LCFF Budget Overview for Parents

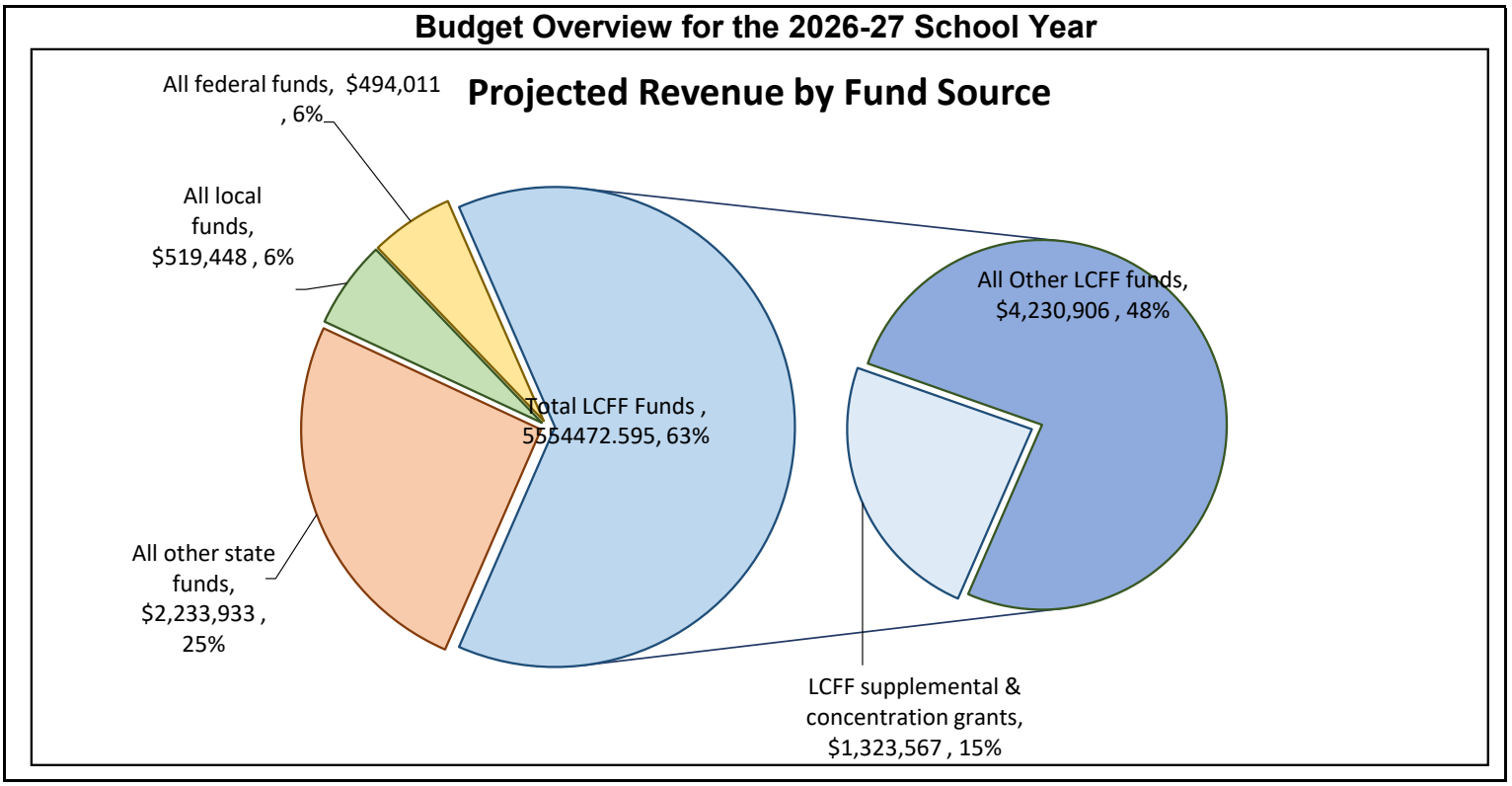
Local Educational Agency (LEA) Name: Soleil Academy

CDS Code: 19 10199 0137166

School Year: 2026-27

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

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

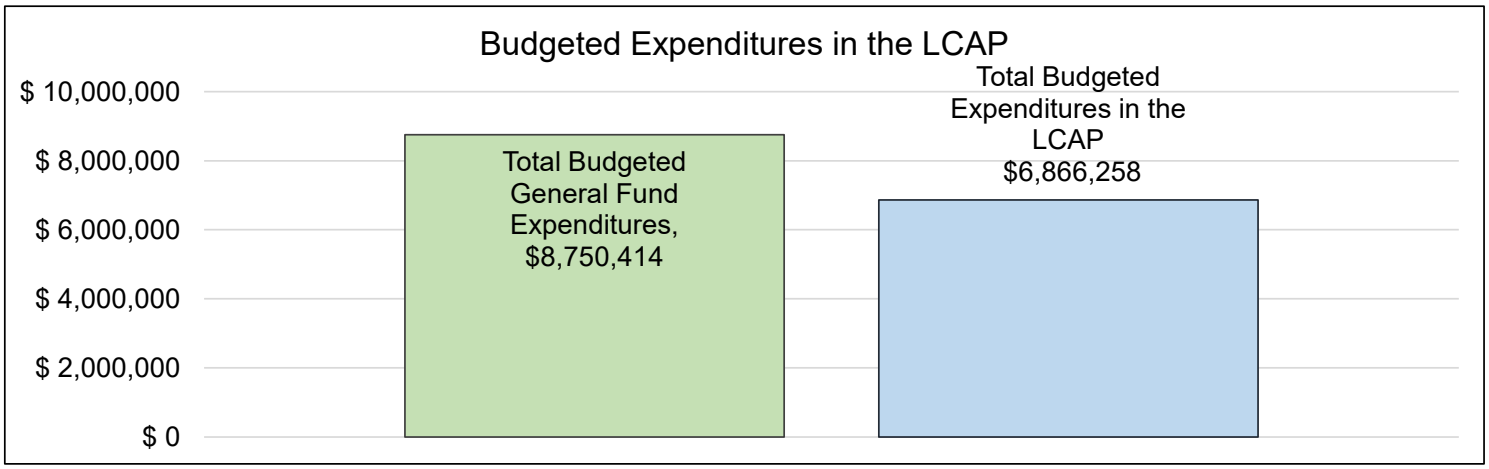


This chart shows the total general purpose revenue Soleil Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Soleil Academy is $8,801,863.38, of which $5,554,472.60 is Local Control Funding Formula (LCFF), $2,233,932.67 is other state funds, $519,447.60 is local funds, and $494,010.51 is federal funds. Of the $5,554,472.60 in LCFF Funds, $1,323,566.85 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Soleil Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Soleil Academy plans to spend $8,750,414.44 for the 2026-27 school year. Of that amount, $6,866,258.11 is tied to actions/services in the LCAP and $1,884,156.33 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

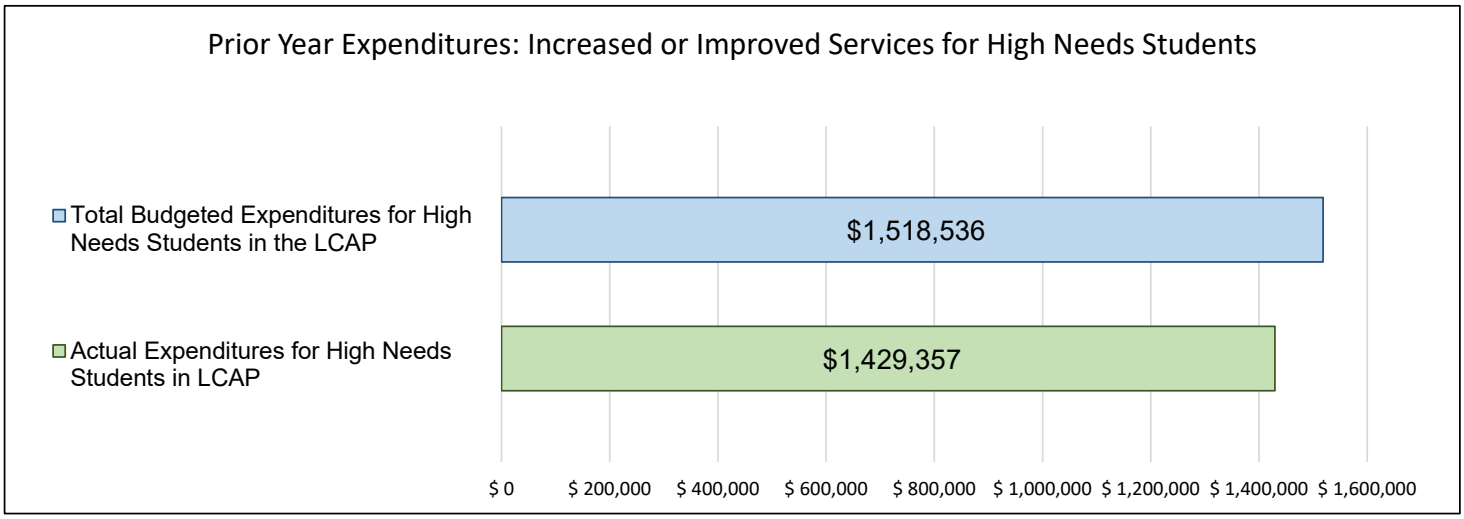
Expenditures not included in the LCAP includes but it not limited to non capitalized equipment, general insurance, legal and audit expenses, marketing and recruitment, etc.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Soleil Academy is projecting it will receive $1,323,566.85 based on the enrollment of foster youth, English learner, and low-income students. Soleil Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Soleil Academy plans to spend $1,464,645.07 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Soleil Academy's LCAP budgeted $1,518,536.34 for planned actions to increase or improve services for high needs students. Soleil Academy actually spent $1,429,357.39 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $89,178.94 had the following impact on Soleil Academy's ability to increase or improve services for high needs students:

This difference did not impact the action and services or the overall increased or improved services for high needs students in 2025-26. Enrollment came in lower than budgeted which means Soleil received less funding for this group.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Soleil Academy Charter	Beatriz Gutierrez, Executive Director	bgutierrez@soleilacademy.org (323) 409-0801

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Soleil Academy is a TK-5 public charter elementary school in Lynwood, California, authorized by the Los Angeles County Office of Education (LACOE). Founded in 2018 by a Lynwood native, it is the only charter school serving the city of Lynwood, which borders Watts, Compton, and South Gate.

Soleil Academy currently serves 363 students whose demographics reflect the diversity of the surrounding community: 95% Hispanic, 3% African American, 1% White, and 1% Pacific Islander. Within this enrollment, 26% are English Learners (EL), 10% are Students with Disabilities (SWD), 1% are Homeless, and 77% are Socioeconomically Disadvantaged (SED).

Lynwood is an urban community in which approximately 82% of residents identify as Hispanic/Latino and 17% as African American. The median household income is under $50,000, and roughly 20% of residents live below the poverty level. Soleil Academy continues to experience increasing demand for high-quality education, evidenced by sustained student waitlists that reflect the community's need for reliable educational options.

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

Soleil Academy Charter School provides an academically challenging, disciplined, and jubilant elementary school in which all members of the school community, including 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 students begins in elementary school.

Educational Philosophy and Approach

Soleil Academy operates with the unwavering belief that all students can and will succeed, regardless of socioeconomic status, race, home language, or family educational attainment. The school devotes the majority of its financial, temporal, and curricular resources toward powerful

literacy acquisition, with a comprehensive focus on oral language development as the hallmark of its school-wide enrichment program. Student academic progress is measured in growth, comparative, and absolute terms to ensure a complete picture of achievement.

Academic Performance and Goals

While providing safe and supportive learning spaces for scholars, Soleil Academy recognizes academic strengthening as a priority area. Current CAASPP results show 33.03% of students meeting or exceeding standards in English Language Arts and 11.61% in Mathematics. Although these results are consistent with averages for the surrounding area, Soleil Academy's goal is to exceed those averages and deliver an extraordinary learning environment through personalized instruction, small-group interventions, and targeted skill-building.

Community Schools Initiative

Soleil Academy was awarded the California Community Schools Partnership Program (CCSPP) Implementation Grant to expand and strengthen its Multi-Tiered System of Support (MTSS) in alignment with the California Community Schools Framework. This initiative aims to create a transformative educational environment that deepens authentic relationships, implements student-centered instruction, and shares decision-making authority through legitimate collaboration. The grant supports implementation of the four pillars of Community Schools: (1) Integrated Student Supports; (2) Family and Community Engagement; (3) Collaborative Leadership and Practices for Educators and Administrators; and (4) Extended Learning Time and Opportunities.

Soleil Academy was also awarded the Community Engagement Initiative (CEI) Grant to help build capacity for dialogue and trust and to deepen community engagement practices. The school remains committed to ongoing reflection, assessment, and collaboration, while recognizing that program sustainability beyond the grant period will require leveraging additional funding streams, including the Local Educational Agency Medi-Cal Billing Option Program and other state or locally funded programs.

