

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soleil Academy

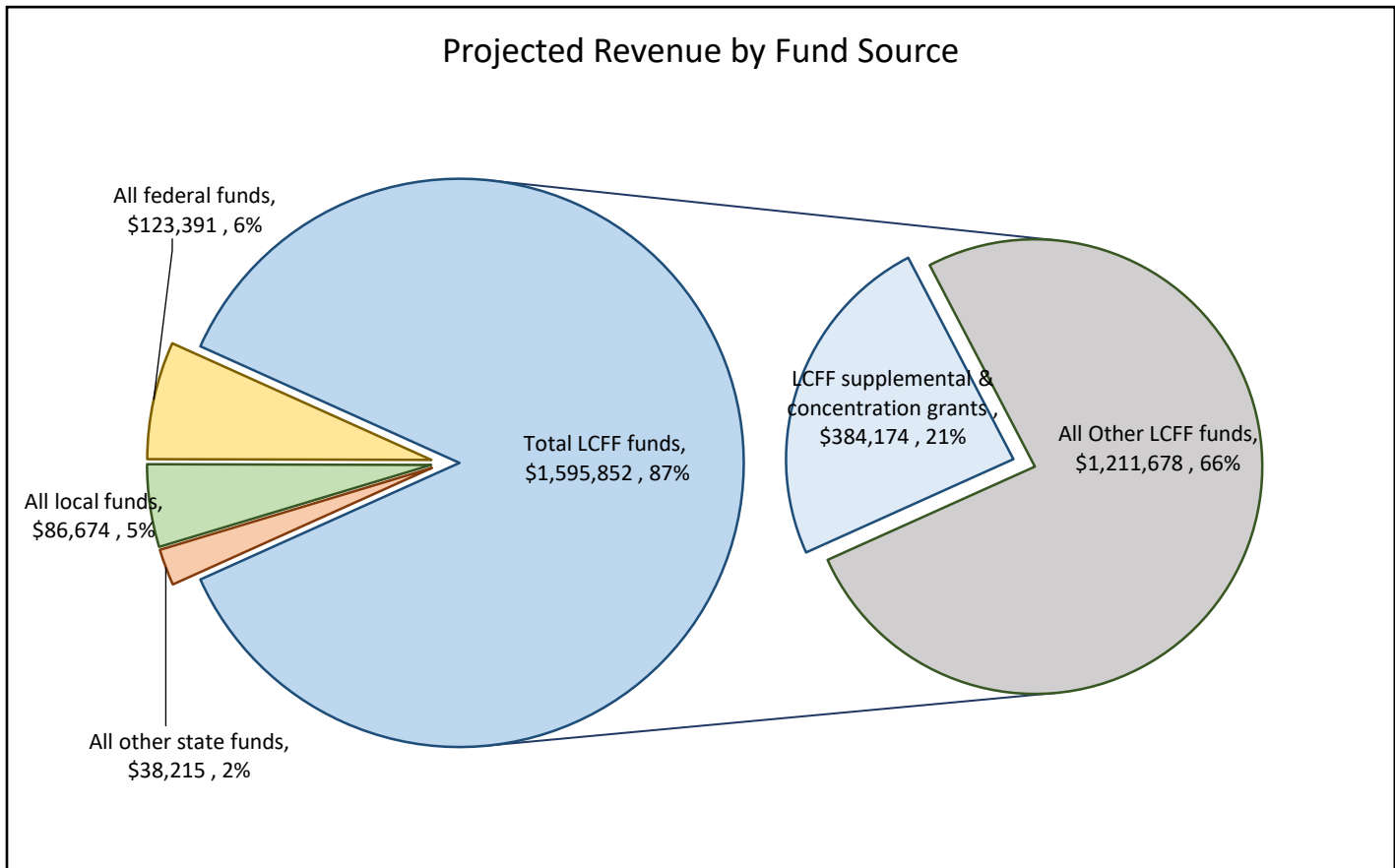
CDS Code: 19-10199-0137166

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Beatriz Gutierrez, 323-409-0801, bgutierrez@soleilacademy.org

