Learning Continuity and Attendance Plan (2020–21)

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

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General Information

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

At the onset of COVID-19, Temecula International Academy (TIA) acted quickly and was able to implement learning structures that were conducive to active participation and engagement for our students. For example, Kindergarten to grade two sent home work packets blended with synchronous learning while third to eighth grade implemented a synchronous and asynchronous learning. Many of our teachers utilized both formats depending on the content and subject area. Hold harmless grading was implemented during distance learning as a means of evaluating mastery learning to the best of our ability.

Special education services were continued, the school utilized staff members to assist our Special Education Coordinator in providing services as outlined on student's IEP. This process was challenging in relation to securing appropriate online resources to meet the different needs of students. Speech services and OT continued, these services were coordinated with the general education teacher, and parents to accommodate student schedules.

The faculty and staff made a concerted effort to provide different opportunities for students to remain engaged with our TIA community. Students, teachers, and parents gave weekly shout outs to members of our community and these were posted on the school's Instagram each week. The principal sent weekly video messages to parents and students to check in and say hi. Students were also given the opportunity to participate in a virtual talent show. Yard signs were delivered to our Kindergarten, fifth graders, and 8th grade students in congratulation of their promotion. Teachers were intentional in planning various activities where students could log into a Zoom or Google Hangout and participate in fun activities where students could collaborate, talk, share, and enjoy time with their peers.

We have approached Fall 2020 with a similar approach from last spring. Teachers will provide synchronous and asynchronous learning opportunities. Specific schedules have been created for each classroom to accommodate the minimum number of instructional minutes outlined by the state. A concern that teachers and our TIA families share is the amount of screen time students will need to endure in order to participate in class and receive an adequate amount of live instruction. In response to this concern teachers will share the previous week's progress during our weekly staff meetings so they can collaborate with their colleagues and adjust their lessons/instruction accordingly. In addition, we will obtain input from students and parents via surveys; this information will allow teachers to address concerns or challenges.

All students have access to devices. Connectivity has become more of an issue for some students. When they are logged into zoom or Google meet the platforms are glitchy and they get kicked out and have to log back into the class. School staff has been troubleshooting with families who have brought these issues to our attention.

The pandemic has impacted the way in which students interact with their peers and teachers. This has been one of our main challenges as a school and community. Parents have communicated that this remains one of their main concerns. In response, TIA will continue to implement their social emotional curriculum into their classrooms and creatively implement SEL in a virtual environment. Virtual parent training will also be offered again to our families.

TIA is confident through all of these methods and approaches our students will continue to receive a rigorous and engaging learning experience.

Stakeholder Engagement

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

The administrative team created and distributed surveys to stakeholders. After receiving feedback, the team analyzed the input and facilitated discussions among faculty, staff, and parent groups. The faculty completed a survey indicating their feelings regarding their social emotional well-being, safety protocols for in-person learning, support they need to implement a hybrid learning model, and different aspects they find important for a successful distance learning program. The staff survey focused on their roles and how the pandemic has affected their ability to complete their job duties successfully; it also provided input regarding their feelings towards the impact of the changes that have occurred at school due to COVID-19. Teachers will also send home classroom surveys to monitor their students and parents attitudes towards class schedules, instructional opportunities, and other reactions to distance learning. Additionally, the principal invited all new families to meet with her via a zoom meet and greet. The administrative team will also be meeting virtually with our Falcon Parent Committee (FPC) and gather input regarding student virtual activities. Monthly school board meetings assist us in discussing various topics related to the pandemic and how TIA has responded to the impact of COVID-19. Our school board has been very forthcoming and has offered input and support as the school navigates this unprecedented way of running a school.

We have a small percentage of families who are Spanish speaking only, therefore, we are able to reach out to them utilizing our staff who are bilingual. These staff members make phone calls and have discussions to elicit input and share information regarding our efforts in supporting students during the pandemic. Eleven students have been identified as English language learners; however, all of these students speak English and have good oral communication skills within the English language. The administration, faculty, and staff have been able to engage with these students and sufficiently support their needs.

