

TEMECULA INTERNATIONAL ACADEMY

24 Hour Special Meeting of the Board of Directors

AGENDA

Date: June 28, 2019
Time: 6:00pm-7:00pm
Location: 31530 La Serena Way, Temecula, CA 92591
There is no teleconference location.
Website: temeculainternational.org

INSTRUCTIONS FOR PUBLIC COMMENT TO THE BOARD BY PARENTS AND COMMUNITY MEMBERS

Temecula International Academy ("TIA") welcomes your participation at the meetings of the School's Board of Directors ("Board"). The purpose of a public meeting of the Board is to conduct the affairs of TIA in public. Your participation assures us of continuing community interest in TIA. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided and must be adhered to at all times:

1. Agendas are available to all audience members at the door to the meeting
2. "Public Comment" cards are available to all audience members who wish to speak on any agenda items or non-agenda items that are within the board's jurisdiction. **NOTE: Board and staff members may only listen to your comments. The Board and staff may not comment, respond (answer questions), engage in discussion or take any action. The Board adopts reasonable regulations on public comments. Individuals are limited to three (3) minutes. The total time allotted for public comment will not exceed fifteen (15) minutes. There shall be no action taken, nor should there be responses to, or discussion of a topic not on the agenda. The Board may (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda. Neither the Board members nor the Staff present will respond to questions or comments.**
3. When addressing the Board, speakers are requested to state their name from the podium and adhere to the time limits set forth.
4. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at upon request.

1. PRELIMINARY

- a. Call to Order
- b. Roll Call and Establishment of Quorum
- c. Pledge of Allegiance
- d. Approval of Agenda

2. COMMUNICATIONS

- a. Oral Communication

3. CONSENT ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member or a member of the public to be removed from the Consent Agenda for discussion, there will be limited or no discussion of these items prior to the Board votes on them. The President recommends approval of all items on the consent agenda.

- a. None

4. INFORMATION/DISCUSSION

- a. Parent/Stakeholder Survey June 2019

5. ACTION ITEMS

- a.. Approval: 2019-2020 LCAP Updates for submission to RCOE

6. BOARD COMMENTS

7. ADJOURNMENT

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE. Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY. Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Board of Directors may request assistance by contacting (951) 816-5506

FOR MORE INFORMATION. Concerning this agenda, please contact (951) 816-5506.

LCAP Year: 2019-2020

LEA: Temecula International Academy

Contact: Gina Wickwire, Founding Principal, gwickwire@temeculainternational.org



TEMECULA
INTERNATIONAL ACADEMY

LCAP Year: 2019-2020

INTRODUCTION

Temecula International Academy is a Kindergarten through 8th grade charter school authorized by Riverside County Office of Education to serve students in Temecula Valley. The school is established to provide a smaller learning community for elementary and middle school students, foundational world language instruction to provide students the opportunity to gain proven cognitive benefits of early second language acquisition, and leadership skill development through early consistent social and emotional intelligence training using the RULER model and general global awareness supported by integrated, project-based learning.

LCAP Year: 2019-2020

LEA: Temecula International Academy

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Section 1: Stakeholder Engagement

A. Involvement Process of Stakeholders & Impact on the LCAP

State Priority 3:

Temecula International Academy has established a community with all stakeholders: parents, teachers, students, and community members.

Impact:

Year 1: created a Parent Advisory Committee and included parents' feedback on LCAP at meetings throughout the year.

Year 2: Continued with our Parent Advisory Committee, included student leadership from grades 4-7, and gathered feedback from surveys.

Year 3: Continue with Parent Advisory Committee, establish an ELPAC parent group, and for student leadership expanding to grades 4-8.

State Priority 4:

Staff (new/returning) involved in a staff development at the beginning of the year. Staff reviews school-wide data from iReady, CAASP, MAP, curriculum benchmarks, and student personalized learning plans.

Impact:

Year 1: As a new school, we defined each section in terms of how as a staff we could meet these goals. Staff Development days were held throughout the year.

Year 2: Staff development calendar was created to support the LCAP goals with specific professional developments (i.e. R.U.L.E.R., CAASP, Foreign Language, School Safety, Common Core Alignment with our new curriculum, iReady).

Year 3: Additional staff development days were added to the calendar and planned based on teacher feedback and assessment data. We will be adding our ELA curriculum from Pearson, integrating our Foreign Language and RULER within our monthly themes, and adjusting our action items based on the feedback from our spring survey of 2019.