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

Budget Overview for the 2019-20 LCAP Year

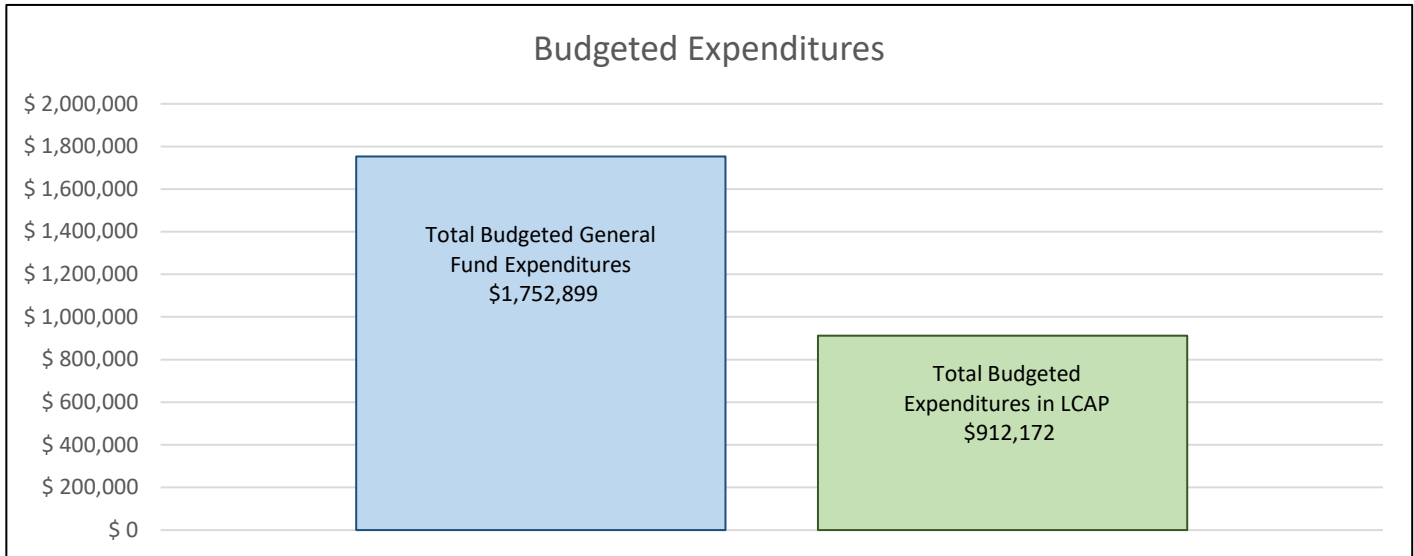


This chart shows the total general purpose revenue Soleil Academy expects to receive in the coming year from all sources.

The total revenue projected for Soleil Academy is \$1,844,132.00, of which \$1,595,852.00 is Local Control Funding Formula (LCFF), \$38,215.00 is other state funds, \$86,674.00 is local funds, and \$123,391.00 is federal funds. Of the \$1,595,852.00 in LCFF Funds, \$384,174.00 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 Soleil Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Soleil Academy plans to spend \$1,752,899.00 for the 2019-20 school year. Of that amount, \$912,172.00 is tied to actions/services in the LCAP and \$840,727.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

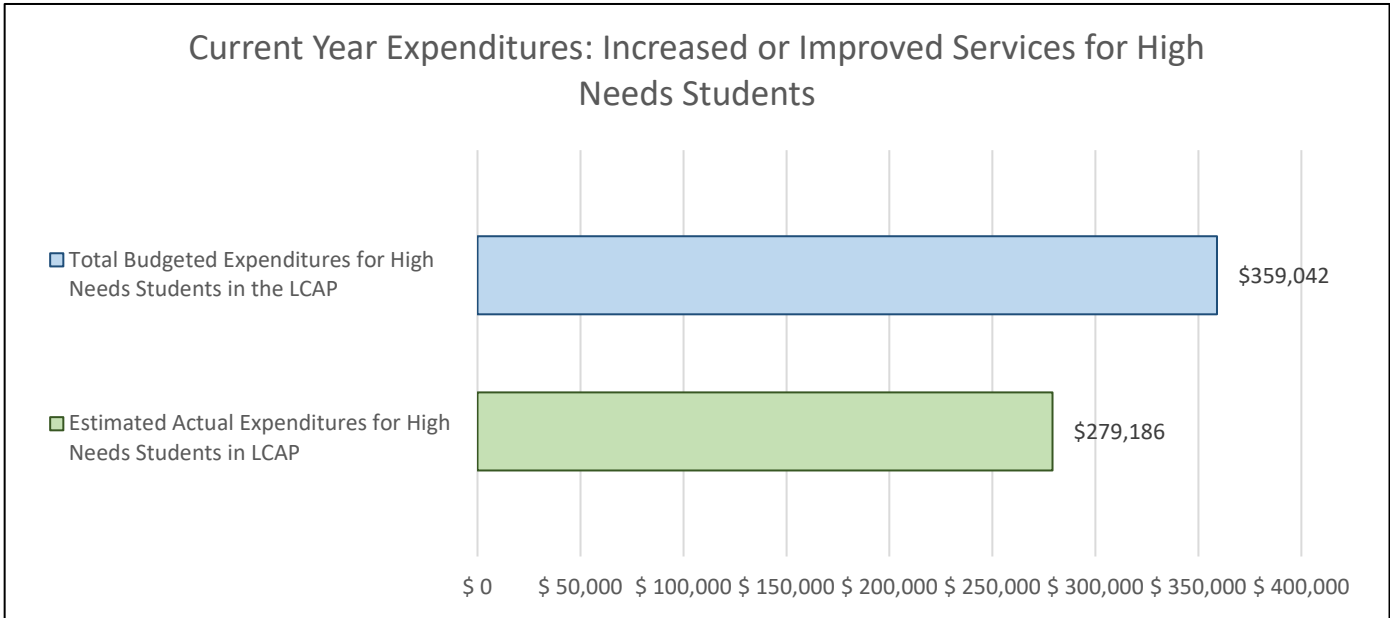
Other General Fund Expenditures include but are not limited to office supplies, uniforms, Student Chrome Books, Staff Computers, Furniture, students meals, SPED consultants, copiers, internet, and IT support.

