instance, the after school SOAR (Student Opportunity for Academic Readiness) program will be implemented to assist students with the greatest academic needs with different content areas, class assignments, and long-term projects. Also, a focus on multi-tiered systems of support (MTSS) was revealed in our communications and analyzing survey data from the faculty and staff. Specifically related to English learners and students who may not have access to necessary resources (low-income students).

Parents and families have shared that they would like TIA to become a vibrant part of our local community in the Temecula Valley (goal #3). It is our goal to become more involved with community events and encourage our students to participate as representatives of Temecula International Academy. Students would also like more leadership opportunities and different clubs available to them on campus. The school is excited to reestablish its Falcon Parent Committee (FPC). Efforts were made during the 2020-2021 school year to organize the FPC,

however, due to the pandemic, our plans came to a standstill. Lastly, stakeholder feedback informed our team that our community feels the World Language program provides the opportunity for students to be exposed and learn a different language. Students feel that being more immersed in the culture of the language would assist them in making the lessons more interesting and meaningful. Our World Language teachers have recognized the need to formalize all aspects of the World Language program. Units of study will be created that align with the adopted curriculum.

## Goals and Actions

Goal #	Description
<b>#1</b>	Temecula International Academy will provide specific support at school to assist students with their social-emotional needs.

An explanation of why the LEA has developed this goal.

Through a survey, the administrative team received input that there were concerns about what R.U.L.E.R. meant and how to use it. Temecula International Academy (TIA) will support all stakeholders with growth toward implementing our social-emotional program. This will be done through training teachers during professional development days. The administrative team will provide parent support through meetings that teach what the program is about and how to use it at home. Providing a better understanding of the goal will help support all stakeholders in maintaining a shared understanding of the language and vocabulary used with the program. This will help to achieve a more cohesive understanding and allow the students to better use the tools within the program. Each year a climate survey will guide the school in next steps as it relates to fulfilling this goal. The school's Positive Behavioral Support (PBIS) team will be working towards connecting the components of R.U.L.E.R to how our PBIS processes are developed. One component of PBIS is Check-In Check-Out, this strategy will be used in conjunction with our social-emotional program to provide academic, behavioral, and emotional support for students. In addition, identifying the connection between R.U.L.E.R. will also lead to the development of various strategies to assist students with chronic absenteeism.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 3: Parental Involvement <b>Promote Parental participation</b> Source: Survey data	53.8% of low-income families strongly expressed that R.U.L.E.R. has helped the community feel comfortable.	N/A	N/A	N/A	75% of low-income families will have a better understanding and greater knowledge about the social-emotional program.

Priority 6: School Climate <b>Suspension/Expulsion Rates</b> Source: SARC	17/18 3.2% suspension rate	N/A	N/A	N/A	The suspension rate will decrease to 1.5%.
---	----------------------------	-----	-----	-----	--

## Actions

Action #	Title	Description	Total Funds	Contributing
# 1	R.U.L.E.R. Curriculum Outline	Create an outline that will direct the implementation of the various resources of the R.U.L.E.R. program. This will identify the <i>must do's and may do's</i> of the curriculum. Each month the staff will be presented with a focus area in order to enhance their understanding of the program.	\$ 1,700.00	N
# 2	Chronic Absenteeism	The PBIS team will attend training and work towards developing TIA's PBIS system and processes to help support students who are chronically absent.	\$14,789.00	Y
# 3	Stakeholder Training	TIA will provide training opportunities for the faculty/staff and parents to increase their knowledge regarding the different components of the R.U.L.E.R. program. This will be accomplished through staff development and parent workshops.	\$ 400.00	N
# 4	Student Engagement	TIA will implement a monthly R.U.L.E.R. round-up assembly for students to become more engaged with the tools and resources available with the program.	\$ 200.00	N
# 5	Check in/Check out	TIA will continue a check-in check-out process as a Tier 2 intervention for students in need of academic, behavioral, and emotional support.	\$ 9,098.00	Y

# Goal Analysis 2022-2023

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Goal #	Description
#2	Maintain high academic levels across all grades as measured by the California Dashboard, CAASPP data, and formative and summative assessments.

An explanation of why the LEA has developed this goal.

Our mission is to provide a dynamic educational community where children achieve their greatest intellectual potential through a rigorous core curriculum. The 2018-2019 Dashboard data has indicated a high level of student achievement in ELA and Mathematics. Survey data also has indicated that parents and students feel that TIA offers a challenging and comprehensive core curriculum. TIA would like to continue to offer a rigorous program that appropriately challenges and supports all student groups.