State Priority 5 & 6:

Within our student leadership body from grades 4-7, we review our school-wide goals and include our students by giving feedback and taking part in the planning of the upcoming year.

Impact:

Year 1: Leadership was established in grades 4-6

Year 2: Student leadership and government expanded and included more students in grades 4-7

Year 3: Student leadership and government will expand to grades 4-8

Our students designed engaging activities for our students with Foreign Language Days, R.U.L.E.R. activities, assemblies, and S.T.E.A.M. every Friday that is aligned with the LCAP goals.

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B. Annual Update

PART 1: The key objectives of the 2017-2020 LCAP plan for TIA is to create goals and specific metrics in the following areas:

1. Implementation of the RULER model for social emotional training for students. The focus is on successful outcomes in areas of improved student behavior and constructive parent engagement.
2. Development and adherence to rigorous school curriculum that focuses on: TIA Met and exceeded their 2% gain for CAASP MATH and ELA. In the area of math, TIA increased by 12% and in ELA, TIA increased by 20%.
 - a. Foundational World Language Instruction
 - b. Implementation of CA COMMON CORE State Standards curriculum
 - c. Utilizing Data to Drive Instruction
3. Creating a school climate that engages all stakeholders to understand, identify, and impact the barriers students and parents in the community to attend school daily.

PART 2: Annual Adjustments from year 1 and year 2

Adjusted action items in year 2 to include:

- a. Spanish and French alignment with state requirements and standards to support high school preparation.*
- b. Lesson Plans aligned to the common core curriculum based on our adopted curriculum.*
- c. iReady utilized in year 2, along with CAASP results, to create personalized plans for each student and SMART goals.*
- d. Survey data and feedback gathered to prepare for LCAP Year 3, 2019-2020.*

LCAP Year: 2019-2020

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Section 2: Goals, Actions, Expenditures, and Progress Indicators

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|--|--|---|------------------------------|--|
| GOAL: 1 For TIA (LEA & School) | <i>Implementation of the RULER model for social emotional training for students. The focus is on successful outcomes in areas of improved student behavior and constructive parent engagement.</i> | | | Related State and/or Local Priorities: |
| | Goal applies to all students including subgroups of English learners, low-income pupils, and or foster youth. | | | STATE: 3,5,6 Local: <u>3,5,6</u> |
| Area of need: | In the area emotional vocabulary, students have limited vocabulary to describe emotional and social conflict that may develop in the classroom or school environment. | | | |
| LCAP YEAR 1 (2017-2018) Expected Annual Measurable Outcomes: | | <i>To train all staff and offer training to our parents and community stakeholders in R.U.L.E.R. Year 1/Phase 1</i> | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| Administration attended training at YALE University, in October of 2017. | District/school level | <input checked="" type="checkbox"/> ALL | \$50,000.00 | |
| Parent Workshop Trainings to be held to train our community with the Mood Meter and establishing a Charter at home approximately 4 times annually. | School level | <input checked="" type="checkbox"/> ALL | | |
| Staff received Year1/Phase of the R.U.L.E.R. Model training at TIA in August 2017 and in monthly Staff/Professional Developments. | School Level | <input checked="" type="checkbox"/> ALL | | |
| LCAP YEAR 2 (2018-2019) Expected Annual Measurable Outcomes: | | <i>For students and parents to feel that the implementation of R.U.L.E.R. is 80% or more successful.</i> | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| Grade Level representative from middle, primary, and upper grades attend R.U.L.E.R. conference locally and support staff with additional training and resources. | District/school level | <input checked="" type="checkbox"/> ALL | \$87,500.00 | |
| Survey: Parents knowledge of R.U.L.E.R. and student utilizing it in the classroom. | School level | <input checked="" type="checkbox"/> ALL | | |
| Staff received Year 2 /Phase2 of the R.U.L.E.R. | School Level | <input checked="" type="checkbox"/> ALL | | |