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

In 2019-20, Soleil Academy is projecting it will receive \$384,174.00 based on the enrollment of foster youth, English learner, and low-income students. Soleil Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Soleil Academy plans to spend \$454,364.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Soleil Academy's LCAP budgeted \$359,041.84 for planned actions to increase or improve services for high needs students. Soleil Academy estimates that it will actually spend \$279,186.11 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$79,855.73 had the following impact on Soleil Academy's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures had no impact on the planned actions and services provided to increase or improve services for high need students in 2018-19. Soleil's actual enrollment was lower than budgeted enrollment causing actual expenditures for the costs of these services to come in lower than expected.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Soleil Academy Charter

Contact Name and Title

Beatriz Gutierrez
Executive Director

Email and Phone

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(323) 409-0801

2017-20 Plan Summary

The Story

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

The City of Lynwood is one of the most densely populated communities in Los Angeles County, with 69,899 residents living within 4.90 square miles. A large majority (82%) of Lynwood residents identify as Latino. Among Lynwood residents, 25% live below the poverty line by federal definition. The median household income in Lynwood is \$43,231.

Lynwood Unified School District ("LUSD") has a total of 19 schools serving 14,830 students in grades TK through 12. The racial distribution within student enrollment is 94% Latino, 4.7% Black, .3% Pacific Islander, .8% White, and .1% Asian. Within LUSD, 8% of students qualify for Special Education services, 36% do not speak English as their primary language, and 96% qualify for free or reduced-priced lunch. Of all English Learners attending Lynwood schools, 39% are fluent in English as defined by the CDE. Overall, LUSD has 14% Long-Term English Learners (LTEL) which brings a unique set of challenges to this population.

Soleil Academy's instructional program, including the rigorous curriculum, extended school day, and small group literacy rotations, are specifically designed to support dramatic academic gains for all students and all subgroups, including students with special needs and English Learners (ELs). We anticipate enrolling ELs and students who qualify for special education at or above the district's rate and have intentionally incorporated the resources necessary to meet these students' needs. Currently, 36% of LUSD students are ELs and 8% are eligible for special education services. Given our significant population of ELs, language development and acquisition is a prioritized focus as it is critical for our students to be successful in middle school, high school, college, and life. The first step to set our students, whom we refer to as scholars, on the path to college is to become proficient in reading, writing, speaking, and understanding English in the early grades.

Soleil Academy opened in the fall of 2018 with over 100 TK, Kindergarten, and first grade students. Soleil will be adding one grade level at a time until grades TK-5 are offered in 2022.

LCAP Highlights

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

Soleil Academy has established a number of goals designed to benefit all students school-wide/LEA-wide, including goals around providing CCSS-aligned course access, student achievement and grade level proficiency among all students, robust systems for parent involvement and input, and programs to enhance school climate and student engagement. Unduplicated students will benefit from many actions and services set forth in this LCAP, including supports from our English Learners; our ELD program, and small group instruction.

Review of Performance

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

Greatest Progress

The supports we are most proud of are:

- Use of adaptive online learning programs for English instruction, including ELD instruction for English Learners.
- Tiered Intervention and Student Success Team (SST) for students requiring additional supports. Soleil Academy anticipates that many unduplicated students, including English Learners, will benefit from our tiered intervention supports.

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

Greatest Needs

N/A

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Students will receive instruction from highly qualified and appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Credential verification records, Degree verification	2018-19 All teachers will meet their requirements by: a. Compliance with NCLB and Authorizer required requirements for credentialing and certification b. All teachers teaching in their credentialed subject area c. Annual review of teacher credentials and other certifications d. 100% compliance with Authorizer/NCLB review criteria	a. Compliance with NCLB and Authorizer required requirements for credentialing and certification b. All teachers teaching in their credentialed subject area c. Annual review of teacher credentials and other certifications d. 100% compliance with Authorizer/NCLB review criteria

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Recruit highly qualified teachers. Provide professional development and training. Conduct annual evaluations that identify student performance as the most important evaluation criteria. Verify that all core subject teachers hold valid CA Teaching Credential or are authorized to teach in California. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Recruited highly qualified teachers. Provided professional development and training. Conducted annual evaluations that identify student performance as the most important evaluation criteria. Verified that all core subject teachers hold valid CA Teaching Credential or are authorized to teach in California 	<p>\$221,990 - LCFF - 1000-1999 Certificated Salaries - Teachers and Administration Staff \$39,710 - Other Federal Funds - 1000-1999 Certificated Salaries \$45,841 - LCFF - 3000-3999 Employee Benefits \$8,200 - Other Federal Funds - 3000-3999 Employee Benefits</p>	<p>\$273,676 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries and Admin Staff \$33,257 - Other Federal Funds - 1000-1999 Certificated Salaries \$56,514 - LCFF - 3000-3999 Employee Benefits \$6,868 - Other Federal Funds - 3000-3999 Employee Benefits</p>

Analysis

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

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

We ensured all teachers had a teaching credential or emergency credential before the start of the school year.

