



2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

| | |
|---|-------------------|
| Local Educational Agency (LEA) name: | Soleil Academy |
| CDS code: | 19-10199-0137166 |
| LEA contact information: | Beatriz Gutierrez |
| Coming School Year: | 2021 – 22 |
| Current School Year: | 2020 – 21 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| Projected General Fund Revenue for the 2021 – 22 School Year | | Amount |
|---|-----------|------------------|
| Total LCFF funds | \$ | 2,686,095 |
| LCFF supplemental & concentration grants | \$ | 668,295 |
| All other state funds | \$ | 262,936 |
| All local funds | \$ | 157,069 |
| All federal funds | \$ | 601,205 |
| Total Projected Revenue | \$ | 3,707,305 |
| Total Budgeted Expenditures for the 2021 – 22 School Year | | Amount |
| Total Budgeted General Fund Expenditures | \$ | 3,530,011 |
| Total Budgeted Expenditures in the LCAP | \$ | 2,337,080 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 705,360 |
| Expenditures not in the LCAP | \$ | 1,192,931 |
| Expenditures for High Needs Students in the 2020 – 21 School Year | | Amount |
| Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan | \$ | 134,770 |
| Actual Expenditures for High Needs Students in Learning Continuity Plan | \$ | 363,931 |

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

| Required Prompt(s) | Response(s) |
|---|---|
| <p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p> | <p>Operations and Office staff, Custodial Supplies, Staff and Student recruitment cost, Audit expenses, cleaning and sanitation costs, nutrition, consultants along with other expenses not limited to this list.</p> |
| <p>A prompt may display based on information provided in the Data Input tab.</p> | <p>[Respond to the prompt here; if there is no prompt a response is not required.]</p> |
| <p>A prompt may display based on information provided in the Data Input tab.</p> | <p>[Respond to the prompt here; if there is no prompt a response is not required.]</p> |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Soleil Academy

CDS Code: 19-10199-0137166

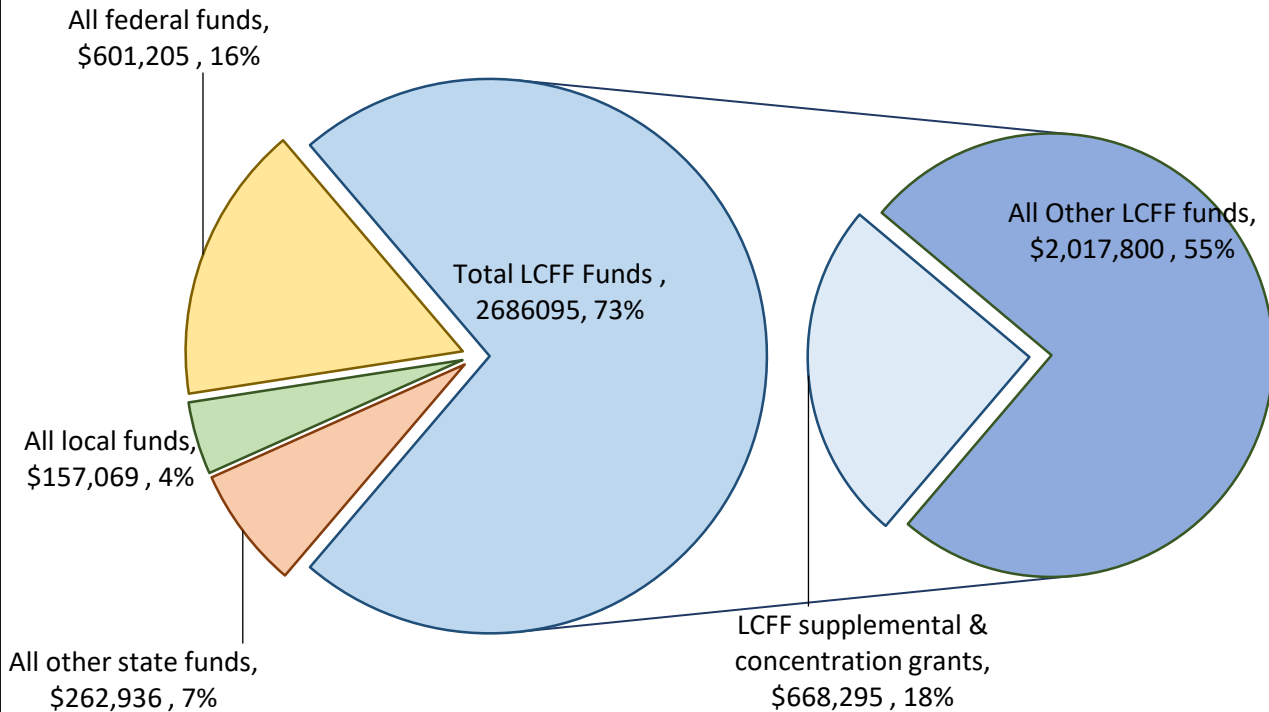
School Year: 2021 – 22

LEA contact information: Beatriz Gutierrez

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

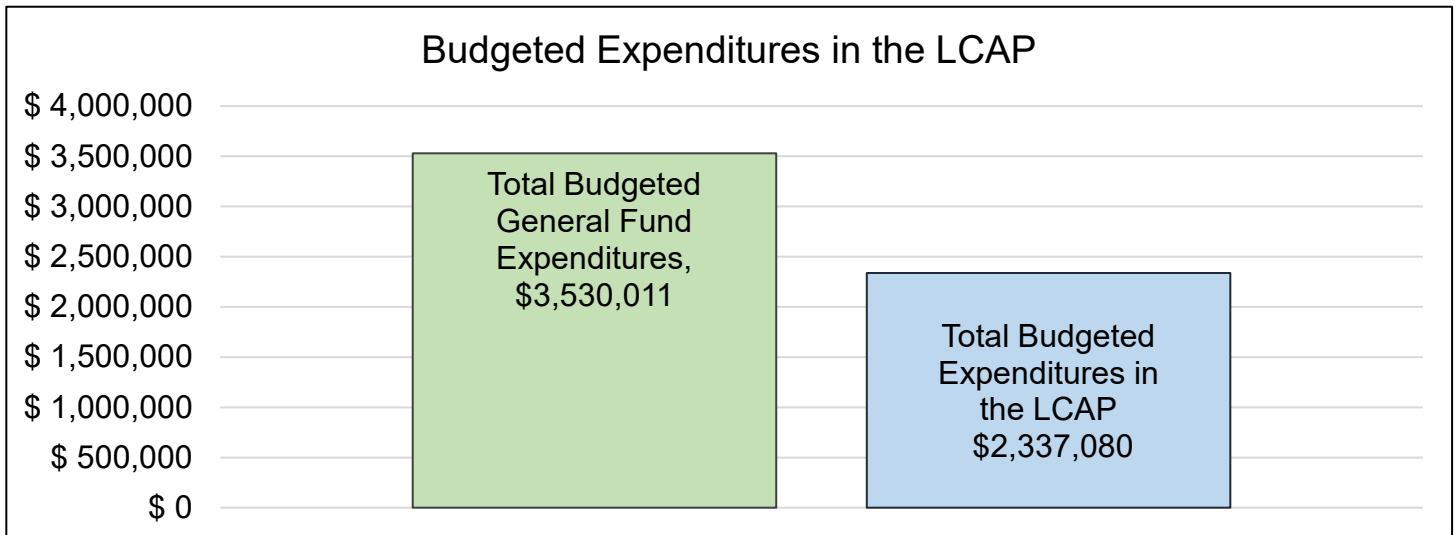


This chart shows the total general purpose revenue Soleil Academy expects to receive in the coming year from all sources.