LCAP Year: 2019-2020

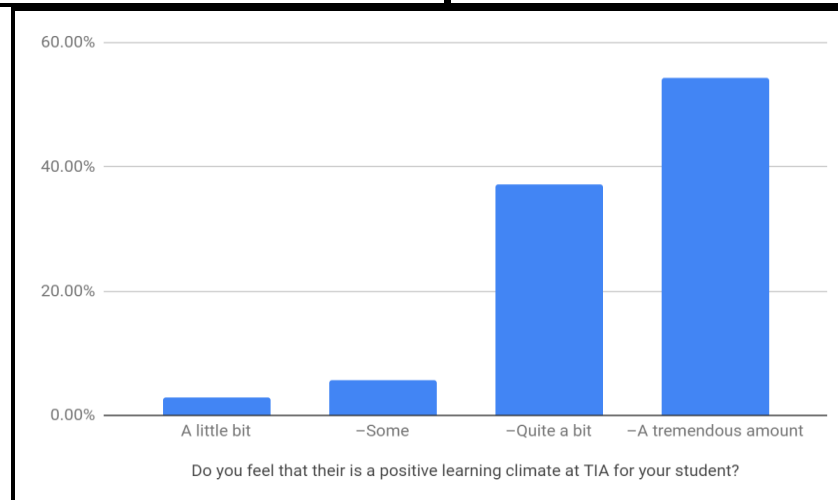
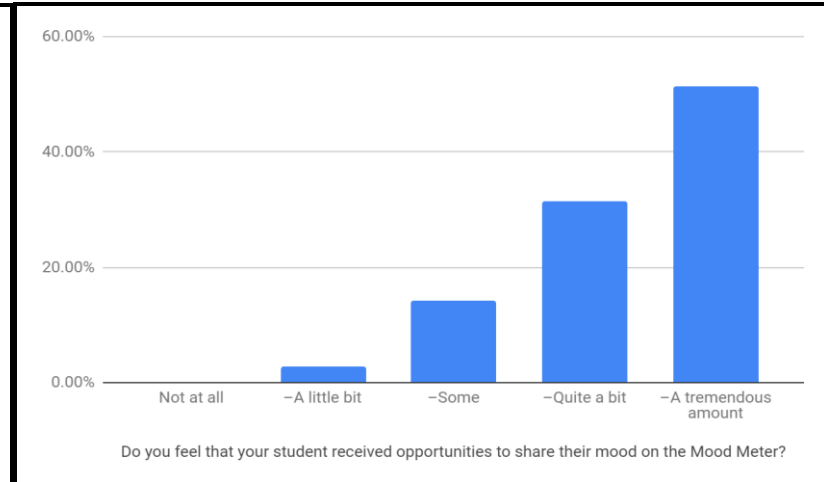
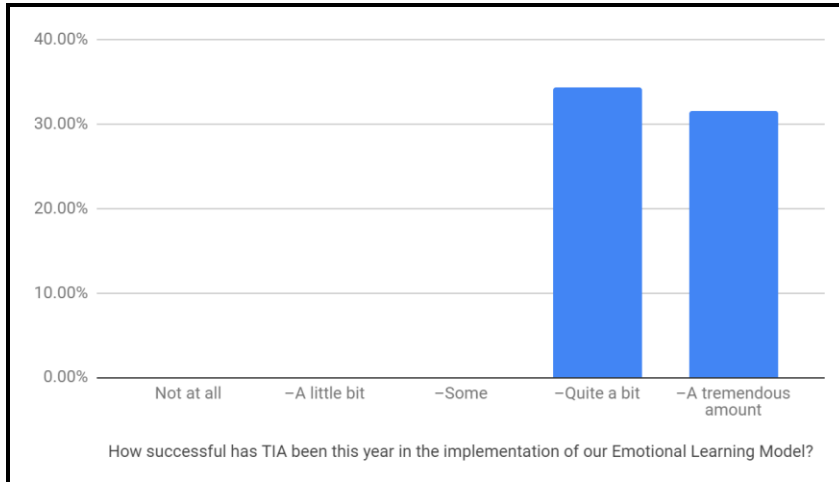
LEA: Temecula International Academy

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Goal 1: LCAP Year 2 2018-2019

Expected Annual Measurable Outcomes: Goal MET

For students and parents to feel that the implementation of R.U.L.E.R. is 80% or more successful.



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| LCAP YEAR 3 (2019-2020) Expected Annual Measurable Outcomes: | <i>For students and parents to feel that the implementation of R.U.L.E.R. is 85% or more successful.</i> | | |
|--|--|--|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Returning staff train new staff with district team on Year 1 & 2 of R.U.L.E.R. at TIA. Staff will receive Year3 /Phase of the R.U.L.E.R. Model training at TIA in August 2018 and in monthly Staff/Professional Developments | District/school level | <u>X</u> ALL | \$121,250.00 |
| Survey: Parents knowledge of R.U.L.E.R. and student utilizing it in the classroom. | School level | <u>X</u> ALL | |
| Student Survey: demonstrate understanding and utilization of R.U.L.E.R. in the classroom and on the playground. | School Level | <u>X</u> ALL | |

