

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Soleil Academy Charter

Contact Name and Title

Beatriz Gutierrez
Executive Director

Email and Phone

bgutierrez@soleilacademy.org
(310) 622-2282

2017-20 Plan Summary

The Story

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

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

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

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

Soleil Academy will open in the fall of 2018 to 120 TK, Kindergarten, and first grade students, adding one grade level at a time until grades TK-5 are offered in 2022. Using a slow growth model will allow Soleil Academy to strategically plan and design curriculum as well as professional development with one new grade level at a time after our first year of operation, ensuring high-quality instruction for our students at every grade level. We will maintain a class size of 24, and we will backfill every grade level as we are a public school and want to ensure families have access to the school when seats are available. During the first term of the charter, concluding with the 2022-2023 academic year, we will have 408 students, as we do not reach capacity until the 2023-2024 academic year.

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress N/A - We are a new school.

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

Greatest Needs N/A - We are a new school.

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

Performance Gaps N/A - We are a new school.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

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

Improved Services

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

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,517,516
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$765,166

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, rent, meal program expenses, non-capitalized equipment, and other fees and services, and auxiliary salaries.

Total Projected LCFF Revenues for LCAP Year	\$1,172,193
---	-------------

Annual Update

LCAP Year Reviewed: 2017-18

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

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

As a new charter school, Soleil Academy works to fulfill its mission with a rigorous academic model.

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

Soleil Academy will utilize a diverse model to include stakeholder feedback going forward. This will include a school-wide council - the School Advisory Council - that is comprised of parents, staff and faculty members. The School Advisory Council will be engaged in supporting the creation of the LCAP and related goals, along with providing input on the school's overall budget and budget priorities. The School Advisory Council will work with the Executive Director to provide direction to meet the needs of the school and the school community. Additionally, the Executive Director will have regular meetings (Cafecitos, parent university, and general meetings) with parents at all grade levels to continuously seek feedback and recommendations on how to improve our programs and levels of engagement. Finally, year-end town hall meetings may be held to discuss upcoming organizational priorities, instructional goals and budgetary priorities, challenges and opportunities. Annually, Soleil Academy will commission surveys of staff, faculty and parents to support the school community and to provide data and support for the creation of the LCAP. Results of the survey will be shared with parents and school leadership to help identify areas of weakness as well as promising practices that can be expanded. The surveys will be available in English and Spanish and will be accessible both electronically and paper-based.

Additionally, Soleil Academy will use the following quantitative data for goal setting and development during the LCAP drafting process:

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

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities:

Identified Need:

- To ensure an effective opening and strong educational program, all classroom teachers must be highly qualified and to hold all necessary credentials for the course or courses they teach.
- All stakeholders expect that all faculty and support staff will have the appropriate credentials and certifications necessary for their position.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credential verification records, Degree verification	N/A	N/A	<p>All teachers will meet their requirements by:</p> <p>a. Compliance with NCLB and Authorizer required requirements for credentialing and certification</p> <p>b. All teachers teaching in their credentialed subject area</p> <p>c. Annual review of teacher credentials and other certifications</p> <p>d. 100% compliance with Authorizer/NCLB review criteria</p>	<p>All teachers will meet their requirements by:</p> <p>a. Compliance with NCLB and Authorizer required requirements for credentialing and certification</p> <p>b. All teachers teaching in their credentialed subject area</p> <p>c. Annual review of teacher credentials and other certifications</p> <p>d. 100% compliance with Authorizer/NCLB review criteria</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$221,990	\$320,618
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries	Certificated Salaries; Teachers and Administration Staff	Certificated Salaries
Amount	\$0	\$39,710	\$0

Source		Other Federal Funds	
Budget Reference		Certificated Salaries	
Amount	\$0	\$45,841	\$67,330
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits
Amount	\$0	\$8,200	\$0
Source		Other Federal Funds	
Budget Reference		Employee Benefits	

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

New Goal

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

2.1 Need: All Students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Foster Youth, Students with Disabilities), will have access to latest available academic content and performance standards and CA CCSS-aligned textbooks and support materials necessary to participate fully in all courses as outlined in our charter petition.

