

Local Control and Accountability Plan (LCAP) Federal Addendum

Every Student Succeeds Act (ESSA)

School year

2022-23

Date of Board Approval:

1/21/23

LEA name:

Soleil Academy Charter

CDS code:

19-10199-0137166

Link to the LCAP:

(optional)

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

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

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 Charter 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 Charter, 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 Charter currently serves approximately 271 scholars in grades TK-5 with the following student demographics: 91% Hispanic, 4% African American, 1% Asian, 1% White, 1% Pacific Islander, 1% 2+ Races, 26% English Learners (EL), 10% Students with Disabilities (SWD), % Socioeconomically Disadvantaged (SED), 1.1% Foster Youth, and 4% Homeless youth.

Mission - 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.

All Soleil Academy scholars develop the skills, knowledge, and character habits so that they are on track to succeed in college and the professional career of their choice. This work begins with a relentless, unapologetic belief that all students can and will succeed, regardless of their socio-economic status, race, language spoken at home, or educational attainment of their families.

Annually, Soleil Academy Charter conducts a comprehensive needs assessment that is communicated to its educational partners to solicit their input and feedback on the use of Title funds, and LCAP goals, actions, and services. hi2022-23 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:

- University of Chicago Impact’s STEP (reading) assessment
- NWEA MAP Reading & Math
- Formative & Summative Assessments
- State-mandated assessments

Soleil Academy Charter uses Title I Funds for an **EL interventionist** to provide push-in academic support for EL in the classroom. Soleil Academy Charter uses Title II funds for yearlong evidence-based rigorous coaching for the Director of Operations, for capacity-building, and to improve schoolwide outcomes through Building Excellent Schools (BES). Title IV funds will be transferred to Title II to cover these costs.

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 also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable
- 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 educational partners identified the need for an English Learner Interventionist to provide additional targeted supplemental academic support with language acquisition during the instructional day.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section LEAs must identify and address disparities. Tools on CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create plan which must include root cause analysis of the disparity
 - b. Plan must be created with meaningful educational partner engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Soleil Academy is a charter school. Therefore, this section does not apply.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.

Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

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.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work

with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Soleil Academy Charter engaged its educational partners in the development of the Title I Parent and Family Engagement Policy. The policy is reviewed and evaluated annually by the Parent Advisory Committee (PAC) and English Language Advisory Committee (ELAC) to measure effectiveness and address areas of need based on data findings. 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 made available upon request. All materials sent to families are translated to Spanish. Soleil Academy provides parents with disabilities with reasonable accommodations for communication.

The Director of Operations facilitates parent workshops, leads attendance intervention, conducts home visit for at-risk scholars, and identifies the root cause analysis of scholar absences. Our goal is to reduce chronic absenteeism rates, ensure students are engaged, attending school on a daily basis, and to educate families on the impact of absences on student learning how it contributes to achievement gaps.

Soleil Academy Charter hosted a parent/student orientation in the summer (prior to the start of the school year) to provide families with a school tour, discuss health & safety guidelines, review parent/student handbook, and an opportunity to meet school staff and teachers.

The school's website is updated regularly to keep families updated on school events, promote parent engagement and participation, and utilizes One Call to communicate with families. Families also have access to the PowerSchool Parent Portal, where they can view their scholar's progress, monitor attendance, and communicate with teachers.

The Enrollment & Marketing Coordinator hosts and facilitates parent events, workshops, and provides interpreter services.

Soleil Academy Charter offers families opportunities to engage in their child's education through Parent University, a series of parent education workshops, that focus on the following topics: how to start saving for college, reading at home, writing at home, supporting my child with math at home, nutrition, SEL, and understanding SBAC/ELPAC results.

Soleil Academy Charter has developed an LCAP that also serves as its SPSA, meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

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

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:

Soleil Academy Charter operates a Title I Schoolwide Program and uses Title I funds for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The Comprehensive Needs Assessment was developed with the input and involvement of its educational partners (Head of Schools, Principal, Special Education Director, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities).

Soleil Academy's 2022-23 LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) & SPSA, a comprehensive plan 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]). The LCAP (SWP Plan/SPSA) is monitored regularly by the Leadership Team in collaboration with school staff, Parent Advisory Committee (PAC), ELAC, and shared with parents and staff to seek input. The LCAP provides descriptions of strategies our school plans to 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 which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in the LCAP.