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

Soleil Academy was successful in ensuring we were compliant with credentials, except for one missing an English Learner authorization.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences.

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

N/A

Goal 2

All students will have access to CCSS-aligned resources and will have access to core academic content.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Lesson Plans, Invoices, PD	<p>2018-19 All instructional materials will align to CCSS curriculum and instructional strategies.</p> <p>All Soleil Academy teachers will participate in PD before school begins and during the school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS aligned materials.</p> <p>All scholars will have access to academic content and performance standards.</p>	<p>Instructional materials aligned to CCSS curriculum and instructional strategies. All Soleil Academy teachers participated in PD before school began and during the school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS aligned materials. All scholars had access to academic content and performance standards.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Purchase CCSS aligned texts, resources, and materials for all courses, including ELD resources. • Provide CCSS professional development opportunities. • Conduct formative, interim and summative CCSS aligned assessments. • Ensure lesson plans provide core academic content . 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Purchased CCSS aligned texts, resources, and materials for all courses, including ELD resources. • Provided CCSS professional development opportunities. • Conducted formative, interim and summative CCSS aligned assessments. • Ensured lesson plans provide core academic content . 	<p>\$34,917 - Other Federal Funds - 4000-4999 Books and Supplies</p> <p>\$5,472 - Other State Revenues - 4000-4999 Books and Supplies</p> <p>\$14,000 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses (repeated expenditure)</p>	<p>\$34,917 - Other Federal Funds - 4000-4999 Books and Supplies</p> <p>\$5,472 - Other State Revenues - 4000-4999 Books and Supplies</p> <p>\$17,200 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p>

Analysis

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

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

Soleil Academy purchased CCSS aligned materials for all curriculum choices.

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

Given all resources were CCSS aligned, students were able to meet their end of year goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences.

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

N/A

Goal 3

All students will have a clean, safe, and functional school facility.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Facility Inspection Tool (FIT) or other local instrument that meets the same criteria. **2018-19**
Based on the Facility Inspection Tool (FIT) Report, the school facility will demonstrate good repair on a biannual basis.

The school facility demonstrated good repair based on the FIT tool.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Regular facilities inspections by Operations Manager will demonstrate that at least 90% of items are in compliance/good repair annually.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Regular facilities inspections demonstrated that at least 90% of items are in compliance/good repair annually.</p>	<p>\$20,000 - LCFF - 2000-2999 Classified Salaries \$3,000 - LCFF - 4000-4999 Books and Supplies \$4,130 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$20,000 - LCFF - 2000-2999 Classified Salaries \$3,000 - LCFF - 4000-4999 Books and Supplies \$4,130 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

Our ED and Operations Manager scheduled a regular operations walk check-in which ensured compliance with the FIT report.

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

Soleil Academy achieved the 90% goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the California School Dashboard,

as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 4

EL students will gain academic content knowledge.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
EL student performance on statewide assessments; ELPAC Assessments	2018-19 Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level.	We do not have data at this time.
ELPAC	2018-19 Seventy-five percent of continuously enrolled EL students will be reclassified English Language proficient within five (5) years of attending Soleil Academy.	We do not have data at this time.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. • Track EL growth and provide small group or individualized instruction, as needed. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <ul style="list-style-type: none"> • Provided English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provided annual EL focused professional development. • Tracked EL growth and provide small group or individualized instruction, as needed. 	<p>\$36,100 - LCFF - 1000-1999 Certificated Salaries \$7,455 - LCFF - 3000-3999 Employee Benefits \$3,971 - Other Federal Funds - 1000-1999 Certificated Salaries \$820 - Other Federal Funds - 3000-3999 Employee Benefits \$78,720 - LCFF - 2000-2999 Classified Salaries \$15,000 - LCFF - 1000-1999 Certificated Salaries \$3,098 - LCFF - 3000-3999 Employee Benefits \$10,400 - LCFF - 5000-5999 Services and Other Operating Expenses \$16,256 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$33,843 - LCFF - 1000-1999 Certificated Salaries \$6,989 - LCFF - 3000-3999 Employee Benefits \$3,971 - Other Federal Funds - 1000-1999 Certificated Salaries \$820 - Other Federal Funds - 3000-3999 Employee Benefits \$42,709 - LCFF - 2000-2999 Classified Salaries \$15,000 - LCFF - 1000-1999 Certificated Salaries \$3,098 - LCFF - 3000-3999 Employee Benefits \$6,084 - LCFF - 5000-5999 Services and Other Operating Expenses \$8,819 - LCFF - 3000-3999 Employee Benefits</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or</p>	<p>For Actions/Services included as contributing to meeting Increased or</p>		

<p>Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Communicate EL growth goals with parents. • Share growth throughout the year. • Parent University- Provide a session for parents of EL's that outlines how to support EL growth at home. 	<p>Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <ul style="list-style-type: none"> • Share growth throughout the year. • Parent University- Provided a session for parents of EL's that outlines how to support EL growth at home. 		
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Analysis

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

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

All teachers were trained on SDAIE strategies which ensured English Learner success in meeting end of year goals.

