

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Soleil Academy Charter

## CDS code:

19-10199-0137166

## Link to the LCAP:

(optional)

[www.soleilacademy.org](http://www.soleilacademy.org)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

Soleil Academy Charter will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible

to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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 currently serves approximately 228 scholars in grades TK-4 and will expand by one grade level annually until it serves TK-5. Current student demographics include: 92% Hispanic, 8% African American, 25% English Learners (EL), 9% 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.

Our school's revised LCAP Goals are as follows:

- 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 implemented a data-driven instructional program to ensure and monitor academic success for each and every student; and provide targeted supports to meet the academic, social-emotional and/or behavioral needs of every student.

Soleil Academy has implemented a systematic cycle of assessments that includes:

- STEP (reading): all grades – every 8 weeks
- NWEA MAP Reading & Math: all grades, 3 times/year
- Formative & Summative Assessments
- State-mandated assessments

Soleil Academy uses Title I Funds for an **EL interventionist** to provide push-in academic support for EL in the classroom. Soleil Academy uses Title II funds for yearlong evidence-based rigorous Leadership coaching and training to build capacity within the school and to be an effective school leader through Building Excellent Schools (BES).

Soleil Academy's LCAP is intended to be a living and working document that references school plans: EL Master Plan, Family Engagement Plan, to name a few. Also, included in our LCAP are federal and state stimulus funds that fund actions/services that align to the LCAP Goals, actions and services. Federal (Title) funds are reviewed with the School Site Council (SSC) and ELAC annually; and discussed during the annual needs assessment.

Soleil Academy was established in Fall 2018 serving grades TK-1, and has expanded by one grade level annually. Therefore, Soleil Academy does not have dashboard results that reflect its students' academic and state indicators. The school's Fall 2019 Dashboard Academic Indicator performance levels are a result of CDE's Pair and Share criteria; since the school did not serve grade levels that were administered the CAASPP state mandated assessment; and it was a newly established school

# Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for Soleil Academy Charter. Each action and service implemented at the school, support of at least one of the LCAP goals. 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

This streamlines the process, and allows actions, services, metrics, accountability and funding to be aligned in a single document focused on achieving the LCAP goals and outcomes.

During the LCAP process the goals, actions/services, desired outcomes and possible funding (state and federal) are shared with administrators, teachers, classified staff, and parents at public Board Meetings to obtain input and feedback. The LCAP planning process is the primary planning tool for the Leadership Team as they leverage resources (state and federal) to improve student outcomes. The participating parent groups (Parent Advisory Committee, English Language Advisory Committee (ELAC/DELAC)) are informed and engaged on the allowable uses of federal funds to supplement and enhance programs and services funded with state funds.

Once the LCAP is approved it is uploaded to the school's website and updates are shared at Board, staff, and parent meetings.

Based on a Comprehensive Needs Assessment using multiple forms of data, our staff identified the need for an English Learner Interventionist to provide additional targeted supplemental academic support with language acquisition during the instructional day. This aligns to LCAP Goal #1 which focuses on developing an infrastructure to use multiple forms of data to inform instruction and implementation of a Multi-tiered System of Supports to close achievement gaps across all student groups.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Soleil Academy engaged its stakeholders (Executive Director, Principal, Leadership Team, Dean of Culture, SPED Director, Student Support Coordinator, , Teachers, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

This policy will be reviewed and evaluated annually by the Parent Advisory Committee (PAC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all



incoming/continuing families along with the Parent/Student Handbook led by the Principal. Interpreter services are provided and also made available upon request.

The school's calendar of events for families, which includes Parent University, PAC, ELAC/DELAC Meetings, and schoolwide events, are uploaded to the school's website on a regular basis and notifications are also sent home, along with reminders using One Call. The Enrollment and Marketing Coordinator hosts and facilitates parent events, workshops, and provides translation services.

As a Charter School a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school. Members of the Leadership Team including the Enrollment and Marketing Coordinator host parent meetings which serve to inform them of our school's resources available to. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate are also made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Per AB716 - CA EC 65001(j) Soleil Academy Charter is using its school's LCAP as the SPSA and the LCAP Planning process to meet both state and federal requirements.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In the 2020-21 school year, Soleil Academy took the necessary steps to operate as a Title I Schoolwide Program, to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]). As a result, during the 2020-21 school year, Soleil Academy Charter developed a Comprehensive Needs Assessment to assess whether to operate as a Title I SWP or remain as a TAS. Our school engaged with stakeholders (Administrative Team, SPED Director, Student Support Coordinator, SPED Coordinator, Teachers, Paraprofessionals, parents, and community). The 2020-21 School year – Comprehensive Needs Assessment took place reviewing multiple forms of data, including Dashboard data, internal assessments, demographics, and student group data both during distance learning and hybrid instruction.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills in need of improvement and help identify the specific academic needs of students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). Note: The 2020-21 school year was the first year Soleil Academy served grade 3 students that were administered the CAASPP ELA & Math Assessment (Spring 2020). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. Our school identified factors and developed support systems to address the needs of our lowest-performing students that were not demonstrating proficiency on the State's academic standards based on internal assessment data. The Comprehensive Needs Assessment served to identify the students (and student groups) who were not demonstrating proficiency, but also the subject area (ELA & Math), and to develop an Action Plan to address the academic needs of these students and provide evidence-based targeted academic intervention to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Leadership Team, SPED Coordinator, Student Support Coordinator, Teachers, Paraprofessionals, and parents/guardians including those representing unduplicated pupils and Students with Disabilities).