The total revenue projected for Soleil Academy is \$3,707,305.00, of which \$2,686,095.00 is Local Control Funding Formula (LCFF), \$262,936.00 is other state funds, \$157,069.00 is local funds, and \$601,205.00 is federal funds. Of the \$2,686,095.00 in LCFF Funds, \$668,295.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Soleil Academy plans to spend \$3,530,011.00 for the 2021 – 22 school year. Of that amount, \$2,337,080.00 is tied to actions/services in the LCAP and \$1,192,931.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

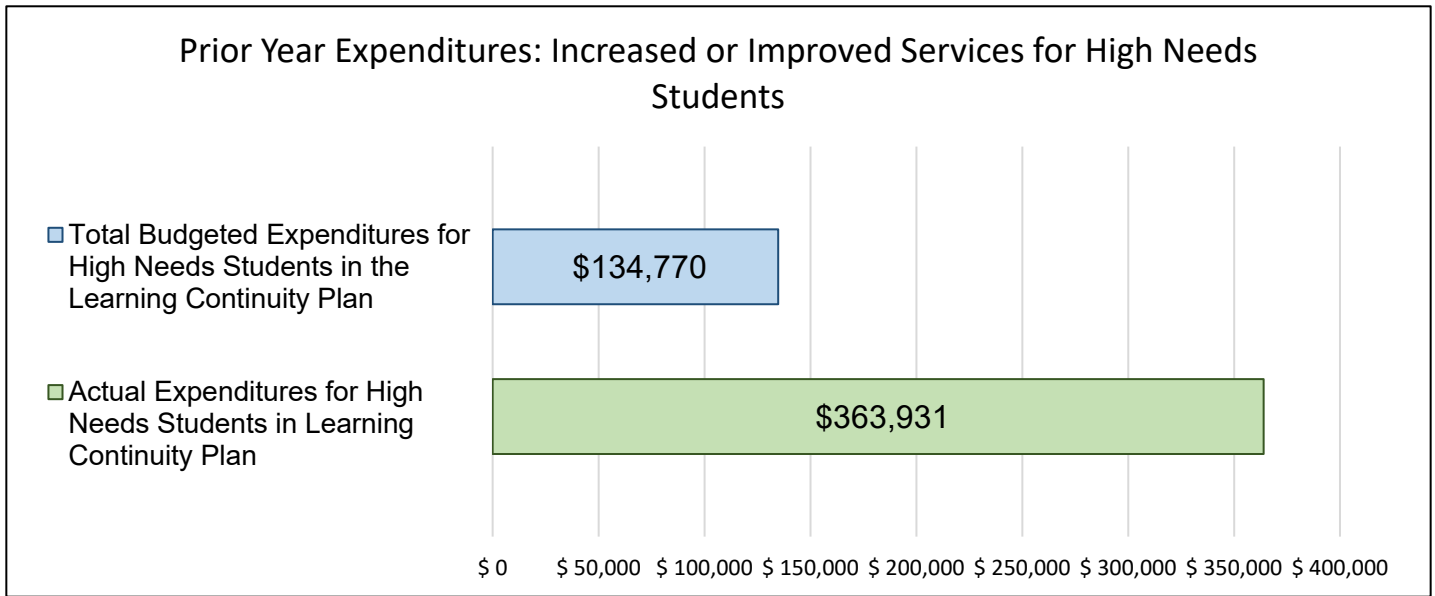
Operations and Office staff, Custodial Supplies, Staff and Student recruitment cost, Audit expenses, cleaning and sanitation costs, nutrition, consultants along with other expenses not limited to this list.

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

In 2021 – 22, Soleil Academy is projecting it will receive \$668,295.00 based on the enrollment of foster youth, English learner, and low-income students. Soleil Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Soleil Academy plans to spend \$705,360.14 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Soleil Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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 2020 – 21, Soleil Academy's Learning Continuity Plan budgeted \$134,770.00 for planned actions to increase or improve services for high needs students. Soleil Academy actually spent \$363,931.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------------------|--|
| Soleil Academy Charter | Beatriz Gutierrez, Executive Director | bgutierrez@soleilacademy.org 323.409.0801 |

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

Goal 1

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 | 2019-20: 100% teachers were appropriately credentialed & assigned |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|------------------------|-----------------------|---------------------|
|------------------------|-----------------------|---------------------|

| | | |
|--|---|------------------|
| <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>\$307,646</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries</p> <p>\$0</p> <p>\$63,529</p> <p>LCFF</p> <p>3000-3999 Employee Benefits</p> <p>\$0</p> | <p>\$177,791</p> |
|--|---|------------------|

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no substantive changes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The transition to distance learning in Spring 2020 was seamless. All scholars were sent home with 2-weeks of course work while teachers and the administrative team developed a comprehensive distance learning program to ensure rigor and continuity of learning for all scholars.

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 | This is not a metric |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------|
| <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 | \$53,142 LCFF 4000-4999 Books & Supplies \$7,553 Other State Revenues 4000-4999 Books & Supplies \$11,000 LCFF 1000-1999 Certificated Salaries | \$62,853 |

| | | |
|--|---|--|
| | \$2,272 LCFF 3000-3999 Employee Benefits | |
|--|---|--|

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

With the transition to distance learning, Soleil Academy purchased web-based applications for student use.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During school closure, teachers provided virtual guided reading lessons tailored to the needs of each scholar. Teachers also met with the entire class for morning meetings and calendar time to provide a sense of normalcy for all scholars.

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. | 2019-20: Exemplary (FIT Tool score) |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|--|---------------------|
| Regular facilities inspections by Operations Manager will demonstrate that at least 90% of items are in compliance/good repair annually. | \$15,360 LCFF 2000-2999 Classified Salaries \$3,000 LCFF 4000-4999 Books & Supplies \$3,172 LCFF 3000-3999 Employee Benefits | \$7473 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no substantive changes. Costs include custodial costs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

FIT report was completed and reported on the school's SARC.

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 | As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, ELPAC Assessment was not administered |
| ELPAC | As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, ELPAC Assessment was not administered |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|--|--|---------------------|
| <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. | \$43,950 LCFF 100-1999 Certificated Salaries \$9,076 LCFF 3000-3999 Employee Benefits \$0 \$108,000 LCFF | \$696,272 |

| | | |
|--|--|-----|
| | 2000-2999 Classified Salaries \$16,500 LCFF 1000-1999 Certificated Salaries \$3,407 LCFF 3000-3999 Employee Benefits \$5,000 LCFF 5000-5999 Services & Other Operating Expenses \$22,302 LCFF 3000-3999 Employee Benefits | |
| <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 Els that outlines how to support EL growth at home. | | \$0 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This action included teacher salaries, including Resource Specialist, Dean of Culture, and Instructional Aides. Therefore actual expenditures exceeded budgeted expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All ELs received designated and integrated ELD. Teachers participated in professional development on the ELD standards and strategies to support ELs. As reported in the Fall 2019 CA Schools Dashboard, 76.9% (Very high) of ELs made progress toward English language proficiency.

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 |
|---|---|
| Surveys, materials, newsletters, event attendance | 2019-20: 85% families have attended a school event, SSC and/or Family conference. |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---------------------|
| <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. | \$19,224 LCFF 2000-2999 Classified Salaries \$3,970 LCFF 3000-3999 Employee Benefits | \$391 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no substantive changes. Salaries were identified in Goal 1, Action 1.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With the transition to distance learning, Soleil Academy staff and educators were consistently in communication with families to assess family/student needs and ensure all students were participating in daily instruction.