Improving teacher’s understanding of academic data will increase their capacity to create lessons and instructional opportunities that are aligned to student’s specific learning needs. TIA will develop a personalized learning model to differentiate instruction in order to meet students' academic and social emotional needs as demonstrated through teacher training and initial teacher implementation. In addition, teachers will map grade level standards to connect instruction to assessments in order to monitor student progress and ensure proper scaffolding from grade level to grade level as demonstrated by the completion of pacing guides for each subject area. In order to support our unduplicated pupil population, these students will be invited to attend homework club after school to receive academic support.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 1: Basic Services <b>Teacher assignments/Instructional Materials</b> Source: SARC	2 teacher miss-assignments  All students have access to instructional materials	N/A	N/A	N/A	Decrease miss-assignments by 1 (7.1%)  Continue to offer all students instructional materials
Priority 2: State Standards <b>Academic Standards/EL access to standards</b> Source: Planbook	100% of teachers indicate CCSS in the planbook, however not across all subjects areas; 0% indicate ELD standards	N/A	N/A	N/A	100% of teachers will include CCSS standards as well as ELD standards in planbook.
Priority 4: Pupil Achievement <b>Pupil Achievement on Statewide Assessments/EL progress and reclassification, EPLAC Data</b>	18/19: 49.5% above standard in ELA  30.5% above standard in Mathematics	N/A	N/A	N/A	Remain in the 75th percentile of students who are exceeding or meeting standards in ELA and increase to 75% of students who are exceeding or meeting standards in Mathematics.

Source: California Dashboard, ELPAC student score reports	0% of students have been reclassified since 2017 9 out of 14 EL students showed growth				10% of EL students to be reclassified.  65% of EL students to make progress towards English language proficiency
Priority 7: Access to a broad course of study <b>Programs and services of unduplicated and exceptional needs pupils</b> Source: Course Enrollment Data	100% of the unduplicated student population and students with exceptional needs receive programs and services				Maintain 100% participation of students in this demographic receive services and participate in programs

## Actions

Action #	Title	Description	Total Funds	Contributing
# 1	Personalized Learning	Teachers and staff will participate in professional development related to personalized learning and we will begin to create a plan for initial implementation.	\$ 2,000.00	N
# 2	English Learner Support	Students will use Brainpop, an online program to practice and improve vocabulary and grammar skills. The program will provide teachers with additional resources that can be utilized for designated and integrated ELD lessons.	\$7,127.75	Y
# 3	Mapping Standards	Teachers will collaborate within grade levels to create pacing guides to track which standards are being taught and when. Teachers will also continue to develop their ELD standards through this process.	\$ 8,163.00	N
# 4	Data Disaggregation	Identify specific data by student sub groups and collaborate to understand how formative/summative assessments align with MAP &	\$ 5,000.00	N

		ESGI data reports. Training will be provided to support data collection and data analysis.		
# 5	Online Support	IXL, a comprehensive curriculum and personalized guidance will help to meet the unique needs of individual learners. The Barton System, a structured literacy program, will support English learners and low-socioeconomic students with their reading and language development.	\$28,104.75	Y
# 6	SOAR Program	TIA will implement a homework club facilitated by an instructional aide after school in order to provide academic support for at risk students. Teachers will also offer one on one after school tutoring for students who have the greatest academic needs.	\$49,970.00	Y

## Goal Analysis 2022-2023

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Goal #	Description
#3	Temecula International Academy will continue to provide opportunities for students and parents/guardians to become active members in their school community.

An explanation of why the LEA has developed this goal.

After an analysis of parent feedback from our LCAP survey, as well as input from other stakeholders, we have found that there is a need to strengthen our school community. Parents would like to see more opportunities for community involvement and outreach. Students have also indicated that they would like additional leadership opportunities, as well as creating clubs on campus. The administration also recognizes that the Falcon Parent Committee needs to be re-established and expanded. TIA will measure progress towards this goal by using the metrics identified below.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 1: Basic Services <b>Safe, Clean School Facilities</b> Source: Prop 39 Contract & SARC	The overall rating of the FIT reports for Nicolas Valley Elementary School and Margarita Middle School is GOOD.				Maintain the GOOD rating as documented in the FIT report.
Priority 3: Parental Involvement <b>Parent Input and Participation</b> Source: school survey	45.9% of parents feel strongly that TIA provides opportunities for parents to participate in school events and settings				Through the collection of survey data, we would like 75% of parents to feel involved in the school community
Priority 5: Pupil Engagement <b>Attendance/Chronic Absenteeism and Dropout Rates</b>	17/18: 13.4% chronically absent 18/19: 12.8% chronically absent				By 22/23, due to the fact that we will have increased enrollment, we would like our