2.2 Need: Fully implement the State content and performance standards, including the CA CCSS in ELA and Math so that all students, including English Learners and socioeconomically disadvantaged students, will receive a comprehensive, rigorous, inquiry-based

2.3 Need: Increase availability of Common Core-aligned textbooks and support materials for all courses. Ensure that students have access to a broad range of courses, including enrichment classes.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$34,917	\$55,867
Source		Other Federal Funds	LCFF
Budget Reference		Books and Supplies	Books and Supplies
Amount	\$0	\$5,472	\$8,755

Source		Other State Revenues	Other State Revenues
Budget Reference		Books and Supplies	Books and Supplies
Amount	\$0	\$14,000 (repeat expenditure)	\$14,000 (repeat expenditure)
Source		Other Federal Funds	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses

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

New Goal

Goal 3

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

**State and/or Local
Priorities Addressed
by this goal:**

State Priorities: 1. Basic
Local Priorities:

Identified Need:

Students need a school facility in good repair.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$20,000	\$20,800
Source		LCFF	LCFF
Budget Reference		Classified Salaries	Classified Salaries
Amount	\$0	\$3,000	\$4,800
Source		LCFF	LCFF
Budget Reference		Books and Supplies	Books and Supplies

Amount	\$0	\$4,130	\$4,368
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Services and Other Operating Expenses

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

New Goal

Goal 4

EL students will gain academic content knowledge.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

English Learners need to advance at least one ELD level per year in order to be reclassified, which is what we want for our scholars.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
N/A

2018-19

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

New Action
<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.

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$36,100	\$65,560
Source		LCFF	LCFF
Budget Reference		Certificated Salaries	
Amount	\$0	\$7,455	\$13,768
Source		LCFF	LCFF

Budget Reference		Employee Benefits	Employee Benefits
Amount	\$0	\$3,971	\$0
Source		Other Federal Funds	
Budget Reference		Certificated Salaries	
Amount	\$0	\$820	\$0
Source		Other Federal Funds	
Budget Reference		Employee Benefits	
Amount	\$0	\$78,720	\$108,896
Source		LCFF	LCFF
Budget Reference		Classified Salaries	
Amount	\$0	\$15,000	\$15,600
Source		LCFF	LCFF
Budget Reference		Certificated Salaries	Certificated Salaries
Amount	\$0	\$3,098	\$3,276
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits
Amount	\$0	\$10,400	\$16,640
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$16,256	\$22,868
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

New Action
N/A

2018-19

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

New Action
<ul style="list-style-type: none"> • Communicate EL growth goals with parents. • Share growth throughout the year. • Parent University- Provide a session for parents of EL's that outlines how to support EL growth at home.

2019-20

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

New Action
<ul style="list-style-type: none"> • Communicate EL growth goals with parents. • Share growth throughout the year. • Parent University- Provide a session for parents of EL's that outlines how to support EL growth at home.

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

New Goal

Goal 5

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Establish strong and authentic parent participation to support a positive school climate & learning environment

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$18,400	\$19,136
Source		LCFF	LCFF
Budget Reference		Classified Salaries	Classified Salaries
Amount	\$0	\$3,800	\$4,019
Source		LCFF	LCFF

Budget
Reference

--

Employee Benefits

Employee Benefits

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

New Goal

Goal 6

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

Students need to demonstrate mastery of CCSS in order to demonstrate mastery on state exams

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
TK Assessment	N/A	N/A	At least 75% of TK students will show mastery of the Preschool Learning Foundations and developmental standards on TK assessments.	At least 75% of TK students will show mastery of the Preschool Learning Foundations and developmental standards on TK assessments.
NWEA MAP Assessment	N/A	N/A	At least 60% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the NWEA MAP reading assessment.	At least 60% of each cohort of students attending for two or more years will read at or above grade level as defined by performance on the NWEA MAP reading assessment.
CAASPP	N/A	N/A	In years when students take the CAASPP, Soleil Academy students, including subgroups, will exceed the average local district performance by 5% on the CAASPP benchmark exam in ELA and Mathematics.	In years when students take the CAASPP, Soleil Academy students, including subgroups, will exceed the average local district performance by 5% on the CAASPP benchmark exam in ELA and Mathematics.
STEP Assessment	N/A	N/A	All students will make at least 2 levels of growth on the STEP assessment each year.	All students will make at least 2 levels of growth on the STEP assessment each year.
California Dashboard	N/A	N/A	Soleil Academy will indicate a performance level of yellow or higher on	Soleil Academy will indicate a performance level of yellow or higher on

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	New Action	New Action
	<ul style="list-style-type: none"> Review internal and external assessment data to drive instruction based on student academic needs. Create and implement intervention plans as needed. Weekly review of lesson plan alignment to state standards. Track academic growth for our ELs Track academic growth for our Homeless scholars Track academic growth for our Foster Youth 	<ul style="list-style-type: none"> Review internal and external assessment data to drive instruction based on student academic needs. Create and implement intervention plans as needed. Weekly review of lesson plan alignment to state standards. Track academic growth for our ELs Track academic growth for our Homeless scholars Track academic growth for our Foster Youth