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 | 2019-20: 86% of TK students demonstrated mastery of Pre-school Learning Foundations and developmental Standards on the TK assessment. |
| NWEA MAP Assessment | 2019-20: NWEA MAP assessment was administered |
| CAASPP | As a result of Governor's Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP Math Assessment was not administered. See "Analysis" section for NWEA MAP Math assessments that were administered to monitor student academic progress. |
| STEP Assessment | 2019-20: 74% of students made at least a 2-level growth as measured by the STEP Assessment. |
| California Dashboard | Fall 2020 Dashboard was suspended by Governor's Executive Order |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|-----------------------|---------------------|
| <ul style="list-style-type: none">Review internal and external assessment data to drive instruction based on student academic needsCreate and implement intervention plans as needed | \$2,850 LCFF | \$0 |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • 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 | 4000-4999 Books & Supplies \$16,500 LCFF 1000-1999 Certificated Salaries \$3,407 LCFF 3000-3999 Employee Benefits | |
|--|--|--|

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, CAASPP ELA/Math Assessments were not administered

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Soleil Academy, a literacy focused school, has implemented STEP assessment to measure reading growth. STEP measures student reading level and mastery of reading skills (phonemic awareness, fluency, and comprehension). Our teachers utilize STEP to create reading groups for literacy rotations. Students needing to master a specific skill are provided additional support targeting the specific reading skill during guided reading groups. Our scholars are reassessed via progress monitoring that occurs on a biweekly basis. As scholars master a skill or set of reading skills, they transition to the next level guided reading group to challenges them in another skill that they have yet to master. Our goal is for all scholars meet their end of year STEP goal.

Soleil Academy also administer NWEA MAP assessments to all students in grades K-2. The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student’s level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

| 2019-20 NWEA MAP RESULTS: READING | | | | | |
|-----------------------------------|-----------|-------------|-----------------|----------------|------|
| GRADE LEVEL | FALL 2019 | WINTER 2020 | MEAN RIT GROWTH | FALL TO WINTER | |
| | MEAN RIT | MEAN RIT | | MEAN | SD |
| GRADE K | 140.6 | 147.7 | 7.1 | 9.63 | 1.43 |
| GRADE 1 | 158.3 | 166.8 | 8.5 | 9.92 | 1.47 |
| GRADE 2 | 172.5 | 182.5 | 10 | 8.85 | 1.44 |
| 2019-20 NWEA MAP RESULTS: MATH | | | | | |
| GRADE LEVEL | FALL 2019 | WINTER 2020 | MEAN RIT GROWTH | FALL TO WINTER | |
| | MEAN RIT | MEAN RIT | | MEAN | SD |
| GRADE K | 138.2 | 148 | 9.8 | 10.57 | 1.36 |
| GRADE 1 | 159.8 | 167.8 | 8 | 10.13 | 1.44 |
| GRADE 2 | 179.2 | 186 | 6.8 | 9..03 | 1.30 |

Students in grades 1-2 made one year growth as measured by the Fall to Winter NWEA MAP assessment; and Kindergarten made a one-year growth in mathematics. Students were not assessed in Spring 2020 as a result of the Governor's Executive Order resulting in the closure of all schools for in-person instruction.

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 | 2019-20: This is not an outcome |
| Attendance Reports | 2019-20: 96.6% ADA |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|--|---------------------|
| <ul style="list-style-type: none"> Conduct parent training on importance of attendance. Implement attendance policies and procedures to identify absent students. | \$9,612 LCFF 2000-2999 Classified Salaries \$1,985 LCFF 3000-3999 Employee Benefits | \$243,462 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no substantive differences.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Soleil Academy hosted Parent University and distributed t-shirts to families. Parent University are a series of workshops that focus on strategies for parents to implement to support their child academically and social-emotionally at home

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: Expulsion | 2019-20: 0% Expulsion Rate |
| SARC: Suspension | 2019-20: 0% Suspension Rate |

Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---------------------|
| <ul style="list-style-type: none">Annual and ongoing staff development on school cultureEstablish relationships with parents to create a support system.Follow student conduct policy | \$125,399 LCFF 1000-1999 Certificated Salaries \$19,224 LCFF 2000-2999 Classified Salaries \$29,865 LCFF 3000-3999 Employee Benefits \$7,500 LCFF | \$0 |

| | | |
|--|---|--|
| | 5000-5999 Services & Other Operating Expenses | |
| | \$0 | |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The expense for this action was identified in Goal 4, Action 1 – Dean of Culture.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Soleil Academy has implemented the BRIGHT Core Values, character traits that build skills and habits necessary for students to succeed in middle and high school and ultimately lay the foundation for success in post-secondary education.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase of PPE, cleaning supplies, and no touch thermometers | \$12,000 | \$17,034 | N |
| Purchase of cubbies | \$300 | \$302 | N |
| Purchase of desks | \$1800 | \$2551 | N |
| Purchase of tables | \$2000 | \$550 | N |
| Purchase of touchless iPad temperature check stations | \$5000 | \$2623 | N |
| Principal and Teachers: to provide in-person (hybrid)/distance learning platform | -- | \$636,184 | Y |

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Principal and Teachers: to provide in-person (hybrid)/distance learning platform

Soleil Academy provided a total of 175 Instructional days, that included 250 daily instructional minutes that exceeded SB98 daily instructional minute requirements. All teachers participated in 1-month of intensive Summer Professional Development, an additional 11 non-instructional days during the academic school year for professional development to support teachers with the implementation of distance learning, including strategies to increase student engagement, attendance, and participation in distance/virtual learning, including strategies to support English learners and Students with disabilities.

*As a result, a portion of salaries were funded with LCFF S&C funds (Contributing).

Analysis of In-Person Instructional Offerings

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

On April 12th Soleil Academy opened for hybrid instruction for all grades TK-3, where students were placed in one of two cohorts for health and safety reasons. Approximately 55% of its students (families) opted for hybrid instruction, and 45% remained in distance learning. Despite our numerous outreach efforts led by the Administrative Leadership Team in communication with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than hybrid instruction despite knowing that their child is struggling with distance learning and experiencing isolation. Families stated that due to scheduling issues they preferred to have their child remain in distance learning. Hybrid instruction included 2 days of onsite instruction and 3 days in remote/distance learning. A total of 100% of our staff transitioned to onsite instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Purchase of additional Chromebook and wi-fi devices | \$22,407 | \$28,094 | N |
| Premium Zoom accounts for teachers and admin | \$1800 | \$2,427 | N |
| Hotspots | \$5880 | \$5,307 | N |
| Technology training for staff | \$500 | \$0 | N |
| Rosetta stone on-line program | \$2000 | \$0 | N |
| Tracking instructional minutes | \$32,000 | \$67,637 | Y |
| Attendance Tracking | \$34,000 | \$50,710 | Y |
| ELMO | \$750 | \$765 | N |
| Whiteboards | \$250 | \$215 | N |
| Teacher laptops (2) | \$1600 | \$21,028 | N |
| Dedication of a leadership team member for weekly check-ins | \$3500 | \$0 | N |
| Flipgrid & Raz Kids | -- | \$1,044 | N |
| Dean of Academics: Instructional Coach | -- | \$78427 | N |
| STEP training reading assessment for all teachers from the University of Chicago | -- | \$10,064 | Y |

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Added: Flipgrid & Raz Kids
- Added: Dean of Academics to provide instructional coaching
- Added: STEP training reading assessment for all teachers from the University of Chicago
- Dedication of a leadership team member for weekly check-ins – no additional cost.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: Soleil Academy developed and implemented a comprehensive distance learning plan that included a full day of instruction with instructional minutes that far exceeded SB98 as evidenced in the following schedule (see chart). Built into the instructional day was core instruction in addition to daily morning meeting (for students); a daily morning huddle for staff. Our educators provided intervention blocks, guided reading, blended learning – Lexia Reading, Monday – Thursday (4 days/week). Students received 250 instructional minutes of synchronous instruction daily in addition to 90-minutes of self-guided blended learning using Lexia (reading), Freckle (math), and RazKids (reading) platform. Friday mornings included interventions to mitigate learning loss, including small group instruction and administering STEP assessment.