Source: SARC/Dashboard, CALPADS, P2 Attendance Report	0% middle school dropout rates  95.48% P2 attendance rate				chronically absent to be at 10% or less  Maintain 0% middle school dropout rates  Maintain a 90% or above attendance rate
Priority 6: School Climate <b>AERIS</b>  Source: school surveys, California Dashboard	0% Expulsion Rate  1.9% suspension rate on California Dashboard				Maintain 0% expulsion rate and decrease suspension rate by .5%.

## Actions

Action #	Title	Description	Total Funds	Contributing
# 1	Falcon Parent Committee (FPC)	TIA will re-establish our Falcon Parent Committee by establishing roles and planning school-wide events to involve all stakeholders.	\$ 200.00	N
# 2	Student Leadership Opportunities	Teachers and staff will work toward providing leadership opportunities for all grade levels, including classroom liaisons and upper-grade student council where the students are able to voice their ideas and concerns.	\$ 200.00	N
# 3	School Clubs	Students will have the opportunity to create clubs on campus in relation to their interests. Teachers will act as advisors and will focus the students on important matters that will benefit the school. Through this program, students will feel a sense of belonging and be proud of their school and community.	\$ 500.00	N
# 4	Student Learning Outcomes	Refine and update Student Learning Outcomes to ensure they are measurable and fully integrated into the school curriculum and learning experience.	\$11,028.00	N

# Goal Analysis 2022-2023

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Goal #	Description
#4	Students at Temecula International Academy will explore cultural connections and gain global competence through communicating effectively in reading, writing, and speaking one or more world languages other than English.

An explanation of why the LEA has developed this goal.

Research has shown that Second Language Acquisition (SLA) has a positive impact on children in learning and development through metalinguistic awareness and cognitive executive function. Temecula International Academy (TIA) recognizes our need to continue to formalize the World Language (WL) program. Language teachers have expressed the need to adopt a formal curriculum so that TIA can provide a more comprehensive World Language program. Less than half of our parents and students feel that the WL program is authentic,



and would like to see a more structured program. TIA will develop a World Language program where grade level expectations are defined for each grade span as demonstrated by assessing student progress. The language teachers will take the lead in developing and organizing units of study and indicating how the units are aligned with the WL standards. Monitoring student’s progress and evaluating student engagement will be indicators of the success of the implementation of the standards as they relate to each grade level. In addition, WL teachers will research and identify specific standards that they will use within their classes and instruction to support the unduplicated student population.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022–23
Priority 7: Access to broad course of study <b>Broad Course of Study and Courses</b> Source: school surveys	Beginning research into World Language 44% parents strongly agree that the World Language program is robust 37% students strongly agree that the World Language program is robust				85% of parents agree that the school’s World Language program is robust. 75% of students agree that the school’s World Language program is robust.

## Actions

Action #	Title	Description	Total Funds	Contributing
# 1	Adopt Curriculum	Language teachers will collaborate with the administration to research and identify a viable curriculum that addresses World Language standards.	\$ 20,000	N
# 2	Expectations Defined	World Language teachers will create units of study that are connected to grade-level expectations. This will include instructional practices, assessment resources, and formalizing rubrics.	\$ 3,714.00	N

# 3	Student Progress	World Language teachers will monitor student's progress through the use of identified assessment tools in relation to the established grade-level expectations.	\$ 1,857.00	N
# 4	World Language Strategies for EL Students	The administration and World Language teachers will research and develop strategies to support English Learners with acquiring a new language. The team will identify how the ELD concepts and standards can be addressed in conjunction with students learning another language while refining their English skills.	\$ 2,700.00	Y

## Goal Analysis 2022-2023

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021/2022**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.36%	\$110,296

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

## Required Descriptions

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

**Action:** The PBIS team will attend training and work towards developing TIA's PBIS system and processes to help support students who are chronically absent.