Students have expressed that they miss seeing their peers on a daily basis and interacting with the class. They have also shared that sometimes taking tests virtually is stressful and difficult. Some students who have connectivity issues are getting dropped from zoom or Google meet and students have said that this is frustrating. It is also challenging to switch between links and different Google classrooms. Despite these challenges though, students are still excited about the new school year and new learning opportunities.

Prior to school beginning, families were asked to complete a survey indicating their learning model preference: on-campus, hybrid learning, or distance learning; in addition they were asked to indicate their device needs. This allowed us to determine whether or not the school had

an adequate amount of Chromebooks to distribute to our students who needed technology to support distance learning. Our families were asked to submit a Chromebook check out request form, a device pick-up schedule was created, and Chromebooks were distributed prior to our first day of school on August 19, 2020. None of our families have yet indicated that they do not have internet access. In the event that a family would need internet access, the school will gather the information necessary for them to receive assistance by reaching out to the IT department at RCOE.RCOE will reach out to the families provider and determine what assistance that is available.

Stakeholders input solidified that the above efforts are paramount to the success of TIA in relation to the different learning models that will be implemented in light of COVID-19. Before finalizing the Learning Continuity Plan, TIA has made great efforts to provide a balance between academics and social activities. We are working diligently to provide an engaging learning environment for students and a supportive community for our TIA families. Also, the general feedback regarding connectivity was that there has been some anxiety and challenges; however, the school has been supportive in helping to solve technology issues. The narratives in this document highlight TIA's goal of working together and ensuring that the proper protocols are in place in response to the pandemic and how it is impacting students' education and school environment.

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

Stakeholder engagement was promoted primarily through surveys. In addition informal conversations took place with administration, faculty, staff, parents, and students to gain additional perspectives. These conversations informed and supported survey data and results.

A school zoom account has been set up. All school board meetings are offered through zoom. The week prior to a school board meeting the link is sent out to our TIA community and the public comment form is attached to the email. If parents are not able to log into zoom, they can dial in from their phones.

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

Faculty and Staff - Parent involvement and support is the number one concern of our staff. They also feel that parents should be well aware of students' assignments and whether or not they are turning in assignments in a timely manner. The staff feel supported by each other in relationship to distance learning and have communicated a variety of formative assessments they will utilize in monitoring student progress. Staying connected is another area that teachers feel is an important aspect of a successful distance learning experience. In relation to bringing students back on campus the teachers feel that distancing will be a challenge and the staff are concerned with students who are gathering in groups outside of school and the health ramifications this could have for everyone once we return to campus.

Parents - Our administrative team met with our parent group, the Falcon Parent Committee, to discuss their thoughts and feelings about distance learning. They shared with us that they are very satisfied with the support they are given at Temecula International Academy. They felt that in March when this began our teachers and staff jumped in to meet the needs of all the students. They were grateful that there was so much communication and they did not feel alone. They felt very connected and comfortable with the program that we continued to provide online. They also mentioned that kids continued to be challenged and they didn't feel a learning loss gap. We used our social emotional program to consider what the students and families were going through. When asked how their children were coping with distance learning this fall they were concerned about their emotional well-being as the top priority. They are seeing that their kids are frustrated, overwhelmed, anxious, disconnected and confused. They are concerned for the times when we return because they wonder how their child will settle back

into their roles as students. They wonder how they will maintain friendships through this distance. This is where TIA will focus their efforts as the students return.

Students - Primary students have expressed a bit of uncertainty about their virtual classrooms. Many have shared that they miss their peers and teachers and have stated that it is difficult to take tests virtually. While they do have a firm understanding of Google classroom, they feel intimidated when switching between subject areas. They are also concerned about getting disconnected and dropped for their zoom or Google meet. Students, however, have expressed that they are excited to learn and love it when they get the opportunity to interact (talk) with their friends online. Middle school students feel comfortable with technology and are also excited about seeing their classmates online and interacting with them.

School Board - The school board has expressed their support of the proposed learning models. They have shared their concern with sustaining enrollment during the pandemic; but are pleased with the numbers thus far. They have expressed their satisfaction with the way in which we have creatively utilized our resources, particularly the staff's unique skill sets and abilities. They continue to help and provide input in helping the school navigate challenging circumstances that have been brought on by the pandemic. The board has shared their appreciation for our resiliency throughout these unprecedented circumstances.