Strategic Teaching and Evaluation of Progress (STEP) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provides educators with the data necessary to improve student achievement in literacy across grade levels. UChicago Impact's STEP provides schools with a meaningful, developmental literacy assessment and professional learning that supports educators in using student data to increase the volume of students on track to reading proficiency.

| | TK | | Kinder | Kinder | | 1st Grade | 1st Grade | | 2nd Grade | 2nd Grade | | 3rd Grade |
|-------------|------------------------------------|-------------|-------------------------------------|-------------------------------------|-------------|------------------------------------|------------------------------------|-------------|------------------------------------|------------------------------------|-------------|------------------------------------|
| | Harvard | | Northwestern | Boise | | UCLA | CSULB | | Yale | Howard | | Texas |
| 8:00-8:15 | Staff Huddle (M, W, F) | 8:00-8:15 | Staff Huddle (M,W,F) | Staff Huddle (M,W,F) | 8:00-8:15 | Staff Huddle (M, W, F) | Staff Huddle (M, W, F) | 8:00-8:15 | Staff Huddle (M, W, F) | Staff Huddle (M, W, F) | 8:00-8:15 | Staff Huddle (M,W,F) |
| 8:15-9:00 | Prep | 8:30-9:00 | Morning Meeting | Morning Meeting | 8:30-9:00 | Morning Meeting | Morning Meeting | 8:30-9:00 | Morning Meeting | Morning Meeting | 8:30-8:50 | Morning Meeting |
| 9:00-9:20 | Morning Meeting | 9:00-9:30 | Read Aloud | Read Aloud | 9:00-9:30 | Math | Math | 9:00-9:40 | Math | Math | 8:50-9:00 | Break |
| 9:20-9:30 | Break | 9:30-10:00 | PE | PE | 9:30-9:50 | Math (ind. work time) | Math (ind. work time) | 9:40-9:50 | Independent Practice | Independent Practice | 9:00-9:30 | Close Reading |
| 9:30-10:00 | Read Aloud | 10:00-10:40 | Math | Math | 9:50-10:00 | Break | Break | 9:50-10:00 | Break | Break | 9:30-9:50 | Independent Practice |
| 10:00-10:30 | Math | 10:40-11:00 | Break | Break | 10:00-10:30 | Read Aloud | Read Aloud | 10:00-10:30 | Read Aloud | Read Aloud | 9:50-10:30 | Math |
| 10:30-10:40 | Break | 11:00-11:30 | Phonics | Phonics | 10:30-10:50 | Reading Response (ind. work time) | Reading Response (ind. work time) | 10:30-11:00 | Independent Practice | Independent Practice | 10:30-11:00 | Writing |
| 10:40-11:00 | Phonics | 11:30-12:00 | Lunch | Lunch | 10:50-11:00 | Break | Break | 11:00-11:30 | Writing | Writing | 11:00-11:30 | Guided Reading |
| 11:00-11:30 | Closing | 12:00-12:30 | Blended learning Lexia (reading) | Blended learning Lexia (reading) | 11:00-11:30 | Writing | Writing | 11:30-12:00 | Lunch | Lunch | 11:30-12:00 | Lunch |
| 11:30-12:00 | Lunch | 12:30-1:00 | Blended learning Freckle (math) | Blended learning Freckle (math) | 11:30-12:00 | Lunch | Lunch | 12:00-12:30 | PE | PE | 12:00-12:30 | PE |
| 12:00-12:30 | PE | 1:00-1:30 | Blending learning RazKids (reading) | Blending learning RazKids (reading) | 12:00-12:30 | PE | PE | 12:30-1:00 | Blending learning Lexia (reading) | Blending learning Lexia (reading) | 12:30-1:00 | Blending learning Lexia (reading) |
| 12:30-1:00 | Blended learning Lexia (reading) | 1:30-2:30 | Guided Reading | Guided Reading | 12:30-1:00 | Blended learning Lexia (reading) | Blended learning Lexia (reading) | 1:00-2:00 | Guided Reading | Guided Reading | 1:00-2:00 | Guided Reading |
| 1:00-2:00 | Guided Reading | 2:30-3:00 | RTI | RTI | 1:00-2:00 | Guided Reading | Guided Reading | 2:00-2:30 | RTI | RTI | 2:00-2:30 | RTI |
| 2:00-2:30 | Blending learning Freckle (math) | | | | 2:00-2:30 | RTI | RTI | 2:30-3:00 | Blended learning Prodigy (math) | Blended learning Prodigy (math) | 2:30-3:00 | Blended learning Prodigy (math) |
| 2:30-3:00 | RTI | | | | 2:30-3:00 | Blended learning RazKids (reading) | Blended learning RazKids (reading) | 3:00-3:30 | Blended learning RazKids (reading) | Blended learning RazKids (reading) | 3:00-3:30 | Blended learning RazKids (reading) |
| 3:00-3:30 | Blended learning RazKids (reading) | | | | 3:00-3:30 | Blended learning Freckle (math) | Blended learning Freckle (math) | | | | | |

Challenges with distance learning includes:

- Our students struggled with distance learning and achievement gaps were widening. Our staff implemented the SST Process with parents virtually and the process was very time consuming. Students in Kindergarten struggled with logging in on a consistent basis. Meetings with parents/families revealed parents were working, and/or lacked a consistent adult/had daycare issues, or grandparents that struggled with technology and/or language barriers, and therefore supervise and assist young students with logging in and participating in daily instruction. Our staff contacted families on a regular basis to assist and develop an action plan in order to have students participating either in distance learning or Independent work.

Access to Devices & Connectivity:

- Successes: In accordance with CA Ed Code 43503, Soleil Academy offered Chromebooks for every student. A needs assessment was administered prior to the start of the school year to assess technology device and connectivity needs; and provide families with resources for reduced cost internet service from local Internet Service Providers (ISP). Wi-Fi hotspots were provided to students who lacked internet service at home in order to be able to access the online curricular and instructional programs. Headphones were also provided to students for use at home during distance learning.

- Challenges: while we provided students who lacked connectivity with Wi-Fi hotspots, some students struggled with bandwidth issues during distance learning.

Pupil Participation & Progress:

- Successes: Once hybrid instruction was provided in April student participation and academic progress improved significantly, but many who remained in distance learning continued to be disengaged.
- Challenges: Distance learning platform was a struggle for students and families. Despite offering hybrid instruction, for some families the scheduling changes created issues with their work routine.

Distance Learning Professional Development:

- Successes: designed a professional learning series for all teachers and staff focused on ensuring the delivery of high quality and engaging instruction through distance learning including use of the following tools and programs: Flipgrid, Lexia, Google Suites, STEP Reading Assessment training, and other web-based applications. The Dean of Academics provide ongoing instructional coaching for our teachers including classroom observations, feedback and facilitated professional development. Other areas of focus were on pedagogical strategies to keep students engage in distance learning.
- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Our entire staff has been flexible with their roles/responsibilities this past year to support the needs of our students. Instructional Aides provided academic support during synchronous instruction and small group instruction during Rtl.
- Challenges: There were no challenges to staff roles and responsibilities.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes:

For EL: With our school's literacy focus in combination with our distance learning schedule that included 250 instructional minutes of synchronous instruction daily in addition to 90-minutes of self-guided blended learning using Rosetta Stone, Lexia (reading), Freckle (math), and RazKids (reading) platform, and small group instruction, served to support our ELs with language acquisition.

Soleil Academy contracted SPED services with Expatiate to provide distance learning instruction and services outlined in the student's IEP. This past year with distance learning our staff has consistently communicated with parents of Students with Disabilities, with increased collaboration and between school and home.