The 2019 California Dashboard has shown that TIA's chronic absenteeism rate is 13.9% and is an increase from the 2018 school year. About 8% of students who are chronically absent have been identified as part of our unduplicated student population.

The school will work towards formalizing our Positive Behavioral Intervention support at TIA. The goal of this work is to discover how our social emotional program R.U.L.E.R and PBIS can work together to support students who are at risk. The strategies developed will include specific approaches to decrease chronic absenteeism among this demographic of students.

In order to accurately measure our efforts, we will check attendance reports on a monthly basis and look specifically at our unduplicated students. If the data shows that our unduplicated students are continuing to struggle with attendance, then our PBIS group will reconvene as needed to make an action plan to support the group. The goal is to have our students show a downward trend in absences through the efforts of the PBIS team.

**Action:** TIA will continue a Check-In, Check-Out (CICO) process as a tier 2 intervention for students in need of academic, behavioral, and emotional support.

ESGI and Map data identify students who fall within the lowest percentile ranges and reveal the specific standards they are not meeting. Both data resources show their specific academic levels, students who fall in the lowest performance levels will participate in the Check-In, Check-Out process to help them track their daily tasks, assignments, and support behavior challenges. Teachers' input related to formative and summative assessment data has also indicated that some EL and low socioeconomic students are performing below grade level and are struggling with work completion and core subject assessments. ELPAC test data also helps to identify our English learners who are not proficient regarding their language and reading skills; this data supports the ESGI and Map data related to students who score in the lowest percentile ranges.

To assist students the Check-In Check-Out (CICO) process will be used to help them remain on task, set weekly goals, and help them to take ownership of their education. This tier 2 intervention strategy is part of TIA's broader PBIS program and multi-tiered system of support. A designated faculty/staff member will serve as a mentor to students to support them in improving their behavior and participation in their classes.

Teachers will collaborate with the CICO mentor and complete a portion of the Check-in, Check-out monitoring document that will be utilized to track student's progress towards their daily goals. Students will be scored each day in relation to how well they attained their daily tasks. At the end of the day students will receive feedback from their mentor and prepare for the next school day. In addition, teachers will evaluate

ESGI and Map data to monitor the impact that CICO is having on students. In Spring, Summative ELPAC data will also help us to gauge the growth of our students participating in CICO.

**Action:** Students will use Brainpop to practice and improve vocabulary and grammar skills. This program will provide teachers with additional resources that can be utilized for designated and integrated ELD lessons.

Our MAP data from our 3rd grade and up students who are English Language learners shows that they struggle significantly with language and vocabulary use. Their scores show that they are in the 25th percentile or lower in relation to their peers on a national level. Writing rubrics and running records (reading inventories) have indicated that some EL students score about 2 grade levels below current level. Anecdotal notes indicate that students are struggling with vocabulary and understanding certain words within the reading passages and this impacts their ability to comprehend the text. Kindergarten is evaluated on their level of sight word fluency. It is apparent that our EL students need more practice and support in relation to the ELD standards as well as grade level expectations.

Students will take a placement test in the program that will link them with the proper level of vocabulary and grammar practice. They will move through this scaffolded practice by taking quizzes and progressing on to the next lesson and level depending on how they perform on the quiz.

The impact of the program on student achievement will be gauged by performance on Brainpop quizzes. Teachers will also compare ESGI, Map, ELPAC assessment results in conjunction with formative and summative assessments to the results of the Brainpop quizzes. This alignment will help to identify trends related to student need and/or growth regarding vocabulary acquisition and grammar skills.

**Action:** IXL, a comprehensive curriculum and personalized guidance will help to meet the unique needs of individual learners. The Barton System, a structured literacy program, will support English learners and low-socioeconomic students with their reading and language development.

ELPAC data has shown that English learners are in need of additional support to improve reading and language development. Out of the 14 English learners that showed improved ELPAC scores not all of them were able to reclassify. Student Support Team (SST) data indicate that students who showed the most challenges with distance learning are students who qualify for free reduced lunch.

Students will engage in these online learning platforms and work through them according to their specific academic levels. Teachers can assign particular lessons related to the evaluation of a student's progress in the classroom and formative/summative assessment data. These online programs will assist students in working towards proficiency of specific learning standards.

The 2022 summative ELPAC data and SST reports will assist us in evaluating the impact of IXL and the Barton Program on student's language proficiency. Teachers will be able to compare students' progress within these programs and evaluate their performance related to other classroom assignments, tests, and projects in order to assess the effectiveness of IXL and the Barton program.