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

Stakeholder input informed the Learning Continuity and Attendance Plan by affirming the importance of remaining connected and keeping our sense of community strong. Therefore, this feedback was very reassuring as we reflected on how we have addressed distance learning since it began.

In relation to in-person learning, the feedback we received heightened our understanding of the importance of remaining current regarding the latest CDC guidelines and implementing them with fidelity. Distance learning is an area that all stakeholders feel we have given adequate attention and implemented in a strategic and cohesive manner.

In-Person Instructional Offerings

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

It is the goal of Temecula International Academy (TIA) to bring students back to campus once it is safe to do so; these efforts will be directed and modeled after state and county guidelines. Due to the fluidity of the circumstances surrounding the pandemic, TIA has developed a generalized plan of action to address the safe return of our students back on campus. Once we have determined that Riverside County has been off the Monitoring list for an adequate period of time, TIA will offer students the opportunity to return to campus for hybrid learning. The CDC guidelines that are in place at that time will determine the manner in which the school can offer hybrid learning opportunities. A hybrid learning model will be offered where students are on campus twice per week and at home the other three days where they will continue to participate in distance learning. The number of students in each class will be divided in half to accommodate social distancing in the classroom and during recess and break periods. Teachers have created specific schedules that will accommodate the hybrid learning model.

TIA does not have an adequate number of teachers to create separate cohorts of students aligned to this model therefore, teachers will take ownership of all synchronous and asynchronous instruction. Classroom schedules have been created that will allow teachers to work simultaneously with students on campus and off campus. In addition, teachers record their instruction and lessons to allow students participating in asynchronous learning during their off-campus days the opportunity to fully participate in the class. Time has been allotted each day for teachers to utilize our social emotional program in tandem with the curriculum. Students will be able to check in daily with their teachers and engage in conversations related to their emotional health. By doing this, students will be equipped with the proper tools to help cope with any anxiety when returning to campus.

TIA has taken the necessary steps to ensure proper sanitizing and hygiene practices. Also, personal protection equipment has been purchased in preparation for the return of our students and staff back on campus. The staff has been trained in regards to the proper sanitizing procedures of their classrooms. The school has worked with their custodial service to ensure that proper sanitizing solutions are being utilized in the daily cleaning of the school facility.

To monitor and identify learning loss, TIA had students take final iReady benchmark assessments last June. This data will provide insight regarding students' academic levels as a new school year begins. As of the 2020-2021 school year, we will be utilizing MobyMax for beginning of the year placement tests and benchmark assessments throughout the year. In grade level PLC's, teachers will discuss any gaps in student's learning after they take beginning of the year placement tests, and analyze this date in relation to June benchmark assessment results for returning students. MobyMax benchmark assessments and quizzes along with publisher assessments will allow teachers to monitor student's academic progress. At the end of each semester students will complete a benchmark assessment, reading inventory, and respond to a writing prompt in grades first to eighth, and Kindergarten students will be administered the ESGI one-on-one assessment. Analysis of the above data will inform small group instruction and indicate students who are in need of pull out and push-in support. MTSS and RTI will be provided by our instructional aides and integrated into small group instruction with the homeroom teacher.

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

Description	Total Funds	Contributing
Special Custodial services to sanitize school facilities	$ 1,000.00	N
Personal protective equipment: face masks & shields, gloves, thermometers, and plexiglass dividers	$ 3,000.00	N

Distance Learning Program

Continuity of Instruction

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

The administration, faculty, and staff have worked diligently to provide an engaging learning environment for students. Temecula International Academy (TIA) began by creating schedules for each grade level that include World Language and all other subject areas. Teachers were directed to provide synchronous whole group and small group instruction in order to engage with students virtually and provide the necessary

support during their instructional time. Breaking the class into small groups also allows for additional time for students to work independently and lessens their screen time. Teachers have also created asynchronous learning opportunities to ensure that students are exposed to a variety of lessons and ways to interact with instruction.