Key Community Schools Components

The Community Schools initiative is organized around three primary goals: addressing academic remediation needs through an in-school tutoring program led by an Intervention Teacher; supporting student health and safety through an on-site Health Clerk; and sustaining robust community engagement led by a Community Schools Coordinator. The school has strategically incorporated essential components including partnerships with Hazel Health for telehealth services, After-School All-Stars programming, and Parent University Workshops focused on social-emotional learning and healthy living habits.

Community Partnerships

Existing partnerships include collaborations with local Lynwood businesses, L.A. Care Center, the Lynwood Parks and Recreation Center, Lynwood Unidos, and After-School All-Stars, which provides cooking classes, STEM activities, soccer, and folkloric dance instruction. The school is also pursuing future partnerships with the Lynwood City Council to establish summer student internships and local leadership opportunities for scholars.

Transformative Practices

Soleil Academy has implemented restorative justice practices since its second year of operation and continues to build on trauma-informed approaches and culturally responsive programming. The school counselor leads professional development on trauma-informed practices and supports teachers in handling individual cases. Together, these initiatives create inclusive, supportive environments that foster a culture of belonging and empowerment.

LCAP Development and Compliance

Soleil Academy has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). The plan meets the educational partner engagement requirements outlined in California Education Code 64001(j) and fulfills the requirements of EC 52062(a), including:

- Consultation with the Special Education Local Plan Area (SELPA) per EC 52062(a)(5)
- Input from the Parent Advisory Committee (PAC) per EC 52062(a)(1)
- Input from the English Learner Parent Advisory Committee per EC 52062(a)(2)
- Written responses to comments received from each committee

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Soleil Academy has $74,849.51 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended and the needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Soleil Academy is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The following table presents Soleil Academy's performance on the **2025 California School Dashboard**, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science
All Students	Green	Yellow	Blue	N/A	Yellow	Yellow	Orange
English Learners	Green	Yellow	Blue	N/A	Yellow	Yellow	--
Foster Youth	N/A	--	--	N/A	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow	Orange
Students with Disabilities	N/A	Red	Orange	N/A	--	--	--
Black or African American	N/A	--	--	N/A	--	--	--
Asian	N/A	--	--	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	Yellow	Green	N/A	Orange	Yellow	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	--	--	N/A	--	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A	N/A

Soleil Academy's performance on the 2025 California School Dashboard reflects meaningful, sustained progress in two areas of particular strength: the Suspension Rate Indicator and the English Learner Progress Indicator. Both results affirm the effectiveness of the school's investment in a positive school climate, a whole-child system of support, and high-quality language instruction for the school's English Learners.

A Culture of Belonging: Sustained Excellence in School Climate: On the 2025 Dashboard, Soleil Academy received a Blue performance level for the Suspension Rate Indicator for All Students, English Learners, and Socioeconomically Disadvantaged students, and a Green performance level for the Hispanic student group. These are the highest and second-highest performance levels on the Dashboard, and they reflect the school's consistently low rate of suspension. Soleil Academy maintained a suspension rate of 0.3% for All Students in 2023-24 and 0.5% in 2024-25, sustaining a very low rate across both years.

This result can be attributed to numerous schoolwide initiatives and a culture of belonging and positive school climate. Soleil Academy is deeply rooted in a Multi-Tiered System of Support and the California Community Schools Framework, including the four pillars of Community Schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices for Educators and Administrators, and Extended Learning Time and

Opportunities. The school's LCAP is aligned to both frameworks, particularly Goal 1, Action 3 and Goal 3, Action 1, whose actions focus specifically on improving school climate and student engagement and on addressing the social, emotional, behavioral, and mental health needs of students.

The school takes a comprehensive, whole-child approach with wraparound services that begin with the Dean of Academics and Culture. Soleil Academy implements Positive Behavioral Interventions and Supports and restorative practices, with a focus on mindfulness, and employs Behavioral Interventionists to support students with intensive behavioral needs within the Multi-Tiered System of Support. The school has also implemented the Second Step social-emotional learning curriculum, grounded in the CASEL framework. Teachers and staff implement these social-emotional learning practices with fidelity across all grade levels schoolwide, supported by ongoing professional development, coaching, and dedicated planning time.

Students participate in daily classroom-based morning meetings rooted in the school's BRIGHT core values of Bravery, Respect, Integrity, Generosity, Hard Work, and Tenacity. These daily routines serve as the foundation for developing a strong sense of self and community. The school also holds Friday social-emotional learning blocks, ensuring that every student receives consistent, structured social-emotional learning instruction across all classrooms. Together, these initiatives have built the safe, affirming environment reflected in the school's strong suspension performance.

English Learner Progress Indicator: A second area of recognition on the 2025 Dashboard is the English Learner Progress Indicator, for which Soleil Academy received a Green performance level. The school has improved on this indicator on an annual basis, rising from 45.8% of English Learners making progress toward English Language Proficiency on the 2024 Dashboard to 48.1% on the 2025 Dashboard.

This success for the school's English Learners can be attributed to comprehensive designated and integrated English Language Development delivered across all classrooms, supported by the multiple universal screeners the school uses to identify and monitor language and academic needs. The school provides extensive tiered intervention that takes place both during the instructional day and through after-school, intersession, and summer programming. Soleil Academy's teachers are committed to supporting the English language needs of the school's English Learners and multilingual learners, and this sustained, coordinated approach is reflected in the school's continued growth on the English Learner Progress Indicator.

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

Soleil Academy conducted a comprehensive needs assessment to evaluate schoolwide and student performance, measure program effectiveness, and analyze state and local data, including results from the California School Dashboard. The needs assessment guides the strategic use of multiple funding sources, including Title I through Title IV, the Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, the Expanded Learning Opportunities Program (ELOP), and the California Community Schools Partnership Program (CCSPP) Grant.

Findings from the needs assessment informed the development of the 2026-27 Local Control and Accountability Plan (LCAP) goals and actions. The sections that follow present needs assessments for the English Language Arts (ELA), Mathematics, Science, and Chronic Absenteeism indicators.

ELA Academic Indicator (2025 Dashboard)

Dashboard Performance: On the 2024 California School Dashboard, Soleil Academy's ELA performance reflected significant achievement gaps across all reported student groups. All Students scored -45.3 points from standard (Orange), English Learners scored -69 points from standard (Orange), Socioeconomically Disadvantaged students scored -51.4 points from standard (Orange), and Hispanic students scored -41.6 points from standard (Yellow).

The 2025 California School Dashboard reflects measurable progress in ELA performance across multiple student groups. All Students improved to -39.1 points from standard (Yellow), English Learners to -61.6 points from standard (Yellow), and Socioeconomically Disadvantaged students to -46.9 points from standard (Yellow). Hispanic students moved to -40.8 points from standard (Orange). While these gains demonstrate forward momentum, distance from standard remains substantial, and continued acceleration is required to close achievement gaps for all student groups.

Local Assessment Data

- Soleil Academy uses NWEA MAP Reading and DIBELS as its primary tools to monitor scholars' literacy growth and reading proficiency throughout the academic year. Analysis of 2024-25 reading data revealed several areas of concern related to student growth outcomes. The school did not meet its established performance goal requiring at least 80% of students to demonstrate a positive Conditional Growth Index (CGI) in Reading. Only 2 out of 6 grade levels achieved the targeted benchmark for positive growth, indicating inconsistent reading progress across the school. None of the numerically significant student groups, including English Learners, Latino students, and Socioeconomically Disadvantaged students, demonstrated majority grade-level success in achieving positive growth outcomes.
- In addition to NWEA MAP Reading, Soleil Academy analyzes DIBELS progress monitoring, unit assessments, small-group instructional data, and classroom-based formative assessments to evaluate student performance in foundational literacy skills, fluency, vocabulary, and reading comprehension. Ongoing DIBELS progress monitoring and instructional data show steady improvement in both foundational reading skills and comprehension, suggesting that scholars are making meaningful progress toward grade-level expectations despite challenges in meeting MAP growth targets.

Educational Partner Engagement: Soleil Academy engaged a variety of educational partners in the analysis and discussion of ELA achievement and growth data throughout the school year. Stakeholders included school leadership, classroom teachers, intervention staff, instructional coaches, board members, and families. These partners collaboratively reviewed NWEA MAP Reading data, DIBELS progress monitoring results, unit assessments, and classroom-based literacy data to identify trends in student performance, areas of growth, and instructional needs across grade levels and student groups. Teachers and instructional leaders participated in regular data meetings, professional development sessions, and instructional planning cycles focused on strengthening literacy instruction; intervention supports and differentiated small-group instruction. Families were engaged through parent-teacher conferences, progress reports, and ongoing communication regarding student reading growth and academic goals. Feedback from these educational partners informed schoolwide literacy priorities and supported continuous improvement efforts.

Identified Strengths: Ongoing DIBELS progress monitoring data indicates steady improvement in foundational reading skills, including phonemic awareness, fluency, and decoding across multiple grade levels. Classroom-based assessments and small-group instructional data also demonstrate growth in reading comprehension and vocabulary development. Implementation of the Core Knowledge Language Arts (CKLA) curriculum has provided students with increased exposure to rigorous grade-level texts, vocabulary instruction, and structured literacy practices. Teachers continue to strengthen instructional practices through targeted interventions, differentiated instruction, and data-driven small-group support. Increased consistency in literacy routines and intervention structures has contributed to stronger student engagement and academic progress.

Greatest Areas of Need: The greatest need in English Language Arts at Soleil Academy is strengthening reading comprehension, academic vocabulary development, and overall literacy growth across all grade levels. While students are demonstrating progress in foundational reading skills, schoolwide data indicates that scholars continue to struggle with meeting expected growth targets on NWEA MAP Reading assessments. Inconsistent implementation of the CKLA curriculum has limited the program's full impact on comprehension and vocabulary acquisition. Additional support is needed to ensure consistent, rigorous instruction aligned to grade-level standards and to strengthen the use of data-driven interventions and small-group instruction. English Learners, Latino students, and Socioeconomically Disadvantaged students remain priority student groups, as these numerically significant populations did not

demonstrate majority grade-level success in achieving positive reading growth outcomes.

Resource Inequities: Soleil Academy conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

- Teaching quality and instructional consistency as primary resource inequities impacting ELA achievement and growth. Data analysis showed that inconsistent implementation of the CKLA curriculum across classrooms limited equitable access to rigorous comprehension, vocabulary, and literacy instruction for all scholars. These inconsistencies particularly impacted English Learners, Latino students, and Socioeconomically Disadvantaged students, who continue to demonstrate lower reading growth outcomes compared to schoolwide expectations.
- Need to strengthen teacher expertise in evidence-based literacy instruction aligned to the Science of Reading.

Root Cause Analysis: Soleil Academy identified several root causes contributing to inconsistent student growth and achievement in ELA.

1. Variability in instructional pacing, teacher content knowledge, and implementation of the CKLA curriculum has created uneven rigor and instructional quality across classrooms. Teachers need stronger internal coherence between CKLA modules, writing expectations, and differentiated small-group instruction to ensure all students receive consistent access to grade-level literacy instruction.
2. Gaps in early phonemic awareness and decoding skills continue to persist due to limited universal screening systems and inconsistent follow-through with early literacy interventions. The absence of a fully aligned early literacy framework has delayed timely identification and support for students struggling with foundational reading skills.
3. Lack of consistent, schoolwide professional development in the Science of Reading has resulted in inconsistent Tier 1 literacy instruction and limited acceleration of early literacy growth. Teachers have not yet received uniform training in evidence-based literacy practices such as phonemic awareness, decoding, fluency development, and orthographic mapping. This inconsistency has particularly impacted English Learners, Latino students, and Socioeconomically Disadvantaged students who require explicit, systematic literacy instruction and strong oral language development to support reading proficiency.
4. Need to strengthen consistent implementation of GLAD strategies to better support English Learners' comprehension and language acquisition. Teachers require clearer guidance and alignment around the use of visual aids, graphic organizers, academic language supports, and other GLAD strategies that enhance student access to rigorous content.

2026-27 Action Plan: During the 2026-27 school year, Soleil Academy will implement a comprehensive literacy improvement plan focused on strengthening foundational reading skills, instructional consistency, and grade-level literacy achievement for all scholars, with targeted support for English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

Curriculum Alignment and Instructional Coherence: The school will fully align the ELA scope and sequence with grade-level standards and Core Knowledge Language Arts (CKLA) pacing to ensure rigorous, coherent instruction across classrooms. Teachers will participate in ongoing lesson internalization protocols supported through instructional coaching cycles, collaborative planning, and peer observations to strengthen implementation fidelity and instructional quality. Grade-level teams will engage in weekly Professional Learning Communities (PLCs) using a structured data-driven instruction (DDI) protocol to analyze student work, identify misconceptions, and adjust instruction accordingly.