**Action:** TIA will implement a homework Club after school in order to provide academic support for at-risk students. Teachers will also offer one on one after school tutoring for students who have the greatest academic needs.

TIA identifies low income students through the use of the Free Reduced Lunch (FRL) application. At this time, the school offers breakfast daily. Students who qualify for this service are eligible to receive free breakfast or at a reduced price. Of the students who complete the FRL form about 15% qualify for the program. About 10% of the students who qualify for FRL have shown a need for additional academic support based on report cards, assessment data (formative, summative, benchmark), and teacher observations. English learners who have shown progress but who have not yet qualified for reclassification are in need of additional academic assistance.

Students will be invited to participate in an afterschool program, Homework Club to receive support in completing assignments and preparing for upcoming content area assessments. This time will provide another opportunity for students to check in regarding their progress in their classroom. The Homework Club moderator will collaborate with teachers and provide information regarding students participation in Homework Club.

Through the implementation of this program it is expected that the 10% of students who qualify for FRL and English learners working towards reclassification will turn in homework and other assignments consistently and at a higher rate. These students should also show a stronger understanding of the content and improve on formative and summative assessments. It is the goal that they will also improve their test scores and as a whole will feel more confident with their academic progress.

**Action:** The administration and World Language teachers will research and develop strategies to support English learners with acquiring a new language. The team will identify how the ELD concepts and standards can be addressed in conjunction with students learning another language while refining their English skills.

The World Language (WL) teachers have identified that some of our EL students struggle with learning an additional language due to their lack of proficiency with the English language. Students are showing a high level of frustration in completing WL assignments and are performing in the lower percentiles on their WL assessments. There is concern that trying to learn a new language is overwhelming for our EL students.

Once the team has identified specific strategies that will improve EL student's participation with WL (Spanish or French) it is expected that their assessments will improve and students' participation in the class will be more consistent. In addition, we believe they will show a deeper understanding of the WL.

Teacher collaboration and various meetings/discussions will show the progress that has been made towards identifying strategies to support our EL students. Lesson plans will also indicate the use of the strategies as they relate to the WL units of study and how they are being included to help our EL students to be more successful. In addition, teacher observations will provide additional evidence that the strategies have been developed and implemented so the team can discuss their impact on EL student's success in WL.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to



grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

We are going to increase and improve services for our unduplicated student population by 4.36% by implementing actions and services that will address their specific needs. Our PBIS team will continue to work towards developing systems and processes to decrease chronic absenteeism related to our English learners and low-socioeconomic students. A Check-In, Check-Out process will be implemented to assist students in need of academic, behavioral, and emotional support. Brainpop, an online program will be utilized for our English learner population and allow them to practice and improve grammar and vocabulary skills in working towards improving their language proficiency. IXL and the Barton System, online programs will assist in meeting the unique needs of learners and will support students with their reading and language development. An afterschool homework club will provide academic support for our students with the greatest academic needs. Specific strategies will also be developed to address English learners' challenges with language proficiency while learning a second language.

Total Expenditures Table									
		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ -	\$ -	\$ -	\$ -	0	\$ 140,040	\$ 23,040
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1	R.U.L.E.R. Curriculum Outline	Schoolwide	\$ 1,700	\$ -			\$ 1,700	
1	2	Chronic Absenteeism	EL, Low-Income	\$ 14,789	\$ -	\$ -	\$ -	\$ 14,789	
1	3	Stakeholder Training	Schoolwide	\$ 400	\$ -	\$ -	\$ -	\$ 400	
1	4	Student Engagement	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200	
1	5	Check in/Check out	EL, Low-Income	\$ 9,098	\$ -	\$ -	\$ -	\$ 9,098	
2	1	Personalized Learning	Schoolwide	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	
2	2	English Learner Support	EL	\$ 7,128	\$ -	\$ -	\$ -	\$ 7,128	
2	3	Mapping Standards	Schoolwide	\$ 8,163	\$ -	\$ -	\$ -	\$ 8,163	
2	4	Data Disaggregation	Schoolwide	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	
2	5	Online Support	EL, Low-Income	\$ 28,105	\$ -	\$ -	\$ -	\$ 28,105	
2	6	SOAR Program	EL, Low-Income	\$ 49,970	\$ -	\$ -	\$ -	\$ 49,970	
3	1	Falcon Parent Committee (FPC)	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200	
3	2	Student Leadership Opportunities	Schoolwide	\$ 200	\$ -	\$ -	\$ -	\$ 200	
3	3	School Clubs	Schoolwide	\$ 500	\$ -	\$ -	\$ -	\$ 500	
3	4	Student Learning Outcomes	Schoolwide	\$ 11,028	\$ -	\$ -	\$ -	\$ 11,028	
4	1	Adopt Curriculum	Schoolwide	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	
4	2	Expectations Defined	Schoolwide	\$ 3,714	\$ -	\$ -	\$ -	\$ 3,714	
4	3	Student Progress	Schoolwide	\$ 1,857	\$ -	\$ -	\$ -	\$ 1,857	
4	4	World Language Strategies for EL Students	EL	\$ 2,700	\$ -	\$ -	\$ -	\$ 2,700	