Teachers are expected to complete weekly lesson plans where they note standards being addressed and components of each lesson. Each week a different teacher will share out a specific strategy that they utilized in distance learning that was an effective way to engage and teach students. We will continue to provide time during faculty/staff meetings for teachers to collaborate as a whole group and within grade spans sharing instructional methodologies and different ways they approach distance learning.

Curriculum resources are being utilized in all subject areas; the school ensured that digital components of the curriculum are available to supplement and provide additional learning opportunities for students that support distance learning. For example: Epic, Starfall.com, Readworks, Typing.com, Khan Academy, Class Dojo, Peardeck, Quizlet, EdPuzzle, Spelling Training, Mystery Doug, Kahoot, Xtra Math, Padlet, and Fluency Tutor. Textbooks and other materials have been distributed to students so they can work through lessons and instruction accordingly. Temecula International Academy has purchased a supplemental digital math program by Eureka to support grades K through 8. All grades are utilizing Google classroom to organize their classrooms, push out assignments, and provide easy access to synchronous class links. In the event that students transition to hybrid learning on campus, the resources listed above will be utilized in a similar fashion to ensure instructional continuity.

Access to Devices and Connectivity

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

When the school closed in March, we distributed Chromebooks to all families that were in need. The school acquired a resource that we were able to share with families that were having connectivity issues. When a teacher was not seeing or getting any communication from a student, the principal made phone calls to check in with those families and provide help as needed. Our office staff made themselves available to answer questions regarding devices and connectivity challenges. TIA was able to supply all families who were in need of devices and successfully supported all technology issues.

In July, TIA sent out a survey to all families inquiring about their learning model preference and included questions regarding their device and internet/connectivity needs. Then we outreached to our technology coordinators (Formation Technology, LLC.) and the technology department at RCOE to ensure we had the necessary resources for our community. Formation Technology provides tech support when student Chromebooks break down or are not operating properly. The school also has a contact with the IT department at RCOE who assists us in obtaining connectivity and internet support for our families. In addition, the school has assisted families with unique situations by researching and providing information pertinent to the different service providers and how families can partake of such resources. In August we sent home a Chromebook request form and parents indicated how many devices they would need to check out. Teachers have been provided with Chromebooks and will facilitate virtual classrooms from each school site (elementary and middle) and utilize TIA's Wifi. We have also scheduled device pickup times outside of the original device pickup days to accommodate families schedules. If needed the school will utilize Learning Loss Mitigation funds to assist families with device and connectivity issues.

Pupil Participation and Progress

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

Teachers have been directed to track student participation throughout the day in order to determine student's daily attendance and engagement with their learning. Students are expected to participate in all synchronous and asynchronous instruction and turn in assignments in a timely manner. Utilizing Aeries, our student information system, teachers will add an attendance note that indicates the level of student engagement in synchronous and asynchronous learning. Teachers will also be able to note any technology issues that prevent student's participation. Weekly reports will be printed for tracking and to support discussions with parents/guardians.Teachers are basing their instructional time on the state mandated minimum instructional minute guidelines to ensure adequate educational minutes. Teachers will work with parents/guardians to create these schedules and due dates.

Distance Learning Professional Development

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

Our professional development week (prior to school beginning) was spent ensuring that teachers set up their Google classrooms, planbook, and benchmark assessment platform. Time was our main resource that was provided to elicit collaboration and allow teachers to work with different online tools and set these up and prepare them for their virtual classrooms. Some of the resources that were reviewed are Peardeck, Edpuzzle, MobyMax, Nearpod, Flipgrid, ScreenCastify, Padlet, and Slides Carnival. The faculty and staff participated in webinars related to the school's new curriculum. In order to maintain positive working relationships, we will continue to meet and collaborate each Friday during faculty/staff meetings. In addition, teachers were able to participate in a RULER (the school's social emotional program) webinar discussing the social emotional climate of the students throughout distance learning. The staff participated in several webinars regarding online learning tools to support the implementation of their distance learning curriculum.