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|---|--|---|------------------------------|---|
| GOAL: 2 For TIA (LEA & School) | Development and adherence to rigorous school curriculum that focuses on: Foundational World Language Instruction, Implementation of CA COMMON CORE State Standards curriculum, and Utilizing Data to Drive Instruction <i>Goal applies to all students including subgroups of english learners, low-income pupils, and or foster youth.</i> | | | Related State and/or Local Priorities: STATE: 1,2,7 Local: <u>1,2,7</u> |
| | Area of need: Purchasing the curriculum with our PSGCP grant that is in our charter and supports the mission and vision of our school. | | | |
| LCAP YEAR 1 (2017-2018) Expected Annual Measurable Outcomes: | | <i>To complete curriculum adoption, alignment, and staff training that utilizes iReady to assess our growth and success of our students.</i> | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| Design/ implement a comprehensive language program that will meet the needs of all learners. | District/school level | <u>X</u> ALL | 12,000.00 | |
| Provide staff development that will train and support students in teaching the state aligned Common Core Curriculum. | School level | <u>X</u> ALL | | |
| Train teachers on how to utilize iReady in the areas of ELA and Math to plan and drive instruction for all learners. | School Level | <u>X</u> ALL | | |
| LCAP YEAR 2 (2018-2019) Expected Annual Measurable Outcomes: | | <i>*To achieve a 2% increase in both the areas of ELA and Math on the CAASP 2018-2019 results. *To receive 80% or better on parent survey.</i> | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | |
| Create levels in foreign language based on our goals for elementary and middle school levels within our comprehensive language program that will meet the needs of all learners | District/school level | <u>X</u> ALL | 21,000.00 | |
| Survey parents regarding how well curriculum is being utilized for their student(s). | School level | <u>X</u> ALL | | |
| To continue and train new teachers on how to utilize iReady in the areas of ELA and Math to plan and drive instruction for all learner | School Level | <u>X</u> ALL | | |

LCAP Year: 2019-2020

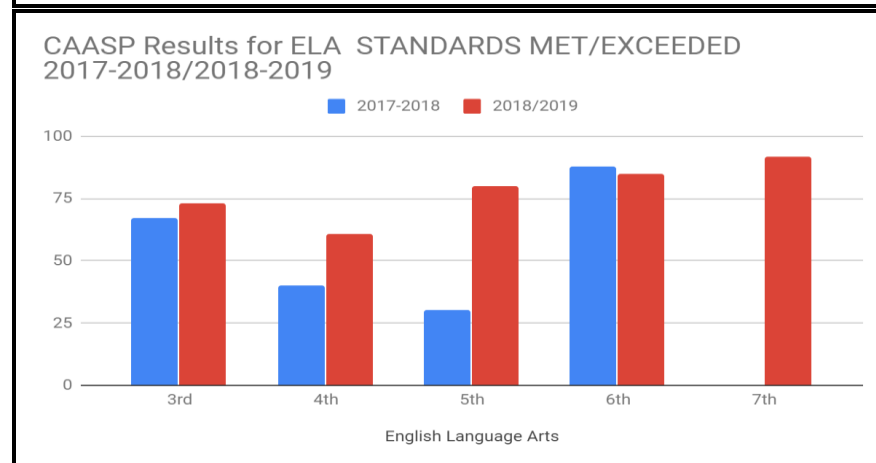
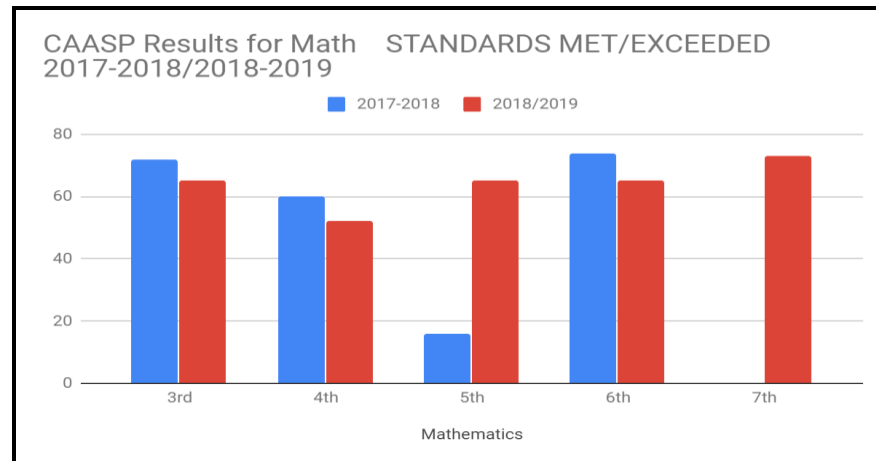
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Goal 2: LCAP Year 2018-2019

Expected Annual Measurable Outcomes: Goal MET

To achieve a 2% increase in both the areas of ELA and Math on the CAASP 2018-2019 results.