Science of Reading Implementation: Soleil Academy will continue implementing evidence-based Science of Reading practices aligned to the school's literacy curriculum and intervention model. Six classroom teachers, one intervention teacher, and two administrators will continue participating in TNTP Science of Reading professional development to deepen teacher knowledge in phonemic awareness, decoding, fluency, vocabulary development, orthographic mapping, and comprehension instruction.

To support consistent application across classrooms, the school will implement structured literacy practices grounded in the five pillars of reading identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will use explicit, systematic, and cumulative instructional routines, which research has consistently identified as most effective for early readers and students with reading difficulties.

Universal Screening and Tiered Intervention: To strengthen early literacy identification and intervention systems, the school will utilize mCLASS DIBELS assessments three to six times per year to universally screen students, monitor progress, and evaluate the effectiveness of literacy instruction and interventions. Data from mCLASS DIBELS will guide targeted Tier 2 small-group phonics intervention and differentiated support for students demonstrating skill gaps in foundational literacy.

The school will formalize a Multi-Tiered System of Support (MTSS) framework for literacy, with clearly defined entry and exit criteria for each tier, structured progress monitoring schedules (every 2 to 4 weeks for Tier 2 and weekly for Tier 3), and documented intervention protocols. This aligns with the Institute of Education Sciences (IES) Practice Guide recommendations for response to intervention in reading.

Evidence-Based Instructional Strategies: The school will strengthen consistent implementation of GLAD strategies and oral language development practices to improve access and comprehension for English Learners. Additional evidence-based strategies to be implemented include:

- **Structured Literacy Routines.** Teachers will implement daily explicit phonics and decoding routines aligned to the Science of Reading, including phoneme-grapheme mapping, blending and segmenting practice, and decodable text reading in grades TK through 2. This approach is supported by extensive research, including findings from the National Reading Panel (2000) and the IES Practice Guide on Foundational Reading Skills (2016).
- **Vocabulary Instruction Using Tier 2 Academic Words.** Teachers will adopt a systematic approach to academic vocabulary instruction using Beck, McKeown, and Kucan's three-tier framework, with intentional focus on Tier 2 high-utility academic words embedded in CKLA Knowledge Domain texts. Research from Isabel Beck and the IES Practice Guide on Vocabulary Development (2014) supports this approach as particularly effective for English Learners and Socioeconomically Disadvantaged students.
- **Close Reading and Text-Dependent Questioning.** Teachers will implement close reading protocols with text-dependent questions to deepen comprehension of complex grade-level texts. This practice is identified in the IES Practice Guide on Improving Reading Comprehension (2010) as a high-leverage strategy for building comprehension across grade levels.
- **Reciprocal Teaching.** In grades 3 through 5, teachers will implement reciprocal teaching routines (predicting, questioning, clarifying, and summarizing) to build active comprehension strategies. Reciprocal teaching has a strong evidence base, with meta-analyses showing significant effect sizes for comprehension growth, particularly for striving readers.
- **Designated and Integrated English Language Development (ELD).** The school will strengthen both designated ELD (a dedicated daily block for English Learners) and integrated ELD (language development embedded across content instruction), consistent with the California ELA/ELD Framework. Designated ELD will focus on the linguistic features English Learners need to access grade-level content, while integrated ELD will be embedded throughout CKLA instruction.
- **Structured Student Discourse.** Teachers will implement structured academic conversation protocols (such as Think-Pair-Share, accountable talk stems, and constructive conversation skills) to increase student oral language production. Research from Jeff Zwiers and the Stanford Understanding Language initiative identifies academic discourse as a critical lever for English Learner literacy development.
- **Writing to Sources.** Teachers will integrate writing-to-sources tasks aligned to CKLA content, requiring students to use evidence from texts to support written responses. The IES Practice Guide on Teaching Elementary Students to Be Effective Writers (2012) identifies this as a high-leverage practice for building both writing and comprehension.
- **Explicit Comprehension Strategy Instruction.** Teachers will provide explicit instruction in comprehension strategies including summarizing, questioning, visualizing, and making inferences, with gradual release of responsibility from teacher modeling to independent student application.
- **Read-Alouds with Interactive Discussion.** In grades TK through 2, teachers will implement structured interactive read-alouds focused on building background knowledge, vocabulary, and oral language. Interactive read-alouds are identified by the IES Practice Guide on Foundational Reading Skills as one of the most impactful early literacy practices.

- **Family Literacy Engagement.** The school will expand family literacy supports through Parent University Workshops focused on home reading routines, decoding strategies, and supporting reading at home. Take-home decodable readers and bilingual literacy resources will be provided to support family engagement, particularly for English Learner families.

Professional Development and Coaching Infrastructure: To support consistent implementation of these strategies, the school will embed weekly instructional coaching cycles aligned to a clear coaching framework. Coaches will conduct classroom observations using a literacy walkthrough tool aligned to Science of Reading and CKLA implementation expectations. Teachers will participate in monthly data analysis meetings using mCLASS DIBELS and NWEA MAP Reading data to identify trends, evaluate intervention effectiveness, and adjust Tier 1 instruction.

Math Academic Indicator (2025 Dashboard)

On the 2024 California School Dashboard, Soleil Academy's Math performance reflected significant achievement gaps across all reported student groups. All Students scored -69.7 points from standard (Orange), English Learners scored -90.4 points from standard (Orange), Socioeconomically Disadvantaged students scored -75.2 points from standard (Orange), and Hispanic students scored -69.4 points from standard (Orange).

The 2025 California School Dashboard reflects substantial improvement in Math performance across all reported student groups. All Students improved to -46.1 points from standard (Yellow), English Learners to -68.6 points from standard (Yellow), Socioeconomically Disadvantaged students to -53.4 points from standard (Yellow), and Hispanic students to -45.9 points from standard (Yellow). All four reported groups moved a full color band from Orange to Yellow, reflecting meaningful schoolwide progress in mathematics. While these gains demonstrate strong momentum, distance from standard remains substantial, and continued acceleration is required to close achievement gaps for all student groups.

Local Assessment Data

During the 2024-25 academic year, Soleil Academy transitioned from NWEA MAP Math to i-Ready Mathematics as its primary assessment tool for monitoring student achievement and growth in mathematics. Despite the change in assessment platforms, the school's performance target continued to emphasize student growth outcomes. Using Spring i-Ready Diagnostic data and measures aligned to Annual Typical Growth, Soleil Academy demonstrated strong overall progress in mathematics achievement across the school.

Current results indicate that 5 out of 6 grade levels are meeting progress toward Annual Typical Growth, reflecting consistent and positive schoolwide performance in math instruction and intervention efforts. All numerically significant student groups, including English Learners, Latino students, and Socioeconomically Disadvantaged students, are demonstrating solid academic growth in mathematics. Each subgroup has 4 out of 6 grade levels meeting progress toward typical growth expectations, indicating that student progress is occurring consistently across diverse learner populations. As a result, all three student groups are currently performing above the state expectation for student academic progress in mathematics.

In addition to i-Ready Diagnostic data, Soleil Academy analyzes NWEA MAP Math assessments, unit assessments, and progress toward Annual Typical Growth measures to monitor student achievement and mastery of grade-level standards. Qualitative and ongoing instructional indicators include student engagement with i-Ready MyPath personalized learning lessons, teacher observations, classroom performance trends, and standards-based assessment data. High levels of student engagement with personalized learning tools and positive performance trends on unit assessments indicate that students are consistently mastering grade-level content and skills.

Educational Partner Engagement: Soleil Academy engaged key educational partners in the analysis and monitoring of mathematics achievement and growth data during the 2024-25 school year. Stakeholders included administrators, teachers, instructional support staff, board members, and families. Educational partners reviewed data from i-Ready Mathematics, NWEA MAP Math, unit assessments, and classroom performance indicators to evaluate student progress

toward grade-level standards and annual growth goals. Teachers and instructional leaders collaborated during grade-level meetings, data analysis sessions, and professional development opportunities to identify effective instructional practices, address learning gaps, and strengthen math interventions and enrichment opportunities. Families received updates regarding student progress through conferences, academic reports, and communication about individualized learning supports, including i-Ready MyPath engagement. The collaborative analysis of mathematics data helped guide instructional decision-making and ensured that schoolwide strategies remained focused on accelerating student achievement and sustaining positive growth outcomes across all student groups.

Identified Strengths: Soleil Academy has demonstrated strong overall performance and growth in mathematics during the 2024-25 school year. Current i-Ready Mathematics data shows that 5 out of 6 grade levels are meeting progress toward Annual Typical Growth, reflecting consistent schoolwide academic progress in math. All numerically significant student groups, including English Learners, Latino students, and Socioeconomically Disadvantaged students, are demonstrating solid growth, with 4 out of 6 grade levels within each subgroup meeting progress targets.

High levels of student engagement with i-Ready MyPath personalized learning lessons and positive trends in unit assessment performance indicate that students are consistently mastering grade-level mathematical concepts and skills. Teachers have effectively implemented data-driven instruction, targeted intervention supports, and standards-aligned instructional practices to address learning needs and accelerate student achievement. These results highlight the strength of the school's mathematics program and its ability to support equitable growth outcomes across diverse student populations.

Greatest Areas of Need: Although mathematics performance data reflects strong overall growth, Soleil Academy's greatest need in math is ensuring consistent achievement and growth across all grade levels and student groups. While 5 out of 6 grade levels are currently meeting progress toward Annual Typical Growth, one grade level continues to require additional support to ensure students are mastering grade-level mathematical concepts and skills. The school also recognizes the need to continue strengthening conceptual understanding, mathematical reasoning, and problem-solving skills to sustain long-term achievement gains.

For numerically significant student groups, including English Learners, Latino students, and Socioeconomically Disadvantaged students, continued targeted support and differentiated instruction remain essential, as each group currently has 4 out of 6 grade levels meeting growth expectations rather than full schoolwide consistency. Maintaining high levels of student engagement with i-Ready MyPath, strengthening intervention systems, and using ongoing assessment data to inform instruction will be important priorities to ensure all students continue progressing toward and exceeding grade-level expectations in mathematics.

Resource Inequities: Soleil Academy conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

Soleil Academy identified teaching quality and consistency of instructional delivery as key resource inequities affecting student outcomes across grade levels and student groups. While overall math growth has remained strong, data revealed variations in student performance and progress that suggest inconsistent implementation of rigorous, standards-aligned instructional practices and differentiated support. These inequities disproportionately affect English Learners, Latino students, and Socioeconomically Disadvantaged students, who may require additional scaffolds, targeted interventions, and consistent access to high-quality instruction to meet growth expectations. The school identified the need to strengthen teacher capacity in data-driven instruction, mathematical discourse, and intervention strategies to ensure equitable learning opportunities for all scholars.

Root Cause Analysis: Soleil Academy identified variability in instructional delivery, rigor, and teacher implementation of standards-aligned practices as primary root causes impacting consistent student achievement and growth in mathematics. Although overall math performance trends are positive, differences in pacing, instructional strategies, and use of data-driven interventions across classrooms have created uneven learning experiences for students. Teachers

require stronger alignment in lesson delivery, mathematical discourse practices, and differentiation strategies to ensure all scholars consistently engage with rigorous grade-level content and problem-solving opportunities.

The school also identified a need to strengthen instructional support for English Learners and other historically underserved student groups within mathematics instruction. Inconsistent use of scaffolds, visual supports, academic vocabulary development, and GLAD strategies has limited some students' ability to fully access mathematical concepts and demonstrate conceptual understanding.

Additionally, while personalized learning tools such as i-Ready MyPath are supporting growth, intervention systems and follow-through practices are not yet consistently implemented across all grade levels and classrooms. Teachers would benefit from continued professional development and coaching focused on effective math intervention practices, data analysis, and strategies that strengthen student reasoning and conceptual understanding.

Plan of Action for 2026-27: During the 2026-27 school year, Soleil Academy will implement a comprehensive mathematics improvement plan focused on sustaining the strong growth gains demonstrated on the 2025 Dashboard, closing remaining grade-level inconsistencies, and accelerating achievement for all scholars, with targeted support for English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

Curriculum Alignment and Instructional Coherence

The school will strengthen alignment between the math scope and sequence, California Common Core State Standards for Mathematics, and the eight Standards for Mathematical Practice to ensure rigorous, coherent instruction across all classrooms. Teachers will participate in ongoing lesson internalization protocols supported through instructional coaching cycles, collaborative planning, and peer observations to strengthen implementation fidelity and instructional quality. Grade-level teams will engage in weekly Professional Learning Communities (PLCs) using a structured data-driven instruction (DDI) protocol to analyze student work, identify common misconceptions, and adjust instruction in real time.

To address inconsistencies in pacing and rigor identified in the root cause analysis, the school will implement common scope and sequence documents, shared unit assessments, and aligned pacing guides across grade levels. Vertical alignment meetings between grade levels will occur quarterly to ensure coherent skill progression from TK through 5th grade.