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$6,982 (repeat expenditure)	\$11,171 (repeat expenditure)

Source		Other Federal Funds	LCFF
Budget Reference		Books and Supplies	Books and Supplies
Amount	\$0	\$9,750	\$10,140
Source		LCFF	LCFF
Budget Reference		Certificated Salaries	Certificated Salaries
Amount	\$0	\$2,013	\$2,129
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

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

New Goal

Goal 7

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Identified Need:

Soleil Academy will maintain a high annual ADA rate and limit chronic absenteeism.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

New Action	New Action	New Action
N/A	<ul style="list-style-type: none"> Conduct parent training on importance of attendance. Implement attendance policies and procedures to identify absent students. 	<ul style="list-style-type: none"> Conduct parent training on importance of attendance. Implement attendance policies and procedures to identify absent students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$9,200	\$9,568
Source		LCFF	LCFF
Budget Reference		Classified Salaries	Classified Salaries
Amount	\$0	\$1,900	\$2,009
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits

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

New Goal

Goal 8

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Identified Need:

Soleil Academy will maintain a positive school climate and culture to utilize positive behavior interventions where possible.

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$105,200	\$165,440
Source		LCFF	LCFF
Budget Reference		Certificated Salaries	Certificated Salaries
Amount	\$0	\$18,400	\$19,136
Source		LCFF	LCFF
Budget Reference		Classified Salaries	Certificated Salaries

Amount	\$0	\$25,523	\$38,732
Source		LCFF	LCFF
Budget Reference		Employee Benefits	Employee Benefits
Amount	\$0	\$7,500	\$16,377
Source		LCFF	LCFF
Budget Reference		Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$0	\$8,400	\$0
Source		Other Federal Funds	
Budget Reference		Services and Other Operating Expenses	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$353,612

Percentage to Increase or Improve Services:

37.92%

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

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

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

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

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$0	\$0	\$765,166	\$841,376
1000-1999 Certificated Salaries	0	0	431,721	530,934
2000-2999 Classified Salaries	0	0	144,720	49,504
3000-3999 Employee Benefits	0	0	119,036	154,131
4000-4999 Books and Supplies	0	0	43,389	69,422
5000-5999 Services and Other Operating Expenses	0	0	26,300	37,385

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$0	\$0	\$765,166	\$841,376
Other State Revenues	0	0	5,472	8,755
Other Federal Funds	0	0	96,018	0
LCFF Base/Not Contributing to Increased or Improved Services	0	0	340,024	464,917
LCFF S & C/Contributing to Increased or Improved Services	0	0	323,652	367,704

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$0	\$0	\$765,166	\$841,376
1000-1999 Certificated Salaries	Other Federal Funds	0	0	43,681	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	0	231,740	330,758
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	156,300	200,176
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	0	47,600	49,504
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	97,120	0
3000-3999 Employee Benefits	Other Federal Funds	0	0	9,020	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	0	57,684	75,487

3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	0	0	52,332	78,644
4000-4999 Books and Supplies	Other State Revenues	0	0	5,472	8,755
4000-4999 Books and Supplies	Other Federal Funds	0	0	34,917	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	0	0	3,000	4,800
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	0	0	0	55,867
5000-5999 Services and Other Operating Expenses	Other Federal Funds	0	0	8,400	0
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	0	0	0	4,368
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	17,900	33,017

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

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

All Funding Sources	\$315,741	\$387,948
Other Federal Funds	47,910	0
LCFF Base/Not Contributing to Increased or Improved Services	267,831	387,948

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

All Funding Sources	\$40,389	\$64,622
Other State Revenues	5,472	8,755
Other Federal Funds	34,917	0
LCFF S & C/Contributing to Increased or Improved Services	0	55,867

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

All Funding Sources	\$27,130	\$29,968
LCFF Base/Not Contributing to Increased or Improved Services	27,130	29,968

EL students will gain academic content knowledge.

All Funding Sources	\$171,820	\$72,152
Other Federal Funds	4,791	0
LCFF S & C/Contributing to Increased or Improved Services	167,029	72,152

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.

All Funding Sources	\$22,200	\$23,155
LCFF Base/Not Contributing to Increased or Improved Services	22,200	23,155

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

All Funding Sources	\$11,763	\$12,269
LCFF Base/Not Contributing to Increased or Improved Services	11,763	12,269

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

All Funding Sources	\$11,100	\$11,577
LCFF Base/Not Contributing to Increased or Improved Services	11,100	11,577

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

All Funding Sources	\$165,023	\$239,685
Other Federal Funds	8,400	0
LCFF S & C/Contributing to Increased or Improved Services	156,623	239,685

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
----------------	-----------------------------	-------------------------------------