Staff Roles and Responsibilities

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

The faculty and staff of Temecula International Academy have worked together and supported each other to meet the academic and social emotional needs of our students. Specific modifications to staff roles have not been necessary, though faculty and staff have stepped in to address different needs of the school since the implementation of online learning. For example, some of our staff members were able to facilitate one-on-one support to students remotely and provide additional support in meeting the needs of our students who required academic support. The only employee whose role has been changed due to COVID-19 is our aftercare supervisor; beginning in the fall she will provide support for our teachers by supervising their children on campus while they teach their classes. She will also assist teachers in preparing work packets by copying and sorting materials and resources that need to be sent home. Once students return to campus she will also provide after care services for our students.

Supports for Pupils with Unique Needs

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

English learners will receive push-in support via a breakout room and participate in small group instruction provided by our instructional aides.To help support our students with exceptional needs, TIA has provided teachers with time each afternoon that is designated for scheduling students who need tutoring or extra help with any coursework. A wellness check will be conducted upon enrolling any foster youth and/or homeless students. Once needs are determined, students will be organized into small cohorts where they will come to campus for entry level assessments and be provided any technology resources and a physical space to participate in class.

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

Description	Total Funds	Contributing
Free and reduced breakfast	$ 0.00	N
Eureka supplemental math support (In Sync)	$ 500.00	Y
Participation in webinars regarding online/digital resources	$ 0.00	N

Pupil Learning Loss

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

Temecula International Academy (TIA) will conduct an initial diagnostic placement test utilizing MobyMax to inform teachers regarding student's academic levels in ELA and Math. Kindergarten will conduct one-on-one assessments to evaluate academic levels. Students will work within intervention groups as needed; these small group instructional times will be provided by a teacher, instructional aide, or web-based program. Progress monitoring will take place throughout the semester by way of formative assessments which include but are not limited to teacher made assessments, publisher assessments, MobyMax quick checks, and long-term projects. Teachers will discuss and collaborate with their grade levels regarding student progress and work towards adjusting instructional practices accordingly. Progress monitoring will take place throughout each semester and adjustments to interventions will be made as needed. At the end of each semester students will complete a MobyMax diagnostic, writing rubric, and running record/reading inventory; this data will provide teachers with a cumulative snapshot of how students are performing related to the previous week's instruction and standards addressed.

Students who have been identified as English Learners will participate in all the above: benchmark, formative, and summative assessments. Progress monitoring will take place half way through each semester or as needed. ELD progress will be monitored by utilizing MobyMax, the schools benchmark assessment tool. Progress monitoring will take place throughout the semester in relation to specific English language standards.

Pupil Learning Loss Strategies

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

Temecula international Academy (TIA) will utilize different online learning platforms to support students with specific reading and math needs. Designated staff will monitor progress and instructional aides will provide additional support to address learning loss. Interventions will be provided by our special education and MTSS supports and processes. Teachers will work closely with the Student Study Team in implementing and monitoring intervention strategies. One-on-one services will be provided to students as needed by our special education staff.

English learners and low income students will be supported by a designated staff who will monitor progress and provide support and facilitate language instruction. Teachers will collaborate with staff members providing support to inform progress monitoring and next steps. Flipgrid will be utilized to increase student interaction and to provide opportunities for EL students to be exposed to a language-rich environment. Graphic organizers and sentence frames will also be used to support building students' language fluency. In addition, vocabulary will be front loaded prior to the lesson so as to assist students' understanding of the material. English learners will also read passages below grade level to build confidence and allow them the opportunity to apply skills with ease. Weekly check-ins with parents will take place to ensure a continuum of learning and provide support.

In order to meet the learning loss needs of our low-income, foster youth, and/or homeless students, we will first utilize MobyMax as a strategy to learn their academic placement. Once we have that information, we will provide strategies as needed to close the gap of any learning loss. Strategies that will be provided include: after school tutoring, small group intervention, and providing different opportunities to interact with the material.

Students with exceptional needs will be addressed by grouping them into grade level cohorts where they focus on individual goals. Students will address these goals by extending the time they work in MobyMax. Teachers will direct them to specific content areas in the program to work in and they will be assessed according to the standards that require reinforcement.