Universal Screening and Tiered Intervention

Soleil Academy will continue utilizing i-Ready Mathematics and NWEA MAP Math data to monitor student progress, identify learning gaps, and provide differentiated instruction aligned to grade-level standards. The school will formalize a Multi-Tiered System of Support (MTSS) framework for mathematics, with clearly defined entry and exit criteria for each tier, structured progress monitoring schedules (every 2 to 4 weeks for Tier 2 and weekly for Tier 3), and documented intervention protocols. This aligns with the Institute of Education Sciences (IES) Practice Guide on Assisting Students Struggling with Mathematics (2021).

The school will use i-Ready Diagnostic data administered three times per year to universally screen students, identify students requiring Tier 2 or Tier 3 intervention, and evaluate the effectiveness of math instruction and interventions. Tier 2 small-group intervention will be delivered during a dedicated intervention block to ensure students requiring additional support do not miss core Tier 1 math instruction.

Evidence-Based Instructional Strategies

The school will implement the following evidence-based math instructional practices, drawn from the IES Practice Guides and the National Mathematics Advisory Panel:

- **Concrete-Representational-Abstract (CRA) Instructional Sequence.** Teachers will use the CRA sequence to build conceptual understanding before procedural fluency, particularly for foundational skills in number sense, operations, and fractions. The IES Practice Guide on Assisting Students Struggling with Mathematics (2021) identifies CRA as a strong evidence-based practice for students with math difficulties.
- **Explicit and Systematic Instruction.** Teachers will provide explicit, systematic instruction that includes clear teacher modeling, guided practice with feedback, and independent practice. This approach is identified by the IES Practice Guide as one of the highest-leverage practices for accelerating math achievement, particularly for students performing below grade level.
- **Number Talks and Math Routines.** Teachers will implement daily number talks (10 to 15 minutes) to build number sense, mental math fluency, and mathematical reasoning. Number talks support flexible thinking, multiple solution strategies, and student discourse, all of which strengthen conceptual understanding.
- **Mathematical Discourse and Talk Moves.** Teachers will implement structured talk moves and mathematical discourse protocols (such as revoicing, restating, agree/disagree, and adding on) to increase student-to-student reasoning, justification, and explanation. Research from the IES Practice Guide on Improving Mathematical Problem Solving (2012) identifies structured discourse as a critical lever for deepening conceptual understanding.
- **Problem-Solving Routines and Cognitively Guided Instruction.** Teachers will incorporate weekly problem-solving routines (such as 3 Reads, Notice and Wonder, and Open Middle problems) to strengthen mathematical reasoning, perseverance, and application of grade-level standards. Students will engage with rich, multi-step tasks that promote critical thinking and connection to real-world contexts.
- **Use of Visual Representations.** Teachers will consistently use visual models, including number lines, area models, bar models, and tape diagrams, to support student understanding of operations, fractions, and word problems. The IES Practice Guide identifies the use of visual representations as a strong evidence-based practice.
- **Fluency Building Through Strategy Instruction.** Teachers will build computational fluency through strategy-based instruction (such as making tens, doubles, and decomposition) rather than rote memorization, supporting both procedural fluency and conceptual understanding.
- **Designated and Integrated English Language Development (ELD) in Math.** The school will strengthen integrated ELD within math instruction, consistent with the California ELA/ELD Framework. Teachers will use sentence frames, math word walls, bilingual cognates (English/Spanish), and structured academic conversation protocols to support English Learners' access to mathematical content and discourse.
- **GLAD Strategies Applied to Math.** Teachers will apply GLAD strategies (including pictorial input charts, cognitive content dictionaries, and chants) to math instruction to strengthen vocabulary acquisition, conceptual understanding, and student engagement, particularly for English Learners.
- **Productive Struggle and Growth Mindset.** Teachers will create classroom conditions that support productive struggle, including selecting tasks at the appropriate level of cognitive demand, providing wait time, and using teacher language that promotes a growth mindset toward mathematics. Research from Jo Boaler and the National Council of Teachers of Mathematics (NCTM) supports productive struggle as essential to deep mathematical learning.

Personalized Learning and Intervention Supports

The school will continue using i-Ready MyPath to provide individualized intervention and skill reinforcement based on student diagnostic data. Students will engage with MyPath for a minimum of 45-minutes per week, with teachers monitoring lesson pass rates, time on task, and skill mastery to inform classroom instruction. Teachers will use the i-Ready Teacher Toolbox to access targeted small-group instructional resources aligned to student diagnostic data.

Small-group intervention and targeted support structures will be strengthened to ensure students who are below grade level receive timely, data-driven instruction focused on conceptual understanding and procedural fluency. Intervention groups will be flexibly formed based on bi-weekly progress monitoring data, with clear protocols for adjusting groups and exiting students who meet benchmark.

Targeted Support for Priority Student Groups

To address the persistent gap between schoolwide growth (5 of 6 grade levels meeting Annual Typical Growth) and subgroup growth (4 of 6 grade levels for English Learners, Hispanic students, and Socioeconomically Disadvantaged students), the school will implement targeted supports including:

- Quarterly subgroup data reviews to monitor English Learner, Hispanic, and Socioeconomically Disadvantaged student progress and adjust instruction accordingly,
- Dedicated planning time for teachers to design scaffolds, language supports, and culturally responsive math tasks for priority student groups, and
- Reclassification monitoring to ensure English Learner students are progressing in both English language proficiency and grade-level math content.

Professional Development and Coaching Infrastructure

The school will prioritize professional development focused on effective math intervention strategies, differentiation for English Learners, the use of visual supports and GLAD strategies, and the IES Practice Guide recommendations for assisting students struggling with mathematics. Professional development will be delivered through a combination of summer institute, monthly PD sessions, embedded coaching, and lesson study cycles.

To support consistent implementation, the school will embed weekly instructional coaching cycles aligned to a clear coaching framework. Coaches will conduct classroom observations using a math walkthrough tool aligned to the Standards for Mathematical Practice and evidence-based instructional strategies. Teachers will participate in monthly data analysis meetings using i-Ready Diagnostic and NWEA MAP Math data to identify trends, evaluate intervention effectiveness, and adjust Tier 1 instruction.

Family Math Engagement

The school will expand family math engagement through Parent University Workshops focused on supporting math at home, understanding i-Ready reports, and engaging students in mathematical conversations. Take-home math activities, bilingual math resources, and family math nights will be offered to strengthen home-school partnerships, particularly for English Learner and Hispanic families.

Science Academic Indicator (2025 Dashboard)

Dashboard Performance: The 2025 California School Dashboard reflects a decline in Science performance across all reported student groups compared to the prior year. All Students scored 43.8 Science Points (Orange), a decline from the prior-year score of 45.2 Science Points. Socioeconomically Disadvantaged students scored 41.6 Science Points (Orange), a decline from the prior-year score of 43.7 Science Points. Hispanic students scored 42.9 Science Points (Orange), a decline from the prior-year score of 47.4 Science Points. These declines reflect a schoolwide need to strengthen science instruction, expand hands-on learning experiences, and ensure equitable access to standards-aligned science content across grade levels.

Identified Gaps in Science Instruction

Soleil Academy identified several gaps in science instruction related to curriculum access, instructional time, and consistency across grade levels. Currently, science is not taught as a standalone subject in most grades and is primarily embedded within the Core Knowledge Language Arts (CKLA) curriculum. The 5th grade is the only grade level that utilizes a dedicated science curriculum (Amplify Science). While CKLA provides opportunities for students to engage with science-related content through reading and knowledge-building activities, the school has identified a need for more explicit, standards-aligned science instruction to ensure students develop a deeper understanding of scientific concepts, inquiry skills, and hands-on application. Additionally, the school currently provides a dedicated science lab block only for 5th grade students, resulting in inconsistent access to science lab instruction across earlier grade levels.

Local Assessment Data: Soleil Academy analyzed both quantitative and qualitative data to evaluate science instruction and student performance, particularly within 5th grade where Amplify Science is implemented as the core science curriculum. Quantitative data sources included California School Dashboard science performance indicators, 5th grade unit assessment results, classroom-based assessments, and exit ticket data used to monitor student understanding of

science concepts and standards. Qualitative data included teacher observations, student work samples, classroom discussions, and instructional planning reviews to assess student engagement, scientific reasoning, and inquiry-based learning opportunities. Data analysis also identified a need to expand hands-on science lab experiences and scientific exploration opportunities in lower grade levels to strengthen student exposure to inquiry, experimentation, and application of scientific concepts across the elementary program.

Educational Partner Engagement: Soleil Academy engaged multiple educational partners in the analysis and discussion of science instruction and student learning outcomes. Educational partners included administrators, teachers, students, parents, and instructional staff who reviewed science-related assessment data, classroom performance trends, and instructional practices. Fifth grade teachers and school leaders analyzed CA Dashboard science data, unit assessments, exit tickets, and classroom observations to evaluate student understanding of scientific concepts and inquiry skills. Teachers provided feedback regarding curriculum implementation, instructional resources, and opportunities to strengthen hands-on science learning experiences across grade levels. Parents and students contributed feedback through ongoing communication and classroom engagement experiences, helping the school identify areas for growth and opportunities to expand student access to meaningful science exploration and lab-based learning opportunities.

Identified Strengths: Soleil Academy identified several strengths within its science program, particularly in 5th grade through the implementation of the Amplify Science curriculum. The curriculum provides scholars with engaging, hands-on lab experiences, interactive investigations, and inquiry-based learning opportunities that promote deeper understanding of scientific concepts and real-world application. Students have demonstrated strong engagement during science instruction through collaborative experiments, scientific discussions, and problem-solving activities that encourage critical thinking and curiosity. Classroom observations, unit assessments, and exit ticket data indicate that scholars are actively participating in science learning and developing foundational scientific reasoning skills. The use of Amplify Science has strengthened opportunities for experiential learning and increased student access to rigorous, standards-aligned science instruction that supports both academic growth and student engagement.

Greatest Areas of Need: Soleil Academy's greatest need in science is the development of a dedicated science lab block and expanded hands-on science instruction for students in Kindergarten through 4th grade. While students are exposed to science concepts through the CKLA curriculum and 5th grade scholars benefit from the Amplify Science program, younger scholars would benefit from more structured opportunities to engage in scientific inquiry, experimentation, and lab-based learning experiences. The school recognizes the importance of providing consistent, developmentally appropriate science instruction that allows students to build foundational scientific knowledge, critical thinking skills, and curiosity beginning in the early grades. At this time, the need is schoolwide and impacts all K-4 students, as access to hands-on science learning opportunities and dedicated instructional time is limited in the lower elementary grades. Expanding science lab experiences and creating a consistent science instructional block across grade levels will help strengthen student engagement, deepen understanding of scientific concepts, and better prepare scholars for upper-grade science learning and state assessment expectations.

Resource Inequities: Soleil Academy conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

1. Teaching quality and instructional capacity as resource inequities impacting science instruction and student access to rigorous learning experiences across grade levels. While 5th grade students benefit from the implementation of Amplify Science and hands-on lab experiences, teachers across grade levels would benefit from additional professional development, instructional support, and alignment around effective science teaching practices, particularly strategies that support inquiry-based learning and academic language development for English Learners.
2. Need for more consistent implementation of vocabulary development strategies, visual supports, and GLAD strategies to ensure all students can fully access science content and participate in scientific discussions and investigations. Strengthening teacher capacity in science instruction, differentiation, and language supports will help provide all scholars with equitable access to engaging, standards-aligned science learning experiences. Additionally,

expanding opportunities for collaboration, coaching, and professional learning in science instruction will support greater consistency and instructional quality across classrooms and grade levels.

Root Cause Analysis: Soleil Academy identified several root causes impacting the strength and consistency of science instruction across grade levels.

1. Need to strengthen foundational science knowledge and instructional capacity among teachers to support more engaging, inquiry-based science learning experiences for scholars. While teachers integrate science concepts through CKLA and 5th grade utilizes Amplify Science, many educators would benefit from additional professional development and support in delivering hands-on, standards-aligned science instruction that promotes experimentation, scientific reasoning, and real-world application of concepts.
2. Need to elevate teacher skillsets related to facilitating interactive labs, scientific discussions, and vocabulary-rich instruction that supports all learners, particularly English Learners. Limited opportunities for structured science lab experiences in the lower grades have reduced students' exposure to inquiry-based learning and scientific exploration. Teachers need stronger alignment and support in implementing instructional strategies that integrate academic language development, visual supports, and hands-on investigations into daily science instruction. Strengthening teacher knowledge, instructional confidence, and access to science-focused professional learning will be essential to improving student engagement and deepening science learning outcomes across grade levels.

Plan of Action for 2026-27: During the 2026-27 school year, Soleil Academy will strengthen science instruction for all scholars, with particular focus on increasing hands-on learning opportunities, expanding access to inquiry-based science instruction across grade levels, and supporting English Learners through language-rich science experiences.