The engagement of educational partners is critical to Soleil Academy Charter's decisions regarding expenditures of LCFF and federal funds. The LCAP engagement process includes input and feedback from our educational partners in addition to an analysis of schoolwide/student data, the development of annual growth targets, and assessing future needs. The allocation of resources is aligned and maximized to meet the needs of our students. Educational Partners also include ELAC/DELAC, EL-PAC, and PAC, as well as (parents, students, staff) survey results, to ensure meaningful consultation takes place. The process of evaluating the impact of current programs takes place through the LCAP Annual Update, which informs revisions to the Goals, Actions and Services, as an effective and transparent process.

To address the academic needs of our students, Soleil Academy Charter uses Title I funds for an ***EL interventionist*** to provide push-in academic support for EL in the classroom.

Soleil Academy Charter does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

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 Charter 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 Director of Operations ensures that students experiencing homelessness are appropriately identified and served. The Director of Operations also assists 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 homeless 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, Soleil Academy Charter may 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 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, and expanded learning opportunities (afterschool, intersession and/or summer programming).

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 to charter schools.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

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 2022-23 Professional Development Plan was developed as a result of key findings from internal/local and state mandated assessments, and feedback from teachers.

Soleil Academy Charter provides and promotes 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 participated in 17-days of intensive Summer Professional Development prior to the start of the school year, 8 non-instructional days during the academic year for professional development to focus on data analysis. All teachers 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 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 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 may 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 Charter 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 educational partners.

The focus this year includes implementing effective pedagogical strategies, lesson plan internalization, schoolwide assessments, behavior management, intervention process (identification and monitoring), homework and grading expectations, child abuse reporting & CPR, MTSS, Bridges Math, Open Court, Designated/integrated ELD, and strategies to support English Learners, and Students with Disabilities.

Soleil Academy Charter 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 educational partners involved.

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

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

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:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) .

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Not applicable to charters schools.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these stakeholders.

Soleil Academy Charter uses 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 educational partners at a minimum on a trimester basis: 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/Dean of Academics regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' needs.

Soleil Academy Charter has implemented a data-driven decision-making process for its educational program that includes use of assessment data, feedback and input from its educational partners (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, Local Indicators Report, and 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 2022 CAASPP Assessments Soleil Academy continues to focus and strengthen improving literacy and math instruction, to address student learning gaps further exacerbated from the COVID-19 pandemic.

The success of Professional Learning is reflected in the academic success of our students, teacher retention rates, and serves as a measure of the effectiveness of the 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 educational partners 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.

Title II funds support yearlong evidence-based rigorous coaching for the Director of Operations, for capacity-building, and to improve schoolwide outcomes through Building Excellent Schools (BES). It is essential to strengthen the quality and effectiveness of school leaders which impacts student achievement consistent with the challenging state academic standards; improve the quality of its leaders (and teaching staff), provide low-income and disenfranchised 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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

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 Charter 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). Building Excellent Schools focuses on the 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 Charter 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, and daily instructional practice, allowing scholars to internalize the values, and apply them not only within the school community but also 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 so that every child develops the character necessary for college and life success.

(B) Soleil Academy Charter utilizes LCFF Funds to support its comprehensive and well-rounded education criteria under Section 4108. Therefore, Title IV funds will be transferred to Title II.

Soleil Academy is a charter school and not subject to equitable services requirements for private school. Soleil Academy Charter 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. Soleil Academy Charter has developed an LCAP that also serves as its SPSA, meets the

stakeholder engagement requirements outlined in CA EC 64001(j) and has met the requirements outlined in CA EC 52062(a).

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 includes Art and Science Lab (stand-alone), 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 Charter 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 leads schoolwide community meetings and schoolwide implementation of the MTSS Framework, to address student behavioral issues with de-escalation techniques.

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 hosts Parent University workshops that focus on social-emotional learning, developing nutritional habits, supporting their child in reading, writing, and math, including state mandated assessments (SBAC, CAST, and ELPAC).

(D) Soleil Academy Charter has implemented a 1:1 **student to device ratio**; and assist families in providing resources/referrals to acquire internet connectivity at home. Federal funds are not used to fund technology devices, and hardware.

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