- Challenges with supporting Students with Disabilities (SWD) during distance learning has been scheduling services, and technical difficulties.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| Progress monitoring to occur every 2 weeks | \$15,000 | \$87,952 | Y |
| Inclusion in RTI sessions | \$8450 | \$0 | N |
| Supplemental 1-1 instruction for 1x/week for scholars experiencing difficulty with remote learning | \$3000 | \$9,331 | Y |
| Purchase of tablets for scholar receiving OT not able to access on-line platforms | \$10,000 | \$431 | N |
| SST meetings with Expatiate and possible increase of IEP Services | \$27,320 | \$132,502 | N |
| Providing book and supplies to homeless youth | \$1500 | \$0 | N |
| Supplemental Learning Kits | -- | \$11,000 | Y |
| Interventionist: to provide push-in support (Tier 2) | -- | \$63,654 | N |

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

The following are the substantive differences between the planned actions and what was actually implemented:

- There were no additional costs for student Inclusion in Rtl sessions
- Only a few tablets were purchased
- There were no identified homeless youth enrolled therefore there were no expenses for this action (books & Supplies)
- Supplemental Learning Kits were purchased for distribution for student-use
- Interventionist provided Tier 2 support for students struggling academically

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include the use of multiple forms of assessments administered and data collected: NWEA MAP, and STEP assessments. In addition our students received 90-minutes of daily blended learning (academic support) and intervention/Rtl sessions, and small group instruction. The Interventionist provided Tier 2 academic support via push-in support. For students who struggled academically with distance learning, an Instructional Aide provided weekly one-on-one support.
- Challenges with pupil learning loss include scholars that were unable to meet their end of year goals; and therefore transitioning to the next grade level in the next school year lacking the core skillsets needed in preparation for the next grade level.

Analysis of Mental Health and Social and Emotional Well-Being

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

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

Soleil Academy implemented daily morning meetings for students to set the tone and conduct a virtual wellness check of its students. Weekly check-ins were conducted by our teachers.

For staff: Soleil Academy implemented Wellness Month that included virtual yoga, a wellness calendar, and daily staff morning huddles to maintain one team, one vision. The Administrative team conducted check-ins with staff.

- Challenges with staff mental health & emotional wellbeing has been significant. This was an exceptionally stressful year especially for our educators and support staff who were also parents and had to maneuver their responsibilities as educators/support staff and the

responsibilities as parents which was overwhelming during distance learning. Our school implemented strategies (Wellness Month, virtual yoga) and provided space for healing and personal wellness practices.

Analysis of Pupil and Family Engagement and Outreach

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

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: our highly dedicated staff developed strategies to engage students and their families - by hosting drive-thru events: Meet the teacher, Xmas, Halloween, and virtual field trips.
- Successes with parent engagement: a majority of parents were responsive with our educators on a regular basis. This past year, there were significantly more interactions than prior years (Pre-COVID), given the flexibilities of distance/virtual learning.
- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.
- Challenges were exacerbated with families who were difficult to engage in Pre-COVID, so in the current year, it was nearly impossible to engage them during distance learning despite the numerous strategies implemented by our staff and educators. For families multitasking and trying to balance their child's online learning, childcare and working from home has been extremely challenging and stressful. For single parent households and under-resourced families distance learning has been extremely challenging. Families were faced with job, housing and food insecurity, in addition to childcare, Other families reported having to address both academic and social-emotional needs of their children while at home was also stressful and overwhelming. The COVID stay-at-home orders resulted in families feeling isolated.

Analysis of School Nutrition

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

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year with the exception of the steep decline in grab and go meal pick-up when COVID rates rose in December and January.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|------------------|--|----------------------|-------------------------------|--------------|
| School Nutrition | Purchase of tent and outdoor tables used for distribution of grab and go student meals | -- | \$8,685 | N |

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Purchase of tent and outdoor tables used for distribution of grab and go student meals

Overall Analysis

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

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school’s safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.
- Distance Learning: will not take place in 2021-22, however we will incorporate essential tools and applications in the classroom.
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: There is a need to continue to integrate SEL and morning meetings to support the social-emotional well-being of our students.
- Student Engagement: With the return to in-person instruction there is a need to provide students with experiential learning opportunities to maintain student engagement and improve student learning.
- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

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

Soleil Academy has implemented the following cycle of assessments that will be incorporated in the school’s 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- STEP (reading): all grades – every 8 weeks
- NWEA MAP Reading & Math: all grades – 3 times/year

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

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue to implement NWEA & STEP assessments
- Strengthen and expand academic supports: Reading Interventionists, Instructional Aides
- Continue to utilize the following intervention supports: Lexia Core5, Raz Kids, Achieve 3000, Prodigy math
- Continue to strengthen RtI – supports for high needs students: Student Support Coordinator
- Administer CAASPP assessments ELA & Math (Grade 3)
- Summer PD to focus on data analysis, CAASPP & ELPAC results, and preparation for 2021-22 school year

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

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

- As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---------------------------------------|--|
| Soleil Academy | Beatriz Gutierrez, Executive Director | bgutierrez@soleilacademy.org 323.409.0801 |

Plan Summary 2021-22

General Information

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

Soleil Academy provides an academically challenging, disciplined, and jubilant elementary school in which all members of the school community - board members, leaders, teachers, families, and scholars - understand and are driven by the mission of Soleil Academy, rooted in the belief that the path to college for all scholars begins in elementary school.

We devote the majority of our financial, temporal, and curricular resources towards powerful literacy acquisition for our scholars; we provide a unique and comprehensive focus on the development of oral language as the hallmark of our school wide enrichment program; and we measure scholars' academic progress on growth, comparative, and absolute terms.

Situated in Lynwood, a densely populated community within Los Angeles County, Soleil Academy serves 198 scholars in grades TK-3 and will expand by one grade level annually until it serves TK-5. Current student demographics include: 94% Hispanic, 6% African American, 36% English Learners (EL), 6% Students with Disabilities (SWD), and 84.3% Socioeconomically Disadvantaged (SED). Currently, our school does not have any scholars identified as Homeless Youth (HY) or Foster Youth (FY).

Mission Statement

Through academic rigor, character development, and a structured learning environment, Soleil Academy Charter School ensures that every transitional kindergarten through 5th grade scholar has the foundation necessary for college success and a future bright with opportunity.

Vision Statement

"In my life, education has been the great equalizer that allowed me to overcome humble beginnings. I want the same opportunities for all of California's kids." – Tony Thurmond, California State Superintendent of Public Instruction.

Reflections: Successes

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

Soleil Academy is in its third year of operation and the following Dashboard is not reflective of Soleil Academy's student academic performance because the Fall 2019 Dashboard (see below) represents data collected from 2017-18 and 2018-19 school years. Soleil Academy was established in Fall 2018 serving grades TK-1, and has expanded annually by one grade level and currently serves grades TK-3.

Based on CA's ESSA State Plan, schools that serve Kindergarten, grade one and/or grade two only (non-testing grades) are required to receive a performance level (color) on the Academic Indicators (ELA & Math) even though students in these grades are not administered the ELA & Math CAASPP (state mandated) assessments. The process of assigning distance from standard (DFS) results is called "Pair and Share." These schools are specifically assigned grade 3 DFS (which includes results from both the Smarter Balanced Summative Assessments and the CAAs) and for Soleil Academy the following rule applies:

- For Charter Schools with a county authorizer, the DFS will be based on the countywide grade three DFS results.

Therefore, the following dashboard is not an indicator or reflective of the accomplishments of Soleil Academy and its scholars.

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | None | None | None | None | Orange | Green |
| English Learners | None | None | None | None | None | None |
| Foster Youth | None | None | None | None | None | None |
| Homeless | None | None | None | None | None | None |
| Socioeconomically Disadvantaged | None | None | None | None | None | None |
| Students with Disabilities | None | None | None | None | None | None |
| African American | None | None | None | None | None | None |
| American Indian or Alaska Native | None | None | None | None | None | None |
| Asian | None | None | None | None | None | None |
| Filipino | None | None | None | None | None | None |
| Hispanic | None | None | None | None | None | None |
| Native Hawaiian or Pacific Islander | None | None | None | None | None | None |
| White | None | None | None | None | None | None |
| Two or More Races | None | None | None | None | None | None |

Successes this past school year include the approval by the Los Angeles County Office of Education, for Soleil Academy to operate for an additional 5-years. Soleil Academy's educational model was designed to create lifelong readers, by instilling a deep-rooted love for

reading for all students. Starting in TK/K, students have access to independent reading books based on their identified reading level which they pack in their “book bag” to read while at home each night. “As they read each day, they encounter new words, usage, sentence structures, and ideas,” which supports overall literacy development.¹ This explicit time for reading allows students to own their learning and read books that they have deliberately chosen to read. This practice cultivates a genuine love for reading while exposing children to new vocabulary and variety of writing styles, genres, which invariably influences their writing skills.