Parent involvement is key to the success of students with exceptional needs. The teacher, designated staff, and instructional aide will provide support and will work together in monitoring progress. This collaborative effort will sustain MTSS supports that have been implemented for students, such as, Check-In-Check-Out where students will identify personal goals. They will check in with a staff member daily to review their progress towards these goals and adjust them as needed. Parents are required to sign a progress sheet and return it to school the next day. This process will help guide conversations between the teacher and parent/guardian. The special education coordinator will work with teachers and instructional aides in monitoring student progress, evaluating data, and offering support in relation to adjusting interventions efforts. Teachers will work closely with parents in creating an individualized plan for students who are ready for advanced learning opportunities. Teachers will keep parents informed regarding progress and next steps.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

In order to measure the strategies being used for our EL students, we will use several monitoring tools to continually check their progress. MobyMax is our diagnostic tool that allows us to assess students in certain content areas, which will help us keep track of their reading and language fluency. We can also create goals for them based on the ELD standards through MobyMax, helping us to see real time data in targeted areas. In addition, classroom based formative assessments will be analyzed to track the implementation of the strategies and if additional supports are needed to help the student. Through the use of Flipgrid, teachers will also be able to converse with students and set prompts for them to respond to, giving teachers an idea of the students interpretive and comprehensive abilities. With these measuring pieces in place, teachers will check in weekly with parents to ensure that the strategies are being effective and share the student's progress using the data that has been collected.

The above strategies for low-income, foster youth, and homeless students will be monitored first through the use of MobyMax. Data will be collected after diagnostic assessments, and that will dictate the services that students receive. Anyone needing additional support will receive services that close the gap of any learning loss as shown by the test. These services will be monitored through student's grades and their scores on assessments to show that the student has retained the knowledge. We can also give the MobyMax assessment once more to check that the missing standards have been covered.

Students with exceptional needs will receive similar strategies using MobyMax. Like our ELD students, we can place goals on their account that match their IEP goals. These will help us to track if they are reaching their goals, and we can assign lessons that meet their learning needs. Teachers will continue to monitor their progress using MobyMax, and adjust their placement as needed.

Check-in-Check-out will also be in place to help our students with exceptional needs. Teachers and staff are able to monitor weekly through the goals that they set. Students will create small goals that can be reached in a week. An example of a goal could be: completing homework on time, completing classwork on time, listening during class, and being actively engaged. Data will be collected in relation to their goal, and that will determine if they have reached it. By creating these weekly goals, students have positive reinforcement and are motivated to be the best they can.

Students' social emotional health will be monitored through the implementation of the R.U.L.E.R. program. Working with students and parents within this program will allow the staff to provide the necessary support and guidance related to social interactions and emotional stability. Surveys will assist us in evaluating the learning models in relation to their structure and implementation efforts and will inform us regarding any adjustments that are needed to improve their effectiveness.

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

Description	Total Funds	Contributing
Diagnostic benchmark assessments: MobyMax, ESGI	$ 4,000.00	N

R.U.L.E.R. Subscription	$ 1,700.00	N

Mental Health and Social and Emotional Well-Being

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

Temecula International Academy (TIA) has implemented the R.U.L.E.R. program school wide. The RULER approach is aligned with the Positive Behavioral Intervention and Supports (PBIS) as it promotes application of skills as students are presented with real-life problems, stresses and experiences. The climate and culture of the school is positively impacted by positive social behavior, fewer conduct problems, less emotional distress and academic success. Similarly, students are supported in their thinking and regulation of feelings through regular reflections, discourse and integrated lessons. RULER skills help our faculty, staff, parents, and students to use their emotions wisely, opening opportunities for us to succeed in life. These skills are both personal and social, such that a network emerges with positive changes reinforced.

RULER is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER supports the entire school community in understanding the value of emotions, building the skills of emotional intelligence, and creating and maintaining a positive school climate.

Research shows that emotions influence attention, memory, and learning. It also influences decision making, creativity, mental/physical wellbeing, ability to form and maintain positive relationships and academic and workplace performance. By acknowledging the value of emotions in our everyday effectiveness, RULER aims to infuse the principles of emotional intelligence into the immune system of each school, informing how leaders lead, teachers teach, students learn, and families support students.

R.U.L.E.R is an acronym for the five skills of emotional intelligence. Recognizing emotions in oneself and others, Understanding the causes and consequences of emotions, Labeling emotions with a nuanced vocabulary, Expressing emotions in accordance with cultural norms and social context, and Regulating emotions with helpful strategies.