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

School-wide EL training for parents and monthly EL newsletters were provided to extend the information to families, which ensured academic success for our English Learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences.

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

N/A

Goal 5

Soleil Academy will provide multiple structured opportunities for parent participation in school decision-making, programs for unduplicated pupils, and to get a sense of safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>surveys, materials, newsletters, event attendance</p> <p>2018-19 Ensure there are 3+ parent representatives at SSC.</p> <p>Communicate all SSC and Cafecito dates to parents.</p> <p>Host Family Orientations, Family Nights, and Trimester Family Conferences and ensure we 75% of parents are in attendance.</p> <p>Ensure 60% of annual surveys are completed to ensure family input in school decision-making.</p>	<ul style="list-style-type: none">• Ensured 3+ parent representatives at SSC.• Communicated all SSC and Cafecito dates to parents.• Hosted Family Orientations, Family Nights, and Trimester Family Conferences and ensured we had 75% of parents in attendance.• Ensured 60% of annual surveys are completed to ensure family input in school decision-making.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Track parent attendance at school events. Send out parent surveys. Encourage parents to run for elected positions on SSC. Seek parent input for decisions for the school. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> Tracked parent attendance at school events. Sent out parent surveys. Encouraged parents to run for elected positions on SSC. Sought out parent input for decisions for the school. 	<p>\$18,400 - LCFF - 2000-2999 Classified Salaries \$3,800 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$18,739 - LCFF - 2000-2999 Classified Salaries \$3,795 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

Given it was our first year of operation, we ensured families were engaged from the beginning. Our parents were very involved in Cafecitos, SSC, and other school events.

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

We had parents run for SSC and have a strong base of parents interested in growing our capacity as a school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

N/A

Goal 6

All students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments, for all applicable grade levels.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
TK Assessment	2018-19 At least 75% of TK students will show mastery of the Preschool Learning Foundations and developmental standards on TK assessments.	At Soleil Academy, 84% of TK students will show mastery of the Preschool Learning Foundations and developmental standards on TK assessments.
NWEA MAP Assessment	2018-19 At least 60% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the NWEA MAP reading assessment.	N/A
CAASPP	2018-19 In years when students take the CAASPP, Soleil Academy students, including subgroups, will exceed the average local district performance by 5% on the CAASPP benchmark exam in ELA and Mathematics.	N/A
STEP Assessment	2018-19 All students will make at least 2 levels of growth on the STEP assessment each year.	100% of our scholars grew at least 2 STEP levels this year.

California Dashboard

2018-19

Soleil Academy will indicate a performance level of yellow or higher on the California Dashboard.

N/A

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Review internal and external assessment data to drive instruction based on student academic needs. • Create and implement intervention plans as needed. • Weekly review of lesson plan alignment to state standards. • Track academic growth for our ELs • Track academic growth for our Homeless scholars • Track academic growth for our Foster Youth 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Reviewed internal and external assessment data to drive instruction based on student academic needs. • Created and implement intervention plans as needed. • There was a weekly review of lesson plan alignment to state standards. • Tracked academic growth for our ELs Track academic growth for our Homeless scholars • Tracked academic growth for our Foster Youth 	<p>\$6,982 - Other Federal Funds - 4000-4999 Books and Supplies (repeated expenditure) \$9,750 - LCFF - 1000-1999 Certificated Salaries \$2,013 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$5,998 - Other Federal Funds - 4000-4999 Books and Supplies \$9,845 - LCFF - 1000-1999 Certificated Salaries \$2,033 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

Overall, we made strong academic gains our first year.

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

We met our TK goal of 75% mastery of Preschool Learning Foundations as well as growth of 2 step levels of growth for all scholars.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no differences.

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

N/A

Goal 7

Students will be meaningfully engaged in their education, as evidenced by high average daily attendance and low chronic absenteeism rates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Monthly, quarterly, and annual ADA reports	2018-19 Annual average daily attendance will be at least 95%.	Our ADA was 93%.
Attendance Reports	2018-19 Chronic absenteeism will be lower than 3%.	Our chronic absenteeism was higher than 3%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Conduct parent training on importance of attendance. • Implement attendance policies and procedures to identify absent students. 	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Conducted parent training and outreach on importance of attendance. • Implemented attendance policies and procedures to identify absent students. • Met with each parent that had a chronically absent child. 	<p>\$9,200 - LCFF - 2000-2999 Classified Salaries \$1,900 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$9,189 - LCFF - 2000-2999 Classified Salaries \$1,898 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

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

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

As a school, we tracked and analyzed ADA daily and recognized scholars who had perfect attendance on a weekly basis as well as the homeroom with the best attendance for the week.