Our school's 2021-22 LCAP served as the Schoolwide Plan Development, a comprehensive plan that was: Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]) over the 2021-22 school year. The LCAP (SWP Plan) is monitored regularly by the Leadership Team, Parent Advisory Committee (PAC), ELAC/DELAC, and shared with parents and staff to seek input and feedback. Soleil Academy's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards.

Soleil Academy's staff followed all required steps to operate as a Title I SWP, as listed on the CDE website: <https://www2.cde.ca.gov/lcapfas/program/view/7309>

Soleil Academy's student demographics include 89% which qualify for free/reduced lunch (low-income).

Our school's SWP Plan (integrated into our LCAP) was presented to the Soleil Academy's Governing Board, which they voted and approved unanimously for our school to operate as a Title I SWP effective immediately (2021-22 school year).

TAS: Not applicable

Neglected or Delinquent: Not applicable.

## Homeless Children and Youth Services

### ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Soleil Academy ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Operations Manager ensures that students experiencing homelessness are appropriately identified and served. The Operations Manager will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures that students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available families of students experiencing homelessness.

Services for students who are experiencing homelessness include assistance with food, Chromebook, clothing/uniforms, backpack and school supplies. In addition, the school will assist with public transportation funds for going to and from school and provide referrals to resources in the community including contacting the Homeless Liaison at the Los Angeles County Office of Education (LACOE). Title I funds may support these services or be used for identified needs of the students and their families that will support keeping the students in school.

Students experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and academic, social-emotional and behavioral interventions and supports, counseling, 1:1 student to device ratio.

## Student Transitions

### ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

No additional information.

# **TITLE I, PART D**

## **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

**Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.



## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Soleil Academy Charter provides its teachers with a robust professional development program based on findings from student achievement data, classroom observations, and input/feedback from its teaching staff. The 2021-22 Professional Development Plan was developed as a result of key findings from the 2020-21 distance learning/hybrid program, student achievement data, and feedback from teachers.

Soleil Academy will provide and promote the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal and/or New School Leaders: Building Excellent Schools (BES) Title II Funded – Leadership Development (for new school leaders)
- Executive Director, Principal, Dean of Culture: Appleman Consulting will provide leadership development – for existing school leaders.
- New teachers to the profession and/or newly hired teachers at Soleil Academy benefit from ongoing collaboration with experienced teachers, and coaching from the administrative leadership team, Dean of Academics, in addition to participation in a teacher induction program in combination with weekly professional development on evidence-based pedagogical strategies.
- All teachers will participate in 14-days of intensive Summer Professional Development prior to the start of the school year, 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.
- Instructional aides/paraprofessionals also participate in professional development during the summer and academic school year, in addition to collaborating with teachers. In addition, instructional aides/paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning, as needed. Conferences attended must support the goals and program focus of the school.
- Interventionists participate in professional development during the summer and academic school year, in addition coaching led by the Dean of Academics. In addition, Interventionists will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Federal Funds will be used to supplement professional growth and improvement such as induction for teachers, and school leaders in an effort to build capacity among our teachers and provide them with meaningful opportunities for teacher leadership.

Soleil Academy provides all teachers and paraprofessionals (including Instructional Aides and Interventionists) with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at Soleil Academy were established through the ongoing improvement process/cycle, supported by the leadership team and other stakeholders.

The focus this year will primarily include the following topics: implementing effective pedagogical strategies, lesson plan internalization, schoolwide assessments, behavior management, intervention process (identification and monitoring), homework and grading expectations, child abuse reporting & CPR, differentiation, use of digital tools/technology, and strategies to support English Learners, and Students with Disabilities.

Soleil Academy measures growth and improvement of its professional learning (Professional growth and improvement) through an analysis of student achievement data (internal/benchmark and state mandated, classroom observations conducted by the Leadership Team, and input and consultation from stakeholders involved.

Through Soleil Academy's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with stakeholders, and reported in the LCAP Federal Addendum annual updates.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Soleil Academy is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future if Soleil Academy were to be identified for comprehensive support and improvement or targeted support and improvement, we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through Parent Advisory Committee (PAC) and ELAC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including PAC and/or ELAC.

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Soleil Academy will use data from the California School Dashboard, including the following to evaluate Title II, Part A activities, which are reviewed and analyzed by school's leadership and distributed and discussed with stakeholders on a trimester basis at a minimum: interim/internal assessments (STEP Reading Assessment), NWEA MAP Reading & Math, formative & summative assessments, and, state mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test), school climate data and surveys. Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' needs. As stated earlier, as a charter school established in the 2018-19 school year, does not have performance level reflective of the school, on the CA School Dashboard. The performance level on the Academic Indicators are not reflective of student performance at Soleil Academy but rather CDE's Pair and Share requirements, automatically assigning performance levels for academic indicators.