RULER skills help people of all ages to use their emotions wisely, opening opportunities for us to succeed in school, at work, and in life. These skills are both personal and social, such that a network emerges with positive changes reinforced. The RULER website provides access to a variety of professional development for the faculty and staff. The webinars include COVID-19 New Classroom Resources, COVID-19 Additional Resources for School Communities, and Managing Anxiety Around COVID-19. We will focus on various topics each month and ask teachers to integrate them into their lessons and instruction. Through RCOE, the school is able to refer students, parents, and staff to community resources as needed.
Students will be monitored for support through simulated scenarios, teacher observation and daily mood meter plotting. The mood meter allows teachers to know how the individual is feeling and may ask for the student to plot themselves before various activities in order to allow the teacher to gain data in regards to the students emotional well being and how they work academically.

The resources provided to students and staff to address trauma and other impacts of COVID-19 are through an outside support system. In our community, we have several agencies and public health offices that we can refer students and staff to on a case by case basis. We will monitor these

situations closely to ensure that the student or staff member is receiving the care they need to help with any trauma they are experiencing as a result of COVID-19.

Pupil and Family Engagement and Outreach

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

The following levels of support will be implemented at Temecula International Academy (TIA).

Tier 1 Support for all Students: All classroom resources will be available on Google classroom. Instructional time will be recorded and made available to students for review and additional practice, and in the instance that they were unable to attend a class session or were absent for the entire day. Teachers are implementing class schedules that will accommodate small group instruction to increase student engagement and less screen time. The last block of the day across grade levels has been dedicated for independent practice, small group/one-on-one instruction, and quick check ins with parents as needed. Weekly progress will be recorded in Aeries in subject area gradebooks; parents and students have unlimited access to this student information system portal.

Tier 2 Individual and Team Support: The student study team will meet with parents to develop an agreement between the teacher, student, and parents/guardians that addresses attendance, behavior, and/or lack of engagement. From this point, the plan will be monitored for several weeks to assess student's progress. Adjustments to the plan will be made as needed.

Tier 3 Intensive Individual Support: Students will participate in a Check-In-Check-Out system to support the plan of action and assist them in remaining on task and accomplishing their individualized goals. Specific accommodations will be implemented and monitoring for progress will take place during a specified duration of time and data will be reviewed. Additional supports may be offered and/or referrals made to outside resources. Emotional support plans will be put into place to support the social emotional needs of the student.

Tier 4 Additional Intensive Individual Support: We will hold a collaboration meeting with all stakeholders involved as well as with the student. The goal is to keep students and their families working together with our team to plan and implement individualized services. Home visits may be necessary.

We will utilize staff members to outreach to parents and guardians who speak another language other than English. This conversation will be documented and shared with administration. A meeting will be scheduled with the family to discuss circumstances and develop a plan for moving forward.

School Nutrition

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

The school offers students the opportunity to participate in a breakfast program. TIA is part of a consortium of charter schools through Food Solutions Services. Families can apply for free and reduced breakfast. During distance learning, families who participate in the meal program pick up breakfast for a week at a time. When students return to campus breakfast will be distributed each morning.

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

Section	Description	Total Funds	Contributing
Continuity of Learning	Device (Chromebook) repairs (this amount varies depending on the extent of the damage	$ 400.00 Chromebook replacement	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.74%	$59,639.00

Required Descriptions

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

TIA will increase services for our English learners and low-income students by 3.74% by having instructional Aides provide additional TIA support for these students. Our instructional aides will work with these students in small groups or one-on-one as needed and provide additional language support. In addition, one of our World Language teachers will provide support in the student's language via small groups to improve their understanding of their general education instruction. Time will also be spent with the parents/guardians in reviewing students progress and supporting them with reinforcing the activities and learning at home.

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

Additional time and language support is being provided to these students. This will increase their exposure to the conventions of the English language and help them to utilize these tools to improve their oral and written communication skills. Working with them in their native language will help them to build their confidence and affirm their newly learned skills. Parents and guardians will provide students with the opportunity to receive additional support at home.