Curriculum and Instructional Time Expansion

To address the most critical identified need, the school will implement a dedicated science lab block for students in Kindergarten through 4th grade, led by an enrichment teacher. These science lab blocks will provide students with structured, inquiry-based, and hands-on investigations aligned to the California Next Generation Science Standards (NGSS) and designed to build foundational scientific knowledge, critical thinking, and problem-solving skills. The school will continue utilizing Amplify Science in 5th grade to provide rigorous, standards-aligned science instruction and lab experiences. The school will also explore expansion of Amplify Science (or a comparable NGSS-aligned curriculum) to lower grade levels to ensure vertical coherence in science instruction from TK-5.

Evidence-Based Instructional Strategies

The school will implement evidence-based science instructional strategies aligned to the NGSS three-dimensional learning framework (Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts):

- **5E Instructional Model.** Teachers will use the Engage, Explore, Explain, Elaborate, and Evaluate (5E) instructional model to structure inquiry-based science lessons. This model is widely supported in NGSS implementation research as an effective approach for building conceptual understanding through student-driven investigation.
- **Hands-On, Inquiry-Based Investigations.** Each grade level will incorporate a minimum number of hands-on lab investigations per unit, with structured opportunities for students to develop hypotheses, conduct experiments, collect data, and draw evidence-based conclusions.
- **Science and Engineering Practices Integration.** Teachers will explicitly teach and reinforce the eight NGSS Science and Engineering Practices, including asking questions, planning investigations, analyzing data, constructing explanations, and engaging in argument from evidence.
- **Academic Vocabulary and Language Supports for English Learners.** Teachers will implement GLAD strategies, including pictorial input charts, cognitive content dictionaries, observation charts, and process grids, to strengthen science vocabulary acquisition and conceptual understanding. Sentence frames, visual supports, and bilingual science word walls will support English Learners' access to rigorous science content.

- **Structured Scientific Discourse.** Teachers will implement academic conversation protocols and talk moves to increase student-to-student discussion of scientific concepts. Research from the Stanford Understanding Language initiative and the NGSS framework identifies structured discourse as essential for both science learning and language development.
- **Science Notebooking.** Teachers will implement student science notebooks as a tool for documenting investigations, recording data, drawing scientific diagrams, and writing evidence-based explanations. Science notebooks have a strong evidence base for supporting both science learning and writing development.
- **Integration of Reading and Writing in Science.** Teachers will integrate informational text reading and writing-to-sources tasks within science instruction, leveraging CKLA Knowledge Domain texts where appropriate to build background knowledge that supports inquiry investigations.
- **Phenomena-Based Learning.** Teachers will anchor science units in real-world phenomena that students can observe, question, and investigate, consistent with NGSS implementation guidance.

Professional Development and Coaching Infrastructure

The school will prioritize professional development focused on NGSS implementation, the 5E instructional model, inquiry-based teaching practices, and strategies for supporting English Learners in science. Professional development will be delivered through a combination of summer institute, monthly PD sessions, embedded coaching, and lesson study cycles. Teachers will participate in collaborative planning to design hands-on investigations, develop NGSS-aligned units, and integrate language supports into science instruction.

To support consistent implementation, the school will embed instructional coaching cycles focused on science instruction. Coaches will conduct classroom observations using a science walkthrough tool aligned to NGSS three-dimensional learning and inquiry-based instructional practices. Teachers will participate in quarterly science data reviews to evaluate student engagement, conceptual understanding, and instructional effectiveness.

Family and Community Science Engagement

Through expanded science lab opportunities and increased teacher collaboration, Soleil Academy aims to strengthen student engagement, scientific inquiry skills, and equitable access to high-quality science instruction across all grade levels. The school will also explore family science engagement opportunities, including family science nights and take-home science exploration activities, to extend learning beyond the classroom and strengthen home-school partnerships.

Chronic Absenteeism Indicator (2025 Dashboard)

Dashboard Performance: On the 2025 California School Dashboard, Soleil Academy's chronic absenteeism rate reflected ongoing challenges across multiple student groups. All Students scored 17.1% (Yellow), English Learners scored 16.1% (Orange), Socioeconomically Disadvantaged students scored 18.5% (Yellow), Students with Disabilities scored 31.5% (Orange), and Hispanic students scored 15.1% (Yellow). These results indicate that chronic absenteeism continues to disproportionately impact Students with Disabilities and English Learners, requiring targeted intervention and support.

Identified Gaps and Progress to Date: Soleil Academy identified chronic absenteeism as an ongoing area of need despite demonstrating meaningful improvement over the past two school years. During the 2024-25 school year, the school reduced chronic absenteeism by 7 percentage points, marking the second consecutive year of substantial progress in improving student attendance outcomes. However, the school did not meet its benchmark goal of reducing chronic absenteeism to 12%, indicating that persistent attendance barriers continue to impact a portion of the student population.

Current 2025-26 school-year data shows chronic absenteeism at 10% to date, though the rate is expected to fluctuate throughout the year as attendance patterns continue to develop. The school identified the need for stronger attendance intervention systems, increased family engagement, and additional opportunities for students to recover missed instructional time. Students experiencing chronic absenteeism may continue to face barriers related to illness, transportation, family circumstances, and inconsistent attendance habits, all of which contribute to lost learning opportunities and reduced academic progress.

Local Attendance Data: Soleil Academy analyzed both quantitative and qualitative attendance data to monitor trends in chronic absenteeism and student engagement. Quantitative data sources included daily attendance records and chronic absenteeism reports from PowerSchool, as well as state-reported attendance data from the California School Dashboard. The school reviewed attendance trends across grade levels and student groups to identify patterns of absenteeism and students most at risk for chronic absence. Qualitative data included family communication logs, student and family outreach efforts, attendance meeting notes, and staff observations regarding barriers impacting consistent attendance, such as health concerns, transportation challenges, family circumstances, and student engagement. This data analysis helped the school identify ongoing attendance challenges, evaluate the effectiveness of current intervention strategies, and guide planning for additional attendance supports and recovery opportunities.

Educational Partner Engagement

Soleil Academy engaged multiple educational partners in the analysis and improvement efforts related to chronic absenteeism. School administrators, teachers, parents, and students all contributed to identifying attendance trends, barriers to consistent attendance, and strategies for increasing student engagement and daily attendance. Administrators and teachers regularly reviewed attendance data from PowerSchool and the California School Dashboard to monitor chronic absenteeism rates and identify students in need of intervention and support. Families participated through attendance meetings, ongoing communication, and outreach efforts designed to strengthen home-school partnerships and reinforce the importance of regular attendance. Students were also engaged in conversations around attendance expectations, incentives, and strategies to improve school participation and connectedness. Feedback and collaboration from these educational partners helped inform the school's attendance intervention systems, recovery opportunities, and ongoing efforts to reduce chronic absenteeism and increase student access to instructional time.

Identified Strengths: Soleil Academy has identified several strengths in its efforts to reduce chronic absenteeism and improve overall student attendance. One of the school's greatest strengths has been the consistent implementation of attendance interventions and proactive monitoring systems, which contributed to a 7 percentage point reduction in chronic absenteeism during the 2024-25 school year. This marked the second consecutive year of significant improvement, demonstrating the effectiveness of the school's ongoing attendance support efforts. Administrators, teachers, and support staff have worked collaboratively to conduct regular attendance monitoring, family outreach, attendance meetings, and individualized interventions for students identified as at risk for chronic absenteeism.

Another identified strength is the implementation of attendance recovery opportunities during non-instructional days, allowing students to recover missed instructional time and remain academically connected to school. The school has also strengthened communication and partnerships with families to reinforce the importance of consistent attendance and student engagement. These continued interventions and recovery efforts have helped create increased awareness around attendance expectations and have contributed to positive attendance trends schoolwide. Current data suggests that the school is continuing to move in a positive direction toward reducing chronic absenteeism and improving student access to daily instruction.

Greatest Areas of Need: Current attendance data indicates that Students with Disabilities have the highest chronic absenteeism rate at 21%, followed closely by Black/African American students at 20%. The 2025-26 chronic absenteeism rate to date is 10%, reflecting continued progress toward the school's reduction goals. Additionally, the school's Students with Disabilities subgroup currently shows a chronic absenteeism rate of 19.6% (10 out of 51 SWD), with chronic absenteeism distributed across all grade levels rather than concentrated in specific grades. These data points indicate that Students with Disabilities

and Black/African American students require the most intensive and targeted attendance supports.

Issues Identified This Year

During the current school year, Soleil Academy identified specific grade levels with the highest percentages of chronically absent students, highlighting the need for targeted attendance interventions and additional student support systems. First grade demonstrated the highest rate of chronic absenteeism at 11.5%, which the school attributes in part to a high population of students receiving Special Education services who may require additional health, behavioral, and family support resources to maintain consistent attendance. Transitional Kindergarten (TK) also experienced elevated chronic absenteeism rates at 8%, influenced in part by a mid-year teacher transition that impacted classroom stability, student routines, and family consistency during the school year.

These trends indicate the importance of strengthening continuity of instruction, family communication, and individualized attendance support systems within high-need grade levels. The school identified the need for earlier intervention, stronger relationship-building with families, and more targeted attendance monitoring to support students most at risk for chronic absenteeism. Continued collaboration between administrators, teachers, support staff, and families will be essential to improving attendance outcomes and ensuring students remain consistently engaged in learning.

Resource Inequities: Soleil Academy conducted a resource equity analysis using the Ten Dimensions of Resource Equity diagnostic tool developed by the Alliance for Resource Equity; and our findings are as follows:

- Soleil Academy identified family and home-based attendance barriers as a significant resource inequity contributing to chronic absenteeism among some student groups and grade levels. The school recognizes that some families face challenges that impact students' ability to attend school consistently, including transportation limitations, work schedules, health concerns, unstable routines, and limited access to community resources or support systems. These barriers can disproportionately affect Students with Disabilities and historically underserved student populations, requiring the school to provide additional outreach, wraparound supports, and partnerships to address attendance inequities.

Root Cause Analysis: Soleil Academy identified several root causes contributing to ongoing chronic absenteeism.

- Inconsistent student attendance limits instructional continuity, particularly affecting reading fluency and comprehension, as students missing core literacy blocks lose exposure to systematic phonics and vocabulary instruction. Most attendance issues are related to limited family understanding of the academic impact of consistent attendance, ongoing medical issues, and a lack of health insurance coverage that may prevent timely treatment and return to school.
- The increased needs of Students with Disabilities, who may experience health, behavioral, and family circumstances that affect daily attendance, and instability factors such as the mid-year teacher transition that impacted Transitional Kindergarten attendance. The school recognizes that addressing chronic absenteeism requires a multi-tiered approach that combines proactive family engagement, early intervention, wraparound supports, and ongoing instructional continuity to ensure students remain engaged in learning.

2026-27 Action Plan: During the 2026-27 school year, Soleil Academy will implement a comprehensive attendance improvement plan focused on sustaining the strong reduction in chronic absenteeism achieved over the past two school years, addressing persistent attendance barriers for Students with Disabilities and Black/African American students, and strengthening family partnerships to reinforce daily attendance.

***Family Attendance Partnership Initiative*:** The school will launch a Family Attendance Partnership Initiative incorporating attendance contracts, early outreach, and incentives tied to literacy milestones. Families of students identified as at risk for chronic absenteeism will engage in attendance conferences to develop individualized attendance plans, identify barriers, and connect with school and community resources. The initiative will emphasize the academic impact of consistent attendance, particularly the connection between regular attendance and literacy growth in the early grades.

***Tiered Attendance Intervention System*:** The school will integrate attendance tracking into data-driven intervention cycles, flagging chronic absences for tiered supports aligned to the national Attendance Works tiered framework:

- **Tier 1 (Universal Prevention).** Schoolwide attendance campaigns, daily attendance recognition, monthly attendance celebrations, positive classroom climate, and clear communication of attendance expectations to all families during enrollment and at back-to-school events.
- **Tier 2 (Early Intervention).** Targeted outreach for students with 3 or more absences within a 30-day window, including parent phone calls, attendance check-ins, mentoring, and individualized attendance plans. Students receiving Tier 2 support will be monitored bi-weekly through attendance team meetings.
- **Tier 3 (Intensive Support).** Wraparound supports for students with chronic absence patterns, including Student Attendance Review Team (SART) meetings, home visits, partnerships with community-based organizations, and connection to health and social services. Students with persistent chronic absence may be referred to the School Attendance Review Board (SARB) process as required by California Education Code.

***Attendance Recovery Program*:** The school will continue offering attendance recovery opportunities during non-instructional days to support students in making up missed instructional time and re-engaging with school. After 6 unexcused absences, students and families will be offered attendance recovery sessions structured to provide academic instruction aligned to grade-level standards. Attendance recovery will count toward instructional minutes consistent with California Department of Education guidance.