Soleil Academy has implemented a data-driven decision-making process for its educational program that includes use of assessment data, feedback and input from stakeholders (Principal/school leaders, Teachers, Paraprofessionals, Interventionist, Parents, Community members, & Governing Board) through surveys, ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school's LCAP, and Local Indicators Report which is reported on the CA Schools Dashboard.

The Executive Director presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

Based on local assessment and findings from the Spring 2021 CAASPP Assessments Soleil Academy will continue to focus on improving literacy instruction and math instruction and address student learning gaps further exacerbated from distance learning as a result of the COVID-19 pandemic, our focus has also been in ensuring students are engaged and participating in daily instruction including attendance requirements as outlined in SB98, and implementing tiered re-engagement strategies as outlined in our school's distance learning plan and Learning Continuity and Attendance Plan for the 2020-21 school year.

The success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. Soleil Academy also uses other qualitative measures, including teacher feedback from professional development sessions, and feedback from the Administrative team from classroom observations.

The engagement of our stakeholders is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the Administrative and leadership teams, teachers, paraprofessionals students, parents, and the governing board, with the

analysis of data, in developing growth targets, and in reflecting on what is working and areas for growth. The LCAP stakeholder engagement process ensures transparency, input and feedback.

Soleil Academy will use Title II funds to support new school leaders with yearlong evidence-based rigorous Leadership coaching and training to build capacity within the school and to be effective school leaders through Building Excellent Schools (BES). Strengthening the quality and effectiveness of school leaders will result in increased student achievement consistent with the challenging state academic standards; improve the quality of its leaders (and teaching staff), provide low-income and minority students greater access to effective school leaders.

As noted earlier, all educators (teachers and paraprofessionals) participate in a robust evidence-based professional development program that is funded with other funding sources (LCFF) that has a direct impact on student academic outcomes.

# **TITLE III, PART A**

## **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Soleil Academy Charter does not receive Title III Funds.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Soleil Academy Charter does not receive Title III Funds.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Soleil Academy Charter does not receive Title III Funds,

## **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Soleil Academy Charter does not receive Title III Funds.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) Soleil Academy has partnered with Building Excellent Schools that has a demonstrated record of success in training and preparing highly effective school leaders to implement Safe and Healthy Students/Schools (under this subpart). An excellent school is organized around core values that affirm students' identities, support student leadership and agency, build character and teach students the skills and mindsets needed to deconstruct systems of oppression. Soleil Academy has implemented the BRIGHT Core Values of Bravery, Respect, Integrity, Generosity, Hard work and Tenacity. These values are explicitly taught and woven into the curriculum, allowing students to internalize the values, so that they are able to apply them not only within our school community but beyond the walls of Soleil Academy, with their families and in our larger world. These values permeate our school culture as we hold the unwavering belief and commitment to the work it will take so that every child develops the character necessary for college and life success.

(B) Soleil Academy plans to transfer Title IV funds to Title II. In the case that title IV funds are not transferred, Soleil Academy will use funds in alignment with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

Soleil Academy is a charter school and not subject to equitable services requirements for private school.

Soleil Academy receives \$10,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.



Per AB 716 (CA EC 65001(j)), Soleil Academy Charter is utilizing the LCAP to serve as the SPSA, and the LCAP planning process to meet both the state and federal requirements. Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

**Well-rounded Education:** Soleil Academy Charter provides all students, including unduplicated pupils and Students with Disabilities, with a well-rounded education which include Art and Science (stand-alone). Soleil Academy has added 2 full-time Art teacher and 2 Full-time Science teachers (Single subject) to lead and guide a rigorous NGSS Science course that provides all students with experiential learning opportunities, including investigation, experimentation, and critical thinking concepts.

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.

(C) **Safe & Healthy Students:** Soleil Academy is committed to providing all students with a safe, healthy, engaging and supportive learning environment that supports positive student academic achievement/outcomes through a robust social-emotional learning and supports for students.

Soleil Academy is committed to providing social and emotional supports to support the mental health need of our scholars. The Dean of Culture will lead schoolwide community meeting, and lead schoolwide implementation of PBIS.

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 embedded in daily instructional practice, expectations and in the daily SEL check-ins with scholars, reinforcing a variety of social emotional skills.

Soleil Academy will host Parent University workshops that will focus on social-emotional learning, developing nutritional habits, in addition to strategies to support their child academically at home.

(D) Soleil Academy has implemented a 1:1 **student to device ratio**; and students who lack connectivity have been provided with a Wi-Fi hotspot and/or resources to address connectivity issues. However, federal funds are not used to fund technology devices, and hardware.

(E) At a minimum on an annual basis, Soleil Academy will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from stakeholders (Staff/teachers, parents, students) including annual surveys administered (students, staff, and parents) which are reported on the school's LCAP, Local Indicators and the CA School Dashboard.