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

Our ADA did not meet 93%, therefore we are working to increase our ADA by 2%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were financial differences on projected revenue because our ADA was lower than anticipated.

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

We will keep the goal of 95% for next year.

Goal 8

Students will be respectful of the school culture, as evidenced by low suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SARC	2018-19 Less than 1% of students will be expelled.	0% of students were expelled.
SARC	2018-19 Less than 3.7% of students will be suspended	0% of students were suspended.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Annual and ongoing staff development on student culture. • Establish relationships with parents to create a support system. • Follow student conduct policy. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <ul style="list-style-type: none"> • Conducted annual and ongoing staff development on student culture. • Established relationships with parents to create a support system. • Followed student conduct policy. 	<p>\$105,200 - LCFF - 1000-1999 Certificated Salaries \$18,400 - LCFF - 2000-2999 Classified Salaries \$25,523 - LCFF - 3000-3999 Employee Benefits \$7,500 - LCFF - 5000-5999 Services and Other Operating Expenses \$8,400 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p>	<p>\$100,687 - LCFF - 1000-1999 Certificated Salaries \$18,379 - LCFF - 2000-2999 Classified Salaries \$24,586 - LCFF - 3000-3999 Employee Benefits \$7,500 - LCFF - 5000-5999 Services and Other Operating Expenses \$6,700 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses</p>

Analysis

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

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

We worked really hard to establish a strong culture at Soleil Academy and our suspension and expulsion rates proved it.

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

We exceed our goal of 1% expulsion and 3.7% suspension rate. We ended the year at 0% for both.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

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

N/A

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

As a new charter school, Soleil Academy works to fulfill its mission with a rigorous academic model. Feedback from enrolled parents and the Board of Directors was used to guide the budgeting process and the LCAP creation, including focus areas of the LCAP such as parent engagement, communications, and school safety. Soleil Academy will utilize a diverse model to include stakeholder feedback going forward. This will include a school-wide council - the School Advisory Council - that is comprised of parents, staff and faculty members. The School Advisory Council will be engaged in supporting the creation of the LCAP and related goals, along with providing input on the school's overall budget and budget priorities. The School Advisory Council will work with the Executive Director to provide direction to meet the needs of the school and the school community. Additionally, the Executive Director will have regular meetings (Cafecitos, parent university, and general meetings) with parents at all grade levels to continuously seek feedback and recommendations on how to improve our programs and levels of engagement. Finally, year-end town hall meetings may be held to discuss upcoming organizational priorities, instructional goals and budgetary priorities, challenges and opportunities. Annually, Soleil Academy will commission surveys of staff, faculty and parents to support the school community and to provide data and support for the creation of the LCAP. Results of the survey will be shared with parents and school leadership to help identify areas of weakness as well as promising practices that can be expanded. The surveys will be available in English and Spanish and will be accessible both electronically and paper-based. Additionally, Soleil Academy will use the following quantitative data for goal setting and development during the LCAP drafting process:

- Attendance rate
- Suspension Rate
- Matriculation Rates Instructional materials use rate
- English Learner reclassification rate and English Learner student achievement data
- Parent and Staff Surveys
- CAASPP and NWEA MAP results

Impact on LCAP and Annual Update

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

Feedback from enrolled parents and the Board of Directors was used to guide the budgeting process and the LCAP creation, including focus areas of the LCAP such as parent engagement, communications, and school safety.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

New Goal

Goal 1

Students will receive instruction from highly qualified and appropriately assigned teachers.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credential verification records, Degree verification	N/A	N/A	All teachers will meet their requirements by: a. Compliance with NCLB and Authorizer required requirements for credentialing and certification b. All teachers teaching in their credentialed subject area c. Annual review of teacher credentials and other	All teachers will meet their requirements by: a. Compliance with NCLB and Authorizer required requirements for credentialing and certification b. All teachers teaching in their credentialed subject area c. Annual review of teacher credentials and other

			certifications d. 100% compliance with Authorizer/NCLB review criteria	certifications d. 100% compliance with Authorizer/NCLB review criteria
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Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	New Action
	<ul style="list-style-type: none"> Recruit highly qualified teachers. Provide professional development and training. Conduct annual evaluations that identify student performance as the most important evaluation criteria. Verify that all core subject teachers hold valid CA Teaching Credential or are 	<ul style="list-style-type: none"> Recruit highly qualified teachers. Provide professional development and training. Conduct annual evaluations that identify student performance as the most important evaluation criteria. Verify that all core subject teachers hold valid CA Teaching Credential or are

authorized to teach in California.

authorized to teach in California.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$221,990	\$307,646
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries; Teachers and Administration Staff	1000-1999 Certificated Salaries
Amount	\$0	\$39,710	\$0
Source		Other Federal Funds	
Budget Reference		1000-1999 Certificated Salaries	
Amount	\$0	\$45,841	\$63,529
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$8,200	\$0
Source		Other Federal Funds	
Budget Reference		3000-3999 Employee Benefits	