Contributing Expenditure Table							
					<b>Totals by Type</b>	<b>Total LCFF Funds</b>	<b>Total Funds</b>
					<b>Total:</b>	\$ 11,698	\$ 11,698
					<b>LEA-wide Total:</b>	\$ -	\$ -
					<b>Limited Total:</b>	\$ 9,098	\$ 9,098
					<b>Schoolwide Total:</b>	\$ 2,600	\$ 2,600

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	R.U.L.E.R. Curriculum Outline	Schoolwide		All	\$ 1,700	\$ 1,700
1	2	Chronic Absenteeism	Limited		All	\$ 14,789	\$ 14,789
1	3	Stakeholder Training	Schoolwide		All	\$ 400	\$ 400
1	4	Student Engagement	Schoolwide		All	\$ 200	\$ 200
1	5	Check in/Check out	Limited	Low-income	All	\$ 9,098	\$ 9,098
2	1	Personalized Learning	Schoolwide	English Learners	All	\$ 2,000	\$ 2,000
2	2	English Learner Support	Limited	English Learners	All	\$ 7,128	\$ 7,128
2	3	Mapping Standards	Schoolwide		All	\$ 8,163	\$ 8,163
2	4	Data Disaggregation	Schoolwide		All	\$ 5,000	\$ 5,000
2	5	Online Support	Limited	English Learners, Low-Income	All	\$ 28,105	\$ 28,105
2	6	SOAR Program	Limited	English Learners, Low-Income	All	\$ 49,970	\$ 49,970
3	1	Falcon Parent Committee (FPC)	Schoolwide		All	\$ 200	\$ 200
3	2	Student Leadership Opportunities	Schoolwide		All	\$ 200	\$ 200
3	3	School Clubs	Schoolwide		All	\$ 500	\$ 500
3	4	Student Learning Outcomes	Schoolwide		All	\$ 11,028	\$ 11,028
4	1	Adopt Curriculum	Schoolwide		All	\$ 20,000	\$ 20,000
4	2	Expectations Defined	Schoolwide		All	\$ 3,714	\$ 3,714
4	3	Student Progress	Schoolwide		All	\$ 1,857	\$ 1,857
4	4	World Language Strategies for EL Students	Limited	English Learners	All	\$ 2,700	\$ 2,700

# Annual Update Table Year 1

			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:	\$ 166,752	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	R.U.L.E.R. Curriculum Outline	No	\$ 1,700	
1	2	Chronic Absenteeism	Yes	\$ 14,789	
1	3	Stakeholder Training	No	\$ 400	
1	4	Student Engagement	No	\$ 200	
1	5	Check in/Check out	Yes	\$ 9,098	
2	1	Personalized Learning	No	\$ 2,000	
2	2	English Learner Support	Yes	\$ 7,128	
2	3	Mapping Standards	No	\$ 8,163	
2	4	Data Disaggregation	No	\$ 5,000	
2	5	Online Support	Yes	\$ 28,105	
2	6	SOAR Program	Yes	\$ 49,970	
3	1	Falcon Parent Committee (FPC)	No	\$ 200	
3	2	Student Leadership Opportunities	No	\$ 200	
3	3	School Clubs	No	\$ 500	
3	4	Student Learning Outcomes	No	\$ 11,028	
4	1	Adopt Curriculum	No	\$ 20,000	
4	2	Expectations Defined	No	\$ 3,714	
4	3	Student Progress	No	\$ 1,857	
4	4	World Language Strategies for EL Students	Yes	\$ 2,700	