LCAP Year: 2019-2020

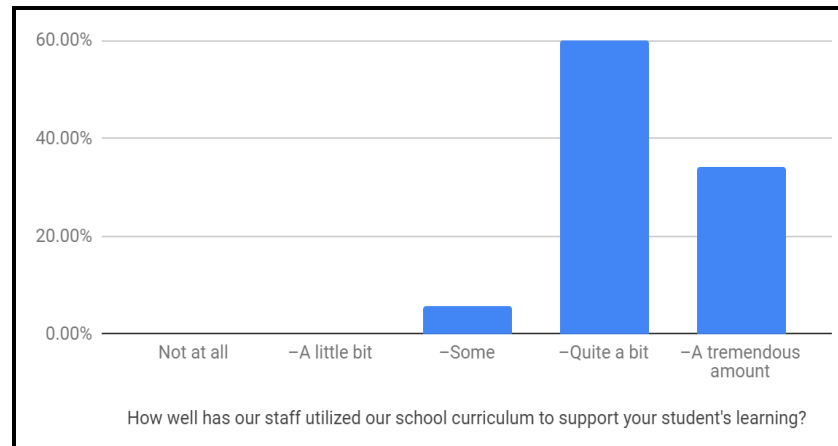
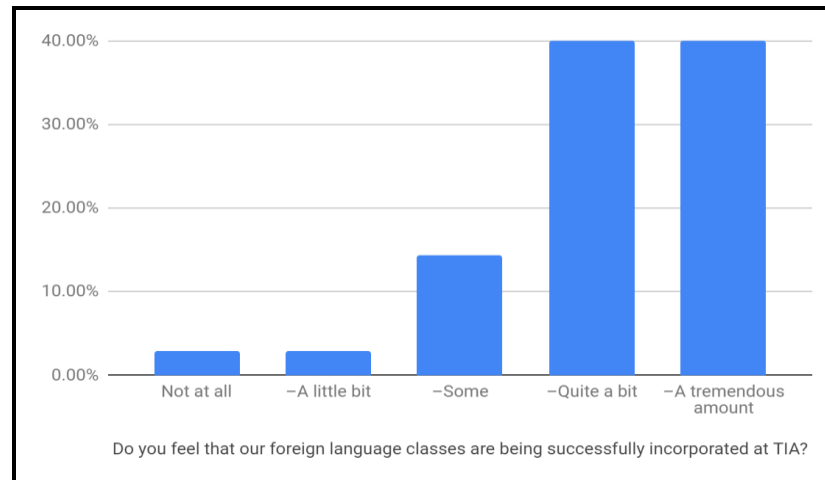
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Goal 2: LCAP Year 2018=2019

Expected Annual Measurable Outcomes: Goal Met

To receive 80% or better on parent survey



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| LCAP YEAR 3 (2019-2020) Expected Annual Measurable Outcomes: | | <i>*To achieve a 2% increase in ELA and 5% increase in Math on the CAASP 2017-2018 results.</i> <i>*To receive 80% or better on parent survey.</i> <i>*For teachers to utilize Ready 45 minute/weekly in ELA/MATH</i> | |
|---|-------------------------|---|------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| To create levels in foreign language based on our goals for elementary and middle school levels within our language program that will meet the needs of all learners. | District/school level | <u>X</u> ALL | 35,500.00 |
| Survey parents regarding how well curriculum is being utilized for their student(s). | School level | <u>X</u> ALL | |
| To continue and train new teachers on how to utilize iReady in the areas of ELA and Math and to work with our students to create personalized plans that focus on reaching target goals for all learners. | School Level | <u>X</u> ALL | |