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

New Goal

Goal 2

All students will have access to CCSS-aligned resources and will have access to core academic content.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lesson Plans, Invoices, PD	N/A	N/A	<p>All instructional materials will align to CCSS curriculum and instructional strategies.</p> <p>All Soleil Academy teachers will participate in PD before school begins and during the school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS aligned materials.</p> <p>All scholars will have access to academic content and performance standards.</p>	<p>All instructional materials will align to CCSS curriculum and instructional strategies.</p> <p>All Soleil Academy teachers will participate in PD before school begins and during the school year, with multiple sessions dedicated to professional development in implementing CCSS and how to utilize CCSS aligned materials.</p> <p>All scholars will have access to academic content and performance standards.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	New Action
	<ul style="list-style-type: none"> • Purchase CCSS aligned texts, resources, and materials for all courses, including ELD resources. • Provide CCSS professional development opportunities. • Conduct formative, interim and summative CCSS aligned assessments. • Ensure lesson plans provide core 	<ul style="list-style-type: none"> • Purchase CCSS aligned texts, resources, and materials for all courses, including ELD resources. • Provide CCSS professional development opportunities. • Conduct formative, interim and summative CCSS aligned assessments. • Ensure lesson plans provide core

	academic content .	academic content .
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$34,917	\$53,142
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$5,472	\$7,553
Source		Other State Revenues	Other State Revenues
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$14,000 (repeat expenditure)	\$11,000
Source		Other Federal Funds	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries
Amount	\$0	\$0	\$2,272
Source			LCFF
Budget Reference			3000-3999 Employee Benefits

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

New Goal

Goal 3

All students will have a clean, safe, and functional school facility.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Inspection Tool (FIT) or other local instrument that meets the same criteria.	N/A	N/A	Based on the Facility Inspection Tool (FIT) Report, the school facility will demonstrate good repair on a biannual basis.	Based on the Facility Inspection Tool (FIT) Report, the school facility will demonstrate good repair on a biannual basis.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

Regular facilities inspections by Operations Manager will demonstrate that at least 90% of items are in compliance/good repair annually.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Regular facilities inspections by Operations Manager will demonstrate that at least 90% of items are in compliance/good repair annually.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000	\$15,360
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$3,000	\$3,000
Source		LCFF	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$4,130	\$3,172
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

New Goal

Goal 4

EL students will gain academic content knowledge.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL student performance on statewide assessments; ELPAC Assessments	N/A	N/A	Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level.	Students enrolled less than three years or who have an attendance record of at least 95 percent, will advance at least one level beyond their baseline or previous performance level.
ELPAC	N/A	N/A	Seventy-five percent of continuously enrolled EL students will be reclassified English Language proficient within five (5) years of attending Soleil Academy.	Seventy-five percent of continuously enrolled EL students will be reclassified English Language proficient within five (5) years of attending Soleil Academy.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
N/A	<ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. • Track EL growth and provide small group or individualized instruction, as needed. 	<ul style="list-style-type: none"> • Provide English/Language Arts instruction with appropriate instructional support including SDAIE instructional strategies. • Provide annual EL focused professional development. • Track EL growth and provide small group or individualized instruction, as needed.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$36,100	\$43,950
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$7,455	\$9,076
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$3,971	\$0
Source		Other Federal Funds	
Budget Reference		1000-1999 Certificated Salaries	
Amount	\$0	\$820	\$0

Source		Other Federal Funds	
Budget Reference		3000-3999 Employee Benefits	
Amount	\$0	\$78,720	\$108,000
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$15,000	\$16,500
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$3,098	\$3,407
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$10,400	\$5,000
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$16,256	\$22,302
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

- Communicate EL growth goals with parents.
- Share growth throughout the year.
- Parent University- Provide a session for parents of EL's that outlines how to support EL growth at home.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

- Communicate EL growth goals with parents.
- Share growth throughout the year.
- Parent University- Provide a session for parents of EL's that outlines how to support EL growth at home.

New Goal

Goal 5

Soleil Academy will provide multiple structured opportunities for parent participation in school decision-making, programs for unduplicated pupils, and to get a sense of safety and school connectedness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
surveys, materials, newsletters, event attendance	N/A	N/A	<p>Ensure there are 3+ parent representatives at SSC.</p> <p>Communicate all SSC and Cafecito dates to parents.</p> <p>Host Family Orientations, Family Nights, and Trimester Family Conferences and ensure we 75% of parents are in attendance.</p> <p>Ensure 60% of annual surveys are completed to ensure family input in school decision-making.</p>	<p>Ensure there are 3+ parent representatives at SSC.</p> <p>Communicate all SSC and Cafecito dates to parents.</p> <p>Host Family Orientations, Family Nights, and Trimester Family Conferences and ensure we 75% of parents are in attendance.</p> <p>Ensure 60% of annual surveys are completed to ensure family input in school decision-making.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	New Action	New Action
N/A	<ul style="list-style-type: none"> • Track parent attendance at school events. • Send out parent surveys. • Encourage parents to run for elected positions on SSC. • Seek parent input for decisions for the school. 	<ul style="list-style-type: none"> • Track parent attendance at school events. • Send out parent surveys. • Encourage parents to run for elected positions on SSC. • Seek parent input for decisions for the school.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$18,400	\$19,224
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$3,800	\$3,970
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