Reflections: Identified Need

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

With over a year dealing with the COVID-19 global pandemic and students participating in distance learning, there is a need to develop and implement strategies to engage students and accelerate their learning by building upon their foundational skills. For our youngest students, especially incoming TK/K we anticipate they will be under-prepared and our Tiered intervention services and programs in combination with universal screeners that will be administered, will be reviewed, analyzed and used to identify student learning loss, learning gaps, areas of strength, and areas for growth for Literacy and Mathematics.

Soleil Academy has developed a robust professional development program for our educators, support staff and leadership team to build capacity and knowledge among our staff to address the academic, social-emotional and behavioral needs of our scholars.

LCAP Highlights

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

Soleil Academy continues to expand and strengthen its Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school’s system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students’ academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

¹ Gardiner, Steve. “Building Student Literacy Through Sustained Silent Reading.” Retrieved from: <http://www.ascd.org/publications/books/105027/chapters/Creating-Lifelong-Readers.aspx>. 12 Dec 2016.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of Rtl and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

LCAP Goals were revised to reflect an equity lens and key areas of focus for Soleil Academy.

- Goal #1: Continue to develop an infrastructure that uses multiple forms of schoolwide & student achievement data to inform instruction, implement a Multi-tiered System of Supports to address the academic, social-emotional and behavioral needs of every scholar and close achievement gaps across all student groups.

- Goal #2: Provide all scholars with a rigorous standards-aligned educational program that integrates the BRIGHT Core values, and character development to prepare all scholars for success in College and Career.

- Goal #3: Engage parents as partners through education, communication, and collaboration to provide our scholars with a safe, welcoming, inclusive, and positive learning environment & ensure each scholar ready to learn.

Soleil Academy has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

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

Schools Identified

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

Soleil Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

Soleil Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

Soleil Academy has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

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

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Soleil Academy engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. Soleil Academy also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

| <u>DATE(S)</u> | <u>STAKEHOLDER TYPE</u> | <u>TOPIC(S) DISCUSSED</u> | <u>METHOD OF INVOLVEMENT</u> |
|----------------|--------------------------|--|--|
| 8/6/2020 | Parents & Staff | Technology Support, Distance Learning | Zoom meeting |
| 9/9/20 | Parents & Staff | Student Attendance and Engagement, School Events | Zoom meeting |
| 10/7/20 | Parents & Staff | Student Attendance and Engagement | Zoom meeting |
| 11/4/2020 | Parents & Staff | School Climate, Student Engagement | Zoom meeting |
| 12/2/20 | Parents & Staff | Student Attendance and Engagement | Zoom meeting |
| 1/13/21 | Parents & Staff | SEL Curriculum, Student Attendance and Engagement | Zoom meeting |
| 2/2/21 | Parents & Staff | Student Attendance and Engagement | Zoom meeting |
| 3/10/21 | Parents & Staff | Transition to In-Person instruction, LCAP Actions, & AB86 Funding | Zoom meeting |
| 4/7/21 | Parents, Families, Staff | Reopening Parent Orientation | Parent Webinar (Zoom) including SSC, DELAC |
| 4/15/2021 | Parents & Staff | ELO Grant | SSC Meeting, Zoom |
| 5/12/21 | Parents & Staff | Summer Enrichment & ELO Grant, in alignment with LCAP Goals, CAASPP & NWEA | Zoom meeting |
| 6/15/2021 | Board, parents | Public Hearing LCAP | Zoom meeting |

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss LCAP Goals, Actions & Services, and the following reflect feedback by stakeholder group:

- **Administrators/Leadership Team:** indicated the need to strengthen and expand tiered intervention for identified scholars, based on an analysis of student achievement data, to accelerate learning and further mitigate learning loss as a result of distance learning.
- **Teachers** indicated they would like additional time for small group instruction, and for their scholars to have access to additional time with the Interventionist or the Instructional Aide, to provide intervention.

- **Support Staff** (IA/Interventionists) indicated they would like student achievement data to be provided during the summer for planning for the upcoming school year; and would like designated grade levels to provide intervention.
- **Staff** indicated they would like consistent weekly team meetings; additional preparation time in the summer (prior to the start of the school year); and additional planning time with their teams to take place in the summer. They also indicated they would like continued COVID safety measures to be implemented.
- **Parents** including PAC, ELAC/DELAC & EL-PAC: indicated they would like continued COVID safety measures to be implemented and would like school tours to take place prior to the start of the school year to meet teachers and staff.
- **Students** indicated they would like additional time for recess and a reduction in (online) screen time.
- **SELPA** – Soleil Academy consulted with its SELPA and no additional feedback was provided (See Goal 1, Action 5)

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

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Measuring student progress using evidence-based assessments (Goal 1, Action 1)
- Providing tiered academic support and intervention (Goal 1, Action 2)
- Professional development including summer (Goal 2, Action 1)
- Addressing the needs of Students with Disabilities (Goal 1, Action 5)
- Parent/student orientation & tour (Goal 3, Action 3)

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | Continue to develop an infrastructure that uses multiple forms of schoolwide & student achievement data to inform instruction, implement a Multi-tiered System of Supports to address the academic, social-emotional and behavioral needs of every scholar and close achievement gaps across all student groups. |

An explanation of why the LEA has developed this goal.

There is a need to continue to implement universal screeners and utilize data to identify learning gaps, monitor student academic progress and provide targeted academic, social-emotional and/or behavioral supports to improve student outcomes.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-----------------------------------|----------------|----------------|----------------|---------------------------------|
| ELA CAASPP Scale Score - DFS | Pending Spring 2021 - Baseline | | | | +10 Scale Score growth annually |
| Math CAASPP Scale Score - DFS | Pending Spring 2021 - Baseline | | | | +10 Scale Score growth annually |
| Gr 5: CA Science Test (CAST) Scale Score - DFS | * Not administered | | | | +10 Scale Score growth annually |
| Attendance Rate | 99% | | | | 96% |
| Chronic Absenteeism Rate | 2% | | | | <3% |
| Suspension Rate | 0% | | | | <2% |
| Expulsion Rate | 0% | | | | <1% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|-----------------------------|
| % of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study | 100% | | | | 100% |
| % EL who progress in English Proficiency (ELPI) | Fall 2019 CA Dashboard ELPI: 76.9% (Very High) | | | | 60% |
| EL Reclassification Rate | 1.9% | | | | 25% |
| % EL with access to CCSS & ELD Standards | 100% | | | | 100% |

* Soleil Academy currently serves Grades TK-3; therefore CA Science Test was not administered but will be administered in Spring 2023 when the school serves TK-5.