***Targeted Supports for Students with Disabilities*:** Recognizing that Students with Disabilities have the highest chronic absenteeism rate (21% on the 2025 Dashboard and 19.6% in current school-year data), the school will implement targeted supports including:

- IEP team review of attendance patterns for any Student with a Disability identified as chronically absent, with consideration of related services, health supports, or accommodations that may improve attendance,
- Collaboration with the Special Education Local Plan Area (SELPA) and special education staff to identify health, behavioral, or programmatic barriers impacting attendance,
- Connection to school-based mental health and counseling supports through the Community Schools framework,
- Partnerships with Hazel Health for telehealth services, which can reduce school absences related to minor illness and medical appointments, and
- Family liaison support to coordinate transportation, medical appointment scheduling, and home-school communication for SWD families.

Targeted Supports for African American Students

To address the elevated chronic absenteeism rate among African American students (20%), the school will implement targeted outreach, mentoring, and culturally responsive engagement strategies, including individualized attendance check-ins, family engagement opportunities, and connection to community-based supports.

Targeted Supports for English Learners and Hispanic Families

To address attendance barriers among English Learners and Hispanic families, the school will provide bilingual attendance outreach, family liaison support, and culturally responsive engagement strategies. Attendance communications, family meetings, and Parent University Workshops will be offered in both English and Spanish to ensure all families have equitable access to attendance information and support.

Health and Wellness Partnerships

To address health-related attendance barriers identified in the root cause analysis (ongoing medical issues and lack of health insurance), the school will strengthen partnerships including:

- **Hazel Health.** Continued partnership for school-based telehealth services to provide students with timely access to medical care and reduce illness-related absences.

- **L.A. Care Center.** Continued partnership to support family connection to health insurance enrollment, primary care providers, and community health resources.
- **On-site Health Clerk.** Continued support through the Community Schools initiative to provide first-line health support, illness screening, and family communication regarding student health needs.

Instructional Continuity and Engagement

To address the root cause finding that absences disproportionately impact literacy growth, the school will strengthen instructional continuity by:

- Providing classroom teachers with attendance dashboards to identify students with emerging attendance concerns,
- Implementing welcome-back protocols for students returning from absences to ensure they receive missed instruction and re-engage with classroom routines,
- Strengthening Tier 1 classroom engagement practices to create joyful, predictable, and welcoming learning environments that motivate daily attendance, and
- Aligning attendance team work with the Multi-Tiered System of Support (MTSS) framework to coordinate academic, behavioral, and attendance interventions for students with overlapping needs.

Family Engagement and Communication

The school will strengthen family engagement around attendance through:

- Monthly attendance communication in English and Spanish, including attendance reports, milestone recognition, and reminders of academic impact,
- Parent University Workshops focused on attendance, the relationship between attendance and academic achievement, and strategies for establishing consistent morning routines,
- Family attendance celebrations recognizing students and families with strong or improved attendance, and
- Targeted outreach to families of Transitional Kindergarten and 1st grade students to establish strong attendance habits in the earliest grades.

Data Monitoring and Continuous Improvement

The school will hold weekly attendance team meetings to review chronic absenteeism data, identify students requiring intervention, monitor the effectiveness of supports, and adjust strategies based on data trends. Attendance data will be disaggregated by student group, grade level, and absence reason to ensure equitable identification and support. Quarterly attendance reports will be shared with the Board of Directors and educational partners to maintain transparency and accountability.

Learning Recovery Emergency Block Grant (LREBG) Needs Assessment: 2026-27

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation: As of the development of this LCAP, Soleil Academy has $74,849.51 in unexpended LREBG funds, which will be fully expended during the 2026-27 school year. The expenditures described below total $74,849.51 and fully account for the school's remaining allocation.

Needs Assessment

Soleil Academy's comprehensive needs assessment, conducted in accordance with EC Section 32526(d), identified academic achievement gaps in English Language Arts, English Learner progress, and social-emotional and behavioral need as the school's most significant learning recovery priorities. On the California School Dashboard, Soleil Academy received an Orange performance level for ELA, with CAASPP ELA results showing all students performing 45.3 points below standard and Socioeconomically Disadvantaged students 54.1 points below standard. English Learner progress is an area of particular concern: only 45.8% of English Learners made progress toward English proficiency on the English Learner Progress Indicator, a 15.6% decline from the prior year, while the English Language Proficiency rate on the Summative ELPAC declined to 10.53% and the reclassification rate declined to 9.46%. Chronic absenteeism, though improving for All Students, English Learners, and Socioeconomically Disadvantaged students, remained above the school's target, and Students with Disabilities received a Red performance level on the 2025 Dashboard at 31.5%. The needs assessment identified the continued need for reliable diagnostic and progress-monitoring assessment to drive the Multi-Tiered System of Support, and for strengthened behavioral support to remove the barriers that limit instructional access for the school's unduplicated students. These findings directly informed the LREBG expenditures below.

Expenditure 1: NWEA MAP Assessments

Position (LCAP Goal and Action): NWEA Measures of Academic Progress (MAP) (Goal 1, Action 1: Measuring Student Progress: Assessments)

Amount of LREBG Funds: $5,900.00

Rationale: NWEA MAP is a California State Board of Education-approved, computer-adaptive universal screener administered three times annually in Reading and Science to all students. MAP data establishes baselines and annual and trimester growth targets, identifies learning gaps, and groups students within the school's Multi-Tiered System of Support, with particular attention to the English Learners and Socioeconomically Disadvantaged students whom the needs assessment identified as performing furthest below standard. The adaptive design provides precise information about each student's instructional level, enabling teachers to differentiate instruction and target intervention for students whose learning was most disrupted. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for identifying and addressing pupil academic needs through assessment and the provision of additional academic services using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Research supports the use of computer-adaptive universal screening assessments administered multiple times per year to identify students performing below grade level and to monitor growth, enabling timely, data-driven intervention. The use of valid, reliable screening data to drive tiered instruction within an MTSS framework is associated with improved identification and acceleration of students furthest from standard.

Metric(s): NWEA MAP Reading and Science universal screening data (Fall, Winter, Spring) disaggregated by student group, including English Learners and Socioeconomically Disadvantaged students.

Expenditure 2: Renaissance Star Reading Assessments

Position (LCAP Goal and Action): Renaissance Star Reading (Goal 1, Action 1: Measuring Student Progress: Assessments)

Amount of LREBG Funds: $6,600.00

Rationale: Renaissance Star Reading is a state-verified reading assessment administered multiple times throughout the year in grades 3 through 5 to monitor reading development and track progress toward grade-level proficiency. Star Reading provides actionable data for classroom instruction, small-group intervention, and ongoing progress monitoring, allowing teachers to respond quickly to the reading gaps that the needs assessment documented for unduplicated students in the upper elementary grades. Frequent progress monitoring is essential to evaluating whether intervention is accelerating growth for students performing below grade level. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for identifying and addressing pupil academic needs through assessment and the provision of additional academic services using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Frequent, valid progress-monitoring assessment in reading is associated with improved instructional responsiveness and accelerated growth for students performing below grade level when used to drive small-group and tiered intervention. Renaissance reading assessment and the associated progress-monitoring model are supported by evidence ratings recognized under ESSA.

Metric(s): Renaissance Star Reading progress-monitoring data for grades 3 through 5 disaggregated by student group.

Expenditure 3: i-Ready Mathematics Assessments

Position (LCAP Goal and Action): i-Ready Mathematics (Goal 1, Action 1: Measuring Student Progress: Assessments)

Amount of LREBG Funds: $19,166.78 (the remaining cost of $8,833.22 is funded with Title I funds, for a total i-Ready Mathematics cost of $28,000.00)

Rationale: i-Ready Mathematics is a California State Board of Education-approved, computer-adaptive universal screener administered three times annually to all students. i-Ready establishes baselines and growth targets in mathematics, identifies skill gaps, and groups students within the Multi-Tiered System of Support, directing targeted support to the English Learners and Socioeconomically Disadvantaged students whom the needs assessment identified as performing below grade level in mathematics. The diagnostic data drives differentiated Tier 1 instruction and the daily Math Intervention Block, and the linked i-Ready MyPath personalized learning extension provides individualized practice calibrated to each student's diagnostic level. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for identifying and addressing pupil academic needs through assessment and the provision of additional academic services using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). The use of computer-adaptive diagnostic assessment to identify mathematics skill gaps and to drive personalized, standards-aligned practice and tiered intervention is associated with measurable mathematics growth for students performing below grade level. The diagnostic-to-instruction model that links screening data to differentiated practice is supported by evidence recognized under ESSA.

Metric(s): i-Ready Mathematics diagnostic data (three administrations) disaggregated by student group, including English Learners and Socioeconomically Disadvantaged students.

Expenditure 4: Additional Behavioral Interventionists

Position (LCAP Goal and Action): Additional Behavioral Interventionists (Goal 1, Action 3: Addressing Social-Emotional and Behavioral Student Needs)

Amount of LREBG Funds: $43,182.73 (the remaining cost of $281,346.92 is funded with LCFF Supplemental and Concentration funds, for a total Behavioral Interventionist cost of $324,529.65)

Rationale: Soleil Academy will add additional Behavioral Interventionists to strengthen the school's capacity to support students with intensive behavioral needs within the Multi-Tiered System of Support. As critical members of the Student Support Team, the Behavioral Interventionists work directly with students requiring Tier 2 and Tier 3 behavioral support, conducting Functional Behavior Assessments, developing and monitoring Behavior Intervention Plans, collecting and analyzing behavioral data, and coaching teachers on proactive behavior management and de-escalation. By reducing the frequency and intensity of behavioral incidents and supporting access to instruction in the least restrictive environment, this expenditure directly addresses the social-emotional and behavioral barriers that the needs assessment identified as limiting instructional access, including for the Students with Disabilities group that received a Red performance level on Chronic Absenteeism. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health and behavioral services and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). School-based behavioral intervention delivered within a multi-tiered framework, including Functional Behavior Assessment, individualized Behavior Intervention Plans, and teacher coaching on proactive and de-escalation strategies, is associated with reductions in behavioral incidents and suspensions, improved attendance, and increased instructional time. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of tiered behavioral support in promoting the social-emotional well-being and engagement necessary for learning recovery.

Metric(s): Suspension rate and California School Dashboard Suspension Rate Indicator performance levels; chronic absenteeism rates and Dashboard Chronic Absenteeism Indicator performance levels disaggregated by student group, with particular attention to Students with Disabilities; and student climate survey results for sense of safety and connectedness.

LCAP Alignment

All four expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. NWEA MAP, Renaissance Star Reading, and i-Ready Mathematics are included under Goal 1, Action 1, Measuring Student Progress: Assessments. The additional Behavioral Interventionists are included under Goal 1, Action 3, Addressing Social-Emotional and Behavioral Student Needs. The LREBG-funded portions represent components of the total action expenditures, with the remaining i-Ready Mathematics cost funded through Title I and the remaining Behavioral Interventionist cost funded through LCFF Supplemental and Concentration funds. Together, the four expenditures total $74,849.51 and fully expend Soleil Academy's remaining LREBG allocation.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. Teachers identified the continued need for reliable diagnostic and progress-monitoring assessment to drive data-driven instruction and the Multi-Tiered System of Support and emphasized strengthened behavioral support for students with intensive needs. Classified staff recommended expanded behavioral supports and consistency in behavioral expectations across settings. Parents, including those representing unduplicated pupils, expressed strong support for a safe, inclusive campus and for sustained social-emotional and behavioral services. The needs assessment and expenditure plan were reviewed through the school's advisory processes, including the English Learner Advisory Committee and the School Site Council, consistent with the LCAP educational partner engagement requirements.

2024 CA School Dashboard: Soleil Academy

The following table reflects Soleil Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Orange	Orange
English Learners	Orange	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Yellow	Blue	N/A	Yellow	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--

ELA Academic Indicator: Needs Assessment (2024 Dashboard)

Soleil Academy received an Orange performance level for English Language Arts (ELA) on the 2024 CA School Dashboard and has identified the ELA Academic Indicator as a critical area requiring targeted intervention based on the 2024 California School Dashboard data and an analysis of local data.

1. Data Analysis: Current Performance Data (2023-24)

- The CAASPP ELA assessment results reveal that all students at Soleil Academy are performing 45.3 points below standard, representing a slight decline of 0.5 points from the baseline. Hispanic students, who comprise a significant portion of the student body, are performing 41.6 points below standard, though they show a positive movement of 3.9 points from baseline. Socioeconomically disadvantaged students mirror the overall performance at 54.1 points below standard with a growth of 0.5-point from prior year.
- English Learner data presents particular concern. Only 45.8% of EL students made progress toward English proficiency as measured by the ELPI on the 2024 CA School Dashboard, representing a substantial 15.6% decline from prior year. The English Language Proficiency rate on the Summative ELPAC declined to 10.53% (2023-24), a 31.27% decrease from the prior year (2022-23). The reclassification rate similarly declined to 9.46%, down 28.89% from the previous year.