New Goal

Goal 6

All students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments, for all applicable grade levels.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
TK Assessment	N/A	N/A	At least 75% of TK students will show mastery of the Preschool Learning Foundations and developmental standards on TK assessments.	At least 75% of TK students will show mastery of the Preschool Learning Foundations and developmental standards on TK assessments.
NWEA MAP Assessment	N/A	N/A	At least 60% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the NWEA MAP reading assessment.	At least 60% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the NWEA MAP reading assessment.
CAASPP	N/A	N/A	In years when students take the CAASPP, Soleil	In years when students take the CAASPP, Soleil

			Academy students, including subgroups, will exceed the average local district performance by 5% on the CAASPP benchmark exam in ELA and Mathematics.	Academy students, including subgroups, will exceed the average local district performance by 5% on the CAASPP benchmark exam in ELA and Mathematics.
STEP Assessment	N/A	N/A	All students will make at least 2 levels of growth on the STEP assessment each year.	All students will make at least 2 levels of growth on the STEP assessment each year.
California Dashboard	N/A	N/A	Soleil Academy will indicate a performance level of yellow or higher on the California Dashboard.	Soleil Academy will indicate a performance level of yellow or higher on the California Dashboard.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

- Review internal and external assessment data to drive instruction based on student academic needs.
- Create and implement intervention plans as needed.
- Weekly review of lesson plan alignment to state standards.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

- Review internal and external assessment data to drive instruction based on student academic needs.
- Create and implement intervention plans as needed.
- Weekly review of lesson plan alignment to state standards.

	<ul style="list-style-type: none"> • Track academic growth for our ELs • Track academic growth for our Homeless scholars • Track academic growth for our Foster Youth 	<ul style="list-style-type: none"> • Track academic growth for our ELs • Track academic growth for our Homeless scholars • Track academic growth for our Foster Youth
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$6,982 (repeat expenditure)	\$2,850
Source		Other Federal Funds	LCFF
Budget Reference		4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$0	\$9,750	\$16,500
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$2,013	\$3,407
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

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

New Goal

Goal 7

Students will be meaningfully engaged in their education, as evidenced by high average daily attendance and low chronic absenteeism rates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly, quarterly, and annual ADA reports	N/A	N/A	Annual average daily attendance will be at least 95%.	Annual average daily attendance will be at least 95%.
Attendance Reports	N/A	N/A	Chronic absenteeism will be lower than 3%.	Chronic absenteeism will be lower than 3%.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

N/A

2018-19

Select from New Action, Modified Action, or Unchanged Action:

New Action

- Conduct parent training on importance of attendance.
- Implement attendance policies and procedures to identify absent students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

- Conduct parent training on importance of attendance.
- Implement attendance policies and procedures to identify absent students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$9,200	\$9,612
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$1,900	\$1,985
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

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

New Goal

Goal 8

Students will be respectful of the school culture, as evidenced by low suspension and expulsion rates.

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC	N/A	N/A	Less than 1% of students will be expelled.	Less than 1% of students will be expelled.
SARC			Less than 3.7% of students will be suspended	Less than 3.7% of students will be suspended

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Action	New Action	New Action
	<ul style="list-style-type: none"> Annual and ongoing staff development on student culture. Establish relationships with parents to create a support system. Follow student conduct policy. 	<ul style="list-style-type: none"> Annual and ongoing staff development on student culture. Establish relationships with parents to create a support system. Follow student conduct policy.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$105,200	\$125,399
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$0	\$18,400	\$19,224
Source		LCFF	LCFF
Budget Reference		2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$0	\$25,523	\$29,865
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits
Amount	\$0	\$7,500	\$7,500
Source		LCFF	LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$8,400	\$0
Source		Other Federal Funds	
Budget Reference		5000-5999 Services and Other Operating Expenses	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$384,174

Percentage to Increase or Improve Services:

31.71%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$353,612

Percentage to Increase or Improve Services:

37.92%

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

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

We believe the following will increase and improve services for our Unduplicated Pupils:

Establishing strong designated and integrated English Language Development programs for English Learners. Our School Operations Manager will be in charge of coordinating community referrals, connecting students and their families to services and resources, providing translation services for families of English Learners, and more. Use of adaptive online learning programs for English instruction, including ELD instruction for English Learners. Tiered Intervention and Student Success Team (SST) for students requiring additional supports. Soleil Academy anticipates that many unduplicated students, including English Learners, will benefit from our tiered intervention supports.