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 1 | MEASURING STUDENT PROGRESS – ASSESSMENTS | <p>In order to measure student academic performance, monitor scholars progress and identify learning gaps and accelerate student learning, all scholars will be administered the following assessments that will be used to inform instruction and identify scholars for academic support:</p> <ul style="list-style-type: none"> • STEP (reading): all grades – every 8 weeks • NWEA MAP Reading & Math: all grades – 3 times/year • State mandated assessments <p>The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source.</p> | \$7,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| | | <p>NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student’s level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p> <p>Strategic Teaching and Evaluation of Progress (STEP) is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provides educators with the data necessary to improve student achievement in literacy across grade levels. UChicago Impact’s STEP provides schools with a meaningful, developmental literacy assessment and professional learning that supports educators in using student data to increase the volume of students on track to reading proficiency.</p> | | |
| 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | <p>Our scholars have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, and an analysis of assessment data, there is a significant need to provide our scholars with additional academic supports and interventions built into the instructional day, to further mitigate learning loss. Reading Interventionists (2), credentialed teachers twill provide Tier 2 reading intervention for scholars in grades 1-4 performing below grade level during the 90-minute guided reading block. Homeroom teachers will provide math intervention during the daily 30-minute RtI block. Instructional Aides (6) will provide tiered support during the instructional day.</p> | \$361,191 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| | | <p>Our scholars will also access the following supplemental programs during intervention block:</p> <ul style="list-style-type: none"> • Lexia Core5 • Raz Kids • Prodigy Math • Achieve 3000: Grades 3-4 <p>Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades TK-12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of “strong” from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.</p> | | |
| 3 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | <p>Soleil Academy is committed to providing social and emotional supports to support the mental health need of our scholars. The <i>Dean of Culture</i> will lead schoolwide community meeting, and lead schoolwide implementation of PBIS.</p> <p>Our scholars participate in daily morning meetings aligned to the Bravery, Respect, Integrity, Generosity, Hard work, and Tenacity (BRIGHT) Core Values with their teachers. Bright Character development skills aim at creating a strong foundation with self-identity. Our teachers implement the SEL curriculum, which is</p> | \$84,000 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | embedded in daily instructional practice, expectations and in the daily SEL check-ins with scholars, reinforcing a variety of social emotional skills. | | |
| 4 | STRENGTHENING EL PROGRAM & SERVICES | English learners comprise approximately 36% of our student population. To ensure English learners gain English language proficiency, and English language acquisition, Soleil Academy teachers will provide integrated English Language Development (ELD) across all disciplines. Designated ELD will take place during universal access/intervention block for 25 minutes at least four days per week depending on EL needs and ELPAC results. The Student Support Coordinator (credentialed teacher) will oversee the EL Program, Rtl, facilitate professional development and coach teachers. The EL interventionist (Title I funded) will provide push-in academic support for EL in the classroom. | \$151,555 | Y |
| 5 | SERVICES TO SUPPORT SWD | Soleil Academy's SELPA is LACOE SELPA. Our school will contract SPED services; and our general education staff will participate in professional development opportunities offered from our SELPA, and other providers to ensure compliance and adherence to state and federal laws with regards to Special Education. In addition, Soleil Academy will ensure implementation of accommodations and/or modifications into lessons and assessments to support the needs and IEP goals of SWD. | \$163,920 | N |
| 6 | BROAD COURSE OF STUDY | Soleil Academy will provide all scholars with a broad course of study beyond core subjects that include the following: <ul style="list-style-type: none"> • Art (2) – credentialed teachers • Science (2) single-subject credentialed teachers that will solely teach Science (NGSS aligned) to | \$299,736 | Y |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>provide scholars with experiential learning opportunities.</p> <p>According to a longitudinal study of the impact of the Arts and Achievement in At-risk youth, conducted by National Endowment of the Arts, found that students in high arts involvement helped narrow the gap in achievement levels among youth of high SES versus low SES. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.</p> | | |

Goal Analysis

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

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

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

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

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

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

Goal

| Goal # | Description |
|--------|--|
| 2 | Provide all scholars with a rigorous standards-aligned educational program that integrates the BRIGHT Core values, and character development to prepare all scholars for success in College and Career. |

An explanation of why the LEA has developed this goal.

As Soleil Academy expands by one grade level annually, there is a need to ensure implementation of grade level academic standards with the integration of BRIGHT Core Values.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|----------------|----------------|-----------------------------|-----|---|-----|---|------|---|------|---|---------|---|----|---|--|--|--|--|--|--|--|---------|-----|---|-----|---|-----|---|------|---|---------|---|----|---|
| % of students with access to Standards-aligned materials | 100% | | | | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric. | <table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>5</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>PE</td> <td>5</td> </tr> </tbody> </table> | OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS | | | 2020-21 | ELA | 5 | ELD | 5 | MATH | 5 | NGSS | 5 | HISTORY | 5 | PE | 5 | | | | <table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>5</td> </tr> <tr> <td>Gre</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>PE</td> <td>5</td> </tr> </tbody> </table> | OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS | | | 2023-24 | ELA | 5 | ELD | 5 | Gre | 5 | NGSS | 5 | HISTORY | 5 | PE | 5 |
| OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2020-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELD | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NGSS | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HISTORY | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PE | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2023-24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELD | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gre | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NGSS | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HISTORY | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PE | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | |
|---|---------------------|--|--|--|------|
| % of Teachers appropriately credentialed & assigned | 100% | | | | 100% |
| Gr 5 PFT: % students meeting all 6 HFZ | ** Not administered | | | | 20% |

**** Soleil Academy currently serves Grades TK-3; therefore Physical Fitness Test was not administered but will be administered in Spring 2023 when the school serves TK-5.**

Actions

| Action # | Title | Description | Total Funds | Contributing | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|--|---|--------------------------------------|--------------|--|--|--|---|-----|---|----------------|--------|--------|--------|----------------|--------|--------|--------|---------------|--------|-------|-----|-----------|---|
| 1 | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM | <p>Soleil Academy will employ a Principal and a total of 10 appropriately credentialed and assigned classroom teachers for scholars in grades TK-4, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s base program.</p> <table border="1"> <thead> <tr> <th colspan="4">INSTRUCTIONAL MINUTES BY GRADE LEVEL</th> </tr> <tr> <th></th> <th>K</th> <th>1-3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>CA REQUIREMENT</td> <td>36,000</td> <td>50,400</td> <td>54,000</td> </tr> <tr> <td>SOLEIL ACADEMY</td> <td>54,670</td> <td>54,670</td> <td>54,670</td> </tr> <tr> <td>ADD'L MINUTES</td> <td>18,670</td> <td>4,270</td> <td>670</td> </tr> </tbody> </table> <p>All teachers will participate in 14 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 13 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development.</p> <p>Therefore 15% of salaries are being funded with LCFF S&C.</p> | INSTRUCTIONAL MINUTES BY GRADE LEVEL | | | | | K | 1-3 | 4 | CA REQUIREMENT | 36,000 | 50,400 | 54,000 | SOLEIL ACADEMY | 54,670 | 54,670 | 54,670 | ADD'L MINUTES | 18,670 | 4,270 | 670 | \$843,628 | Y |
| INSTRUCTIONAL MINUTES BY GRADE LEVEL | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 1-3 | 4 | | | | | | | | | | | | | | | | | | | | | |
| CA REQUIREMENT | 36,000 | 50,400 | 54,000 | | | | | | | | | | | | | | | | | | | | | |
| SOLEIL ACADEMY | 54,670 | 54,670 | 54,670 | | | | | | | | | | | | | | | | | | | | | |
| ADD'L MINUTES | 18,670 | 4,270 | 670 | | | | | | | | | | | | | | | | | | | | | |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------------|--|-------------|--------------|
| 2 | PROFESSIONAL DEVELOPMENT | <p>Soleil Academy's educators will participate in ongoing evidence-based professional development during the summer and will continue during the academic school year. The Dean of Academics will provide instructional coaching for all teachers and facilitate professional development.</p> <p>Areas of focus for professional development include:</p> <ul style="list-style-type: none"> • Lesson Plan Internalization • Schoolwide Assessments • Behavior Management • Intervention Process at Soleil • Homework and Grading Expectations • Child abuse reporting and CPR <p>In order to build capacity and strengthen school practices, members of the Leadership/Administration team will participate in:</p> <ul style="list-style-type: none"> • Building Excellent Schools (BES) Title II Funded – Leadership Development (for new school leaders) • Appleman Consulting will provide leadership development – for existing school leaders (Executive Director, Principal, Dean of Culture) <p>To support teacher effectiveness and credential clearance, Soleil Academy will reimburse teacher induction expenses.</p> | \$128,000 | Y |
| 3 | CORE CURRICULAR PROGRAM NEEDS | <p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Bridges Math | \$23,186 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------------|---|-------------|--------------|
| | | <ul style="list-style-type: none"> • Core curriculum for incoming Gr 4 • Rosetta Stone supplemental curriculum | | |
| 4 | CLOSING THE DIGITAL DIVIDE | Soleil Academy will purchase additional devices to continue with 1:1 student to device ratio, schoolwide, and additional technology related programs and supplies, and IT Support services. | \$87,800 | N |

Goal Analysis

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

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

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

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

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

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

Goal

| Goal # | Description |
|--------|--|
| 3 | Engage parents as partners through education, communication, and collaboration to provide our scholars with a safe, welcoming, inclusive, and positive learning environment & ensure each scholar ready to learn. |

An explanation of why the LEA has developed this goal.