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|--|---|--|--|
| GOAL: 3 For TIA (LEA & School) | <i>Temecula International will create a school climate that creates a safe learning environment for all learners.</i> | | Related State and/or Local Priorities: |
| | <i>Goal applies to all students including subgroups of English learners, low-income pupils, and or foster youth.</i> | | STATE: 3,5,6 Local: 3,5,6 |
| Area of need: | To create and establish a culture in the first year of opening that lays the foundation for the school climate for years to come. | | |
| LCAP YEAR 1 (2017-2018) Expected Annual Measurable Outcomes: | | <i>To receive 20% of our parents actively involved at TIA</i> | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Create a Parent Advisory Committee that is offered to all stakeholders. | District/school level | <u>X</u> ALL | 5,000.00 |
| Establish a student leadership program in grades 5 th -6 th | School level | <u>X</u> ALL | |
| Hold a parent volunteer meeting and encourage parents to be cleared to volunteer weekly in their child(s) class. | School Level | <u>X</u> ALL | |
| LCAP YEAR 2 (2018-2019) Expected Annual Measurable Outcomes: | | <i>To receive 30% of our parents actively involved at TIA. To receive positive feedback that 80% or more feel that TIA is a safe learning environment for all learners.</i> | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| To continue and expand our Parent Advisory Committee that is offered to all stakeholders | District/school level | <u>X</u> ALL | 4,000.00 |
| Establish a student leadership program in grades 4th-7th | School level | <u>X</u> ALL | |
| Hold a parent volunteer meeting and encourage parents to be cleared to volunteer weekly in their child(s) class. | School Level | <u>X</u> ALL | |

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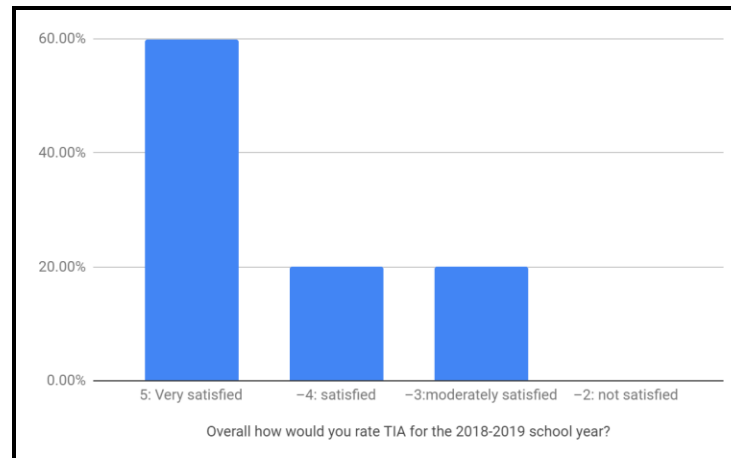
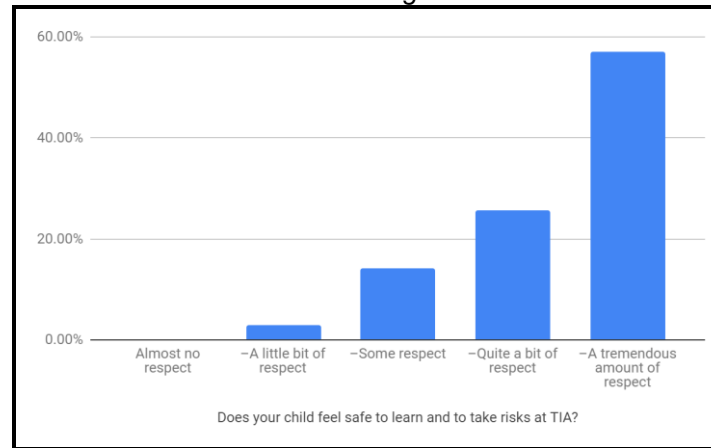
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Goal 3: LCAP Year 2018-2019

Expected Annual Measurable Outcomes: Goal MET

To receive positive feedback that 80% or more feel that TIA is a safe learning environment for all learners



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| LCAP YEAR 3 (2019-2020) Expected Annual Measurable Outcomes: | <i>To receive 35% of our parents actively involved at TIA. To receive positive feedback that 85% or more feel that TIA is a safe learning environment for all learners..</i> | | |
|--|--|---|------------------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| To continue and expand our Parent Advisory Committee that is offered to all stakeholders and to create a Parent Booster organization at TIA. | District/school level | <u>X</u> ALL | 3,000.00 |
| Establish a student leadership program in grades 4th-8 th that meets twice a month together bringing together the two campuses for leadership and government. | School level | <u>X</u> ALL | |
| Hold a parent volunteer meeting and encourage parents to be cleared to volunteer weekly in their child(s) class. | School Level | <u>X</u> ALL | |

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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|----------|
| Total amount of Supplemental and Concentration grant funds calculated: | \$ _____ |
| | |

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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01-13-15 [California Department of Education]