- Supporting indicators show mixed results. The attendance rate improved to 92.32%, representing a 2.32% increase, while chronic absenteeism decreased to 24.6% for all students, an 8.9% improvement. Soleil Academy utilizes multiple assessment tools including NWEA MAP Reading (transitioning to STAR Renaissance for grades 3-5), STEP Assessment for K-2, and supplemental programs such as Achieve 3000 and Lexia Core.

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3. Areas of Strength:

Academic Programs: Soleil Academy has established a comprehensive assessment system that provides actionable data for instructional decision-making. The Multi-Tiered System of Support (MTSS) framework offers structured interventions at increasing levels of intensity. A credentialed reading interventionist provides targeted support for students identified as not fluent, particularly those in grades 2-5. The school's commitment to literacy instruction is evident in its scheduling, with 60-minute daily guided reading blocks supplemented by 30-minute Response to Intervention periods. Students have access to research-based supplemental programs including CKLA Boost, and Renaissance Accelerated Reading Program, which has a "strong" rating from Evidence for ESSA, and Lexia Core for foundational literacy skills.

Professional Development: The professional development program at Soleil Academy is extensive and focused. Teachers participate in 17 days of intensive summer professional development training followed by 8 non-instructional days throughout the academic year. Weekly professional development sessions maintain momentum and allow for continuous improvement. The training encompasses critical areas including phonics and the science of reading, guided reading strategies, English Language Development techniques, and MTSS implementation. Soleil Academy has invested in instructional coaching, led by the Assistant Principal and Dean of Academics and Culture providing regular observation and feedback cycles. This coaching model ensures that professional development translates into classroom practice and that teachers receive individualized support based on their specific needs.

Student Support Systems: Social-emotional learning is integrated throughout the school day, with dedicated Friday SEL blocks and daily morning meetings aligned to the BRIGHT Core Values (Bravery, Respect, Integrity, Generosity, Hard work, and Tenacity). The counselor provides both push-in classroom support and targeted interventions for students with significant behavioral or emotional needs. Family engagement initiatives include Parent University workshops that address topics directly related to student achievement, such as reading habits at home and understanding the academic impact of chronic absenteeism. Soleil Academy has shown success in improving attendance through its dedicated attendance committee, which includes administrators, counselors, and parent liaisons who conduct home visits and provide tiered interventions.

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3. Areas of Need:

Academic Performance Gaps: The overall academic performance in ELA remains significantly below state standards, with all students performing 45.3 points below the expected level. This gap persists despite the implementation of various intervention programs and support systems. The data reveals that while some programs show promise, their impact has been limited by inconsistent implementation and varying levels of student engagement.

English Learner outcomes present the most pressing concern. The dramatic decline of multiple measures including ELA CAASPP (-69.2 DFS), progress toward English proficiency (ELPI), ELPAC proficiency rates, and reclassification rates indicates that current EL support systems are insufficient. These students face the dual challenge of acquiring English language skills while simultaneously mastering grade-level content, and the current data suggests they are falling further behind.

Systemic Challenges: The transition between assessment systems has created temporary but significant disruptions in data continuity and instructional alignment. Teachers report challenges in fully internalizing the iReady curriculum, which affects their ability to deliver instruction with fidelity. This is compounded by the need to balance multiple initiatives, including SEL programming, academic instruction, and intervention support.

Staff capacity varies significantly across the school, with some teachers demonstrating strong implementation of research-based strategies while others struggle with differentiation and data-driven instruction. Time management emerges as a critical challenge, with teachers reporting difficulty balancing SEL initiatives

with academic instruction. While the Friday SEL block and daily check-ins provide valuable support for student well-being, some staff members express concern about the impact on instructional time for core academic subjects.

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4. Resource Inequities: Identified Inequities: Despite having dedicated resources for English Learner support, including an instructional aide and targeted professional development, outcomes for this population continue to decline. This suggests that resources may not be optimally deployed or that additional support is needed. The dramatic decrease in English proficiency rates indicates that current interventions are not meeting the intensity of need.

Technology access appears equitable, with all students having Chromebooks and access to digital intervention programs. However, usage data reveals significant variations in how consistently students engage with these resources. Students who use programs with fidelity show greater growth, but many students have inconsistent usage patterns that limit the programs' effectiveness.

The allocation of intervention time reveals competing priorities. While Soleil Academy has established dedicated intervention blocks, these periods must serve multiple purposes including remediation, enrichment, and social-emotional support. This competition for time may dilute the impact of academic interventions for students who need intensive support.

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5. Root Cause Analysis:

Primary Root Causes: The inconsistent implementation of intervention programs emerges as a fundamental challenge. While Soleil Academy has invested in high-quality supplemental programs, the variation in usage patterns directly correlates with student outcomes. Students who engage with programs consistently demonstrate measurably greater academic progress than their peers with sporadic usage. This inconsistency stems from multiple factors including insufficient monitoring systems, competing priorities during intervention time, and varying levels of teacher buy-in regarding program effectiveness

The gap in English Learner support represents a systemic issue despite dedicated resources. The 31.27% decrease in English proficiency rates cannot be attributed to a single factor but rather reflects a combination of challenges. The transition in assessment tools created temporary disruption, which is expected with new adoption, but more fundamentally, the current ELD strategies appear insufficient for the population's needs. Teachers report needing more training in integrated ELD techniques, and the current push-in support model may not provide the intensive intervention required for students at beginning proficiency levels.

Teacher capacity variations significantly impact instructional delivery. While formal credentialing issues have largely been resolved, with only one teacher remaining on emergency credential, the challenge of curriculum internalization persists.

The assessment transition, while necessary for better instructional alignment, created some disruption. Currently, administering NWEA MAP (K-5), and STAR Reading (Gr 3-5) which provides progress monitoring data.

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6. 2025-26 Plan of Action:

Immediate Actions (Summer 2025)

The summer of 2025 will begin with an intensive English Learner support program. This bridge program should provide 6 weeks of targeted language acquisition instruction for all EL students, with particular focus on those at beginning and early intermediate proficiency levels. The program should integrate academic vocabulary development with foundational reading skills, utilizing both designated ELD time and integrated content instruction. Staffing should include certificated teachers with EL authorization and bilingual instructional aides who can provide primary language support when needed.

Simultaneously, Soleil Academy must establish a comprehensive program implementation fidelity system. This system should include digital dashboards that provide real-time data on student usage of intervention programs, teacher implementation of core curricula, and progress monitoring results. The dashboard should be accessible to teachers, administrators, and intervention specialists, with automated alerts when students fall below usage thresholds or fail to make expected progress. Weekly reports should be generated for grade-level teams and individual teachers, with accountability protocols that include both support and consequences for non-compliance.

Teacher development during summer 2025 must be differentiated based on individual needs rather than whole-group training. New teachers and those struggling with curriculum implementation should receive intensive workshops on iReady and STAR Renaissance, with daily practice sessions and immediate feedback. Experienced teachers should focus on advanced data analysis and differentiation strategies. A peer mentoring program (Lesson Observation Cycles – PLC Model) will pair successful implementers with teachers needing support, with structured observation and coaching cycles built into the summer schedule. Our two strategic priorities for next year (2025-26 school year) are strengthening content expertise and responsive teaching through data. To support responsive teaching through data, we are launching a weekly protocol called "Looking at Student Work" that will guide teachers in analyzing student data collaboratively.

Year-Long Initiatives (2025-26): The 2025-26 school year needs to be organized around systematic data-driven instruction cycles. Weekly grade-level meetings should focus exclusively on analyzing student progress data and adjusting instruction accordingly. These meetings should follow a structured protocol that includes reviewing assessment results, identifying students needing intervention changes, planning differentiated instruction, and assigning specific teacher actions with follow-up accountability. Monthly vertical alignment meetings should ensure that skills progressions are coherent across grade levels and that intervention strategies build systematically.

The English Learner intervention model requires complete restructuring. Rather than relying primarily on push-in support, Soleil Academy should implement a combination of designated and integrated ELD. All EL students should receive a minimum of 30 minutes of designated ELD daily, grouped by proficiency level rather than grade level. This should be supplemented by integrated support during core content instruction, with EL aides providing targeted assistance during guided reading and writing activities. Monthly EL parent workshops should provide families with specific strategies for supporting language development at home, including vocabulary games, conversation prompts, and reading strategies.

Literacy instruction must be protected and prioritized through a comprehensive acceleration framework. The morning schedule should include a non-negotiable 120-minute literacy block combining 60 minutes of guided reading (intervention). This block should be protected from interruptions, assemblies, and pull-out services. Afternoon sessions should provide additional small-group instruction for students performing below grade level, with groups limited to 6 students and instruction focused on specific skill deficits identified through diagnostic assessments.

Professional Learning Communities (PLCs) must shift from general collaboration to focused analysis of student work and instructional effectiveness. Weekly 60-minute PLC meetings should follow a structured protocol examining student writing samples, running records, and assessment data. Teachers should collaboratively plan lessons targeting identified skill gaps and share responsibility for student outcomes. PLC effectiveness should be measured through student progress data rather than meeting attendance or protocol compliance.

Monitoring and Accountability: Progress monitoring must occur on multiple timelines to ensure early identification of students not making adequate progress. Weekly intervention group progress checks should use curriculum-embedded assessments to track skill development. Monthly STAR or STEP assessment reviews should provide broader progress indicators and inform regrouping decisions. Quarterly MTSS team reviews should examine student trajectories and make decisions about tier movements. Trimester benchmark assessments should provide summative data on progress toward grade-level standards.

Success metrics must be specific and measurable. The primary goal is to increase the ELA Distance from Standard by a minimum of 10 points for all students, moving from -45.3 to -35.3 or better. For English Learners, the target is achieving 65% of students making progress toward proficiency and reaching a 25% proficiency rate on the ELPAC. Implementation fidelity should reach 95% for all intervention programs, measured through usage data and classroom observations.

Communication with families must be systematic and supportive. Monthly progress reports should provide specific information about student performance, including current reading level, areas of strength and need, and strategies for home support. These reports should be available in English and Spanish, with visual representations of data for accessibility. Quarterly community meetings should share schoolwide progress toward goals, celebrate successes, and address challenges transparently. ParentSquare should be used for ongoing updates about literacy initiatives, upcoming assessments, and resources for home practice.

Soleil Academy's Orange performance level in ELA represents both a challenge and an opportunity. Soleil Academy has established strong foundational systems including comprehensive assessments, tiered interventions, and extensive professional development. However, current implementation lacks the consistency and intensity needed to accelerate student achievement. The dramatic decline in English Learner outcomes requires immediate and sustained attention, while broader achievement gaps demand systematic improvements in instructional delivery and intervention fidelity.

Math Academic Indicator: Needs Assessment (2024 Dashboard)

Soleil Academy received an Orange performance level for Mathematics on the 2024 CA School Dashboard, indicating significant challenges in mathematical achievement across all student groups. This comprehensive needs assessment analyzes current performance data, identifies systemic strengths and weaknesses, examines root causes of underperformance, and proposes targeted interventions for the 2025-26 academic year.

1. Data Analysis

Current Performance Data (2023-24)

- The mathematics performance data reveals concerning trends across all student populations at Soleil Academy. The CAASPP Mathematics assessment shows that all students are performing 69.7 points below standard, representing a significant decline of 7.7 points from the baseline. This decline is more pronounced than the ELA performance gap and indicates accelerating challenges in mathematics instruction and learning.
- Hispanic students, comprising the majority of the enrollment, are performing 69.4 points below standard, showing a 5.8-point decline from baseline, but outperforming the state at 79.2 point below standard for Hispanic students; 93.4 points below standard for English Learners and 78.2 points below standard for Socioeconomically Disadvantaged student group. While this represents a slightly smaller gap than the overall student population, it remains substantially below grade-level expectations. Socioeconomically disadvantaged students face the greatest challenges, performing 75.2 points below standard with a 9.2-point decline from baseline, suggesting that economic factors may be compounding academic challenges in mathematics.
- The science achievement data provides additional context, with only 13.33% of students achieving proficiency on the CAST assessment, representing an 11.67% decrease from the baseline of 25%. This correlation between low mathematics and science achievement suggests broader challenges with quantitative reasoning and problem-solving skills across STEM disciplines.
- Supporting indicators reveal implementation challenges that may contribute to mathematics underperformance. The school recently transitioned from NWEA MAP Math to iReady Math for progress monitoring, requiring significant adjustments in instructional planning and data analysis. Teachers report needing additional time to fully internalize the iReady curriculum and effectively use its adaptive features to support differentiated instruction.

2. Areas of Strength

Established Infrastructure: Soleil Academy has developed a robust infrastructure for mathematics instruction that provides a foundation for improvement. The implementation of iReady Math offers comprehensive diagnostic assessments that create individualized learning pathways for each student. This adaptive

technology provides real-time data on student understanding and automatically adjusts instruction to meet learners at their current level. The platform's integration of assessment and instruction streamlines the process of identifying and addressing learning gaps.