As the school continues to expand in serving additional grade levels and re-open to full in-person instruction in the fall, there is a need to continue to build positive relationships with families to support student outcomes.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|-------------|----------------|----------------|----------------|-----------------------------|
| School Facility FIT Report Score of “Good” | Exemplary | | | | Good |
| Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC. | Outcome Met | | | | Outcome Met |
| Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD). | Outcome Met | | | | Outcome Met |
| Increase parent satisfaction rate as measured in the annual survey. | 98% | | | | >90% |
| Increase % of scholars who feel connected, safe and engaged at school as measured in the annual survey. | 100% | | | | >90% |
| Increase % of staff who feel supported and connected as measured in the annual staff survey. | 90% | | | | >90% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | <p>Soleil Academy will provide all scholars with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will also host Assemblies and schoolwide events to promote student engagement and a positive school climate. The School Safety Plan will be updated, emergency drills will take place, in addition to student vision and hearing testing.</p> <p>Soleil Academy will also administer an annual parent, student and staff survey that will be reported annually on the LCAP, Dashboard, and SARC Report.</p> | \$13,380 | N |
| 2 | PARENT INPUT IN DECISION-MAKING | <p>At Soleil Academy parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) | \$0 | N |
| 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | <p>Soleil Academy will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child education.</p> <p>Our school will host a parent/student orientation this summer (prior to the start of the school year) to provide families with a school tour, discuss health & safety guidelines, review parent/student handbook, and meet school staff and teachers. To keep families</p> | \$77,315 | N |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| | | <p>up to date on school events, promote parent engagement and participation, our school's website will be updated regularly; and staff will also use One Call to communicate with families. The Enrollment & Marketing Coordinator will host and facilitate parent events, workshops, and provide translation services. Our school will host Parent University with a focus on the following requested topics:</p> <ul style="list-style-type: none"> • How to start saving for college now • Reading at home • Writing at home • Math at home • SEL • Developing nutritional habits | | |
| 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | Soleil Academy strives to provide all scholars and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, which includes janitorial services, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and if any findings are identified, appropriate repairs are made. | \$95,289 | N |

Goal Analysis

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 33.12% | \$668,295 |

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

Required Descriptions

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

The following actions were principally directed towards and effective in meeting Soleil Academy’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lack foundational literacy and math skills, including social and behavioral skills and the detrimental impacts of distance learning has exacerbated learning loss. In order to address this issue and the underlying issues, Soleil Academy will implement a robust Multi-tiered System of Supports (MTSS) student support program to address the academic and social-emotional needs of our students that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Goal 1, Action 1: Implementation of academic universal screeners & monitoring student progress (assessments)
- Goal 1, Action 2: MTSS addressing student academic needs to accelerate learning
- Goal 1, Action 3: MTSS addressing the social-emotional and behavioral needs
- Goal 1, Action 4: Academic supports and strengthening EL academic needs
- Goal 1, Action 6: Art Integration
- Goal 2, Action 1: Longer school day
- Goal 2, Action 2: Instructional Coaching for our educators – interventions, lesson planning & evidence-based pedagogical strategies

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

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.12% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

For example, Reading Interventionists (2), (credentialed) will provide Tier 2 reading intervention for scholars in grades 1-4 performing below grade level during 90-minute guided reading block. Our scholars will also use Achieve 3000 that focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

Soleil Academy will use NWEA Reading and Math assessments as a universal screener and to monitor, measure student progress and develop annual goals. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

Another valuable tool that will be utilized is Strategic Teaching and Evaluation of Progress (STEP). STEP is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity for literacy instruction and provides educators with the data necessary to improve student achievement in literacy across grade levels. UChicago Impact's STEP provides schools with a meaningful, developmental literacy assessment and professional learning that supports educators in using student data to increase the volume of students on track to reading proficiency.

Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| Totals | \$ 1,712,614 | \$ 374,272 | \$ - | \$ 250,195 | 2,337,080 | \$ 1,882,110 | \$ 454,970 |

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|---|------------------|------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | MEASURING STUDENT PROGRESS – ASSESSMENTS | All | \$ 7,000 | | | | \$ 7,000 |
| 1 | 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | All | \$ 11,080 | \$ 210,352 | | \$ 140,840 | \$ 362,271 |
| 1 | 3 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | All | \$ 84,000 | | | | \$ 84,000 |
| 1 | 4 | STRENGTHENING EL PROGRAM & SERVICES | EL | \$ 78,000 | | | \$ 73,555 | \$ 151,555 |
| 1 | 5 | SERVICES TO SUPPORT SWD | SPED | | \$ 163,920 | | | \$ 163,920 |
| 1 | 6 | BROAD COURSE OF STUDY | All | \$ 299,736 | | | | \$ 299,736 |
| 2 | 1 | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM | All | \$ 843,628 | | | | \$ 843,628 |
| 2 | 2 | PROFESSIONAL DEVELOPMENT | All | \$ 104,000 | | | \$ 24,000 | \$ 128,000 |
| 2 | 3 | CORE CURRICULAR PROGRAM NEEDS | All | \$ 23,186 | | | | \$ 23,186 |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | All | \$ 86,000 | | | \$ 1,800 | \$ 87,800 |
| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | All | \$ 13,380 | | | | \$ 13,380 |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING | All | \$ - | | | | \$ - |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | All | \$ 77,315 | | | | \$ 77,315 |
| 3 | 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | All | \$ 85,289 | | | \$ 10,000 | \$ 95,289 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-------------|
| Total: | \$ - | \$ - |
| LEA-wide Total: | \$ - | \$ - |
| Limited Total: | \$ - | \$ - |
| Schoolwide Total: | \$ - | \$ - |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|---|------------|-------------------------------|----------|------------|-------------|
| 1 | 1 | MEASURING STUDENT PROGRESS – ASSESSMENTS | schoolwide | EL, LI, FY | Soleil | \$ 7,000 | \$ 7,000 |
| 1 | 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | schoolwide | EL, LI, FY | Soleil | \$ 11,080 | \$ 362,271 |
| 1 | 3 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | schoolwide | EL, LI, FY | Soleil | \$ 84,000 | \$ 84,000 |
| 1 | 4 | STRENGTHENING EL PROGRAM & SERVICES | schoolwide | EL, LI | Soleil | \$ 78,000 | \$ 151,555 |
| 1 | 5 | SERVICES TO SUPPORT SWD | schoolwide | | Soleil | | \$ 163,920 |
| 1 | 6 | BROAD COURSE OF STUDY | schoolwide | EL, LI, FY | Soleil | \$ 299,736 | \$ 299,736 |
| 2 | 1 | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM | schoolwide | EL, LI, FY | Soleil | \$ 843,628 | \$ 843,628 |
| 2 | 2 | PROFESSIONAL DEVELOPMENT | schoolwide | EL, LI, FY | Soleil | \$ 104,000 | \$ 128,000 |
| 2 | 3 | CORE CURRICULAR PROGRAM NEEDS | schoolwide | | Soleil | \$ 23,186 | \$ 23,186 |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | schoolwide | | Soleil | \$ 86,000 | \$ 87,800 |
| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | schoolwide | | Soleil | \$ 13,380 | \$ 13,380 |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING | schoolwide | | Soleil | \$ - | \$ - |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | schoolwide | | Soleil | \$ 77,315 | \$ 77,315 |
| 3 | 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | schoolwide | | Soleil | \$ 85,289 | \$ 95,289 |

Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:
<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.