Soleil Academy's Multi-Tiered System of Support extends to mathematics instruction, with dedicated 30-minute daily intervention blocks embedded in the master schedule. During these periods, homeroom teachers provide targeted math intervention while instructional aides offer Tier 1 support throughout the instructional day. This structure ensures that all students receive additional mathematics support beyond core instruction

Professional development initiatives have begun addressing mathematics instruction, with training on the iReady Math curriculum and general intervention strategies. The summer professional development program includes 17 days of intensive training, providing substantial time for teachers to develop mathematical content knowledge and pedagogical skills. The addition of weekly professional development during the school year maintains focus on continuous improvement in mathematics instruction.

Resource Availability: Financial resources remain available for mathematics improvement initiatives. The midyear budget analysis shows significant unspent funds in both Goal 1 (student support) and Goal 2 (professional development), providing flexibility to implement additional mathematics interventions. Soleil Academy's investment in technology infrastructure, with one-to-one Chromebook access for all students, supports the implementation of digital mathematics programs and blended learning approaches.

Soleil Academy's commitment to extended learning opportunities through afterschool and summer programming provides additional time for mathematics instruction and practice. These programs offer possibilities for intensive mathematics intervention without compromising core instructional time. The universal meals program ensures that students' basic needs are met, removing one potential barrier to learning.

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3. Areas of Need

Academic Performance Crisis: The mathematics achievement gap at Soleil Academy has reached concerning levels, with students performing nearly 69.6 points below standard and the gap widening by 7.7 points. This acceleration in the negative direction suggests that current interventions are not only insufficient but may be failing to address fundamental instructional issues. The performance gap in mathematics exceeds that in ELA, indicating that mathematics instruction requires more intensive and immediate intervention.

The disparity in performance among student groups reveals equity concerns that demand attention. Socioeconomically disadvantaged students show the largest performance gap and the steepest decline, suggesting that current support systems fail to address the unique challenges these students face in accessing mathematics learning. The correlation between poverty and mathematics achievement at Soleil Academy exceeds typical patterns, indicating school-specific factors that exacerbate inequities.

Teacher capacity in mathematics instruction emerges as a critical need. The reported challenges with internalizing the iReady Math curriculum suggest that teachers may lack either the mathematical content knowledge or the pedagogical skills needed to effectively implement the program. The transition from NWEA MAP to iReady created disruption that teachers have not fully overcome, indicating a need for more intensive and sustained professional development in mathematics instruction.

Systemic Challenges: The integration of mathematics intervention within the regular classroom setting, while maintaining instructional continuity, presents significant challenges. Teachers report difficulty differentiating instruction to meet the wide range of student needs within their classrooms. The 30-minute intervention block, while protected in the schedule, may be insufficient for students who are multiple grade levels behind in mathematical understanding.

The absence of a dedicated mathematics interventionist parallels the structural difference between ELA and math support at the school. While struggling readers receive support from a credentialed reading interventionist, mathematics intervention falls entirely to classroom teachers who must simultaneously manage whole-group instruction. This structural inequity in intervention support may contribute to the widening achievement gap in mathematics.

Assessment literacy specific to mathematics presents another challenge. Teachers report difficulty interpreting iReady diagnostic data and translating it into effective instructional strategies. The adaptive nature of the assessment provides rich data, but without strong data analysis skills specific to mathematical learning progressions, teachers struggle to use this information effectively.

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4. Resource Inequities

Structural Inequities: The most glaring resource inequity exists in the allocation of intervention support between English Language Arts and Mathematics. While ELA benefits from a dedicated credentialed reading interventionist who provides Tier 2 and 3 support, mathematics relies entirely on classroom teachers for all intervention levels. This structural difference sends an implicit message about the relative importance of the two subjects and creates practical limitations on the intensity of mathematics intervention available to struggling students.

Professional development time allocation reveals another inequity. The documented professional development topics show extensive focus on literacy instruction, including phonics, science of reading, guided reading, and ELD strategies. Mathematics receives comparatively less attention, with only general mentions of "Bridges Math curriculum adoption" and "tiered intervention." This imbalance in professional learning opportunities directly impacts teacher capacity to deliver effective mathematics instruction.

The distribution of instructional time favors literacy over mathematics. The schedule includes 90-minute guided reading blocks plus additional intervention time for ELA, while mathematics instruction occurs within standard time blocks without similar extended learning opportunities. This time allocation reflects and potentially reinforces the achievement gap differences between the two subjects.

Resource Utilization Gaps: Despite having access to iReady Math's comprehensive features, utilization data suggests that many teachers use only basic functions of the program. The adaptive lessons, prerequisite reports, and differentiated instruction tools remain underutilized, limiting the program's potential impact. This represents a gap between available resources and their effective deployment.

The afterschool program, while offering enrichment opportunities, does not appear to provide systematic mathematics intervention for struggling students. The focus on "academic and social enrichment" may not address the intensive remediation needs of students performing multiple grade levels below standard in mathematics. This represents a missed opportunity to extend mathematics learning time for students who need it most.

Technology resources, while universally available, show variable usage patterns in mathematics instruction. Some classrooms effectively integrate digital tools and online practice, while others use technology minimally. This inconsistency in technology integration creates inequitable learning experiences and outcomes across classrooms.

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5. Root Cause Analysis

Primary Root Causes: The absence of dedicated mathematics intervention support emerges as a fundamental structural problem. Unlike ELA, where struggling students receive specialized support from a credentialed interventionist, mathematics intervention depends entirely on classroom teachers who must juggle multiple responsibilities. This structural limitation means that students with significant mathematics deficits cannot receive the intensive, specialized instruction needed to close achievement gaps. The impact compounds over time as students fall further behind without adequate remediation.

Teacher mathematical content knowledge and pedagogical skills represent a critical capacity gap. The challenges reported with iReady curriculum implementation suggest deeper issues with mathematical understanding and instructional strategies. Many elementary teachers enter the profession with

limited mathematics background and may carry their own mathematical anxieties. Without intensive support to build both content knowledge and confidence, teachers struggle to deliver engaging, effective mathematics instruction that builds conceptual understanding.

The curriculum transition management process failed to provide adequate support for sustainable change. Moving from NWEA MAP to i-Ready Math required teachers to learn new assessment protocols, data analysis procedures, and instructional strategies simultaneously. The disruption this caused has not been fully resolved, with teachers still reporting challenges with curriculum internalization. This suggests that the change process underestimated the time and support needed for successful implementation.

Time allocation and scheduling priorities systematically disadvantage mathematics instruction. The master schedule reflects a clear prioritization of literacy, with extended blocks and protected intervention time. Mathematics must compete with other subjects for limited instructional minutes, and intervention occurs within already constrained time blocks. This scheduling structure makes it nearly impossible to provide the intensive mathematics instruction needed to accelerate learning for struggling students.

Contributing Factors: The lack of vertical alignment in mathematics instruction creates discontinuity in learning progressions. Without regular cross-grade collaboration focused on mathematical concept development, teachers may inadvertently create gaps or redundancies in instruction. Students experience mathematics as a series of disconnected topics rather than a coherent progression of interconnected concepts.

Parent engagement in mathematics support appears limited compared to literacy initiatives. While Parent University workshops address reading at home and writing support, mathematics receives less attention in family engagement efforts. This gap means that students lack home support for mathematical learning, particularly problematic for concepts that require regular practice and application.

The assessment system, while providing rich diagnostic data, may overwhelm teachers who lack strong data literacy skills specific to mathematics. The complexity of mathematical learning progressions and the multiple ways students can approach problems require sophisticated analysis skills that general data training may not provide. Without mathematics-specific data analysis training, teachers cannot fully leverage assessment information to guide instruction.

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6. 2025-26 Plan of Action

Immediate Actions (Summer 2025): Intensive mathematics professional development will dominate the summer training schedule. Rather than general curriculum training, teachers need deep dives into mathematical content knowledge, conceptual understanding, and research-based instructional strategies. The training should include number sense development, mathematical reasoning, problem-solving strategies, and the concrete-representational-abstract progression. Teachers should experience mathematics learning as students do, building their own conceptual understanding and confidence.

A mathematics diagnostic and placement process should be established to identify students needing intensive intervention. Using i-Ready diagnostic data supplemented by additional screening tools, create intervention groups based on specific skill deficits rather than grade levels. Develop individual mathematics improvement plans for students performing two or more grade levels below standard, with specific goals and progress monitoring schedules.

Year-Long Initiatives (2025-26): Mathematics instructional time must be restructured to provide equity with literacy instruction. Implement 90-minute mathematics blocks that include whole group instruction, guided math groups, and intervention. This extended time allows for conceptual development, practice, and differentiation within the core instructional period. The schedule should protect mathematics instruction from interruptions and ensure daily mathematical learning for all students.

The Mathematics Intervention Specialist should provide both direct service and coaching support. Direct service includes pulling small groups of students with the most significant needs for intensive intervention using research-based programs. Coaching support involves observing mathematics instruction, providing feedback, modeling lessons, and facilitating professional learning communities focused on mathematical teaching and learning.

Professional Learning Communities must establish mathematics-specific protocols that differ from literacy PLCs. These communities should engage in mathematical problem-solving together, analyze student work for mathematical thinking patterns, and collaboratively plan lessons that build conceptual understanding. Monthly vertical alignment meetings should map mathematical concepts across grade levels and identify prerequisite skills needed for success.

Family engagement in mathematics must become a priority through targeted initiatives. Monthly Mathematics Nights should help families understand contemporary mathematics instruction and provide strategies for home support. Send home weekly problem-solving challenges that families can work on together, building positive mathematical experiences. Create video tutorials for families explaining key concepts and home practice strategies.

Data-driven instruction in mathematics requires specialized protocols that account for the subject's unique characteristics. Weekly data meetings should examine not just correct answers but student solution strategies and mathematical reasoning. Error analysis should identify conceptual misunderstandings versus procedural mistakes. Intervention adjustments should target specific mathematical concepts rather than general skill categories.

Implementation Timeline

- Phase 1 (June-August 2025) focuses on foundation building including hiring the Mathematics Intervention Specialist, conducting intensive summer professional development, establishing intervention groups based on diagnostic data, creating mathematics-specific PLC protocols, and developing family engagement materials and programs.
- Phase 2 (September-December 2025) emphasizes initial implementation through launching 90-minute mathematics blocks, beginning specialist-led intervention groups, implementing weekly mathematics data meetings, hosting monthly family mathematics nights, and monitoring implementation fidelity through observation.
- Phase 3 (January-March 2026) involves refinement and adjustment by analyzing mid-year assessment data for progress, adjusting intervention groups based on growth, expanding successful practices across grade levels, addressing implementation challenges through targeted coaching, and planning summer mathematics academy for struggling students.
- Phase 4 (April-June 2026) focuses on evaluation and planning through conducting comprehensive program evaluation, analyzing year-end growth data, planning summer professional development based on needs, recruiting students for summer mathematics academy, and establishing sustainability plans for 2026-27.

English Learner Progress Indicator (ELPI): Needs Assessment (2024 Dashboard)

Soleil Academy received an Orange performance level for the English Learner Progress Indicator (ELPI) on the 2024 CA School Dashboard, reflecting alarming declines in English Learner outcomes across multiple measures. With only 45.8% of English Learners making progress toward English proficiency—a 15.6% decrease from baseline—and reclassification rates plummeting to 9.46%, immediate and comprehensive intervention is essential. This needs assessment examines the systemic failures contributing to these outcomes and proposes an intensive action plan to reverse these devastating trends.

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1. Data Analysis

Most Recent English Learner Performance Data (2023-24)

- The English Learner performance data reveals the need for urgent intervention. The ELPI indicates that 45.8% of English Learners are making progress toward English proficiency, representing a significant decline of 15.6 percentage point decline from the baseline of 61.4%. This means that more than half of English Learners are not making expected progress, a failure that compounds annually as students fall further behind their English-proficient peers.

- The Summative ELPAC results reflect that only 10.53% of EL students achieved English Language Proficiency, representing a 31.27 percentage point decline from the prior year of 41.8%. This significant decline means that nearly 90% of English Learners remain classified as not proficient in English, limiting their access to grade-level content and perpetuating achievement gaps across all subject areas.
- Reclassification rates have similarly declined to 9.46% from a baseline of 38.35%, a decrease of 28.89 percentage points. This means that English Learners are remaining in EL status for extended periods, missing the critical window for language acquisition and falling progressively behind in academic content.
- The cascading impact of these failures is evident in academic achievement data. While specific ELA data for English Learners shows as not available, the correlation between language proficiency and academic achievement suggests these students face significant challenges across all content areas. The mathematics data shows overall declining performance, and English Learners typically perform below the school average, suggesting they face compounded challenges in accessing mathematical content through their developing English skills.

Contextual Factors

- The chronic absenteeism rate for English Learners stands at 27.2%, though this represents an 11.7 percentage point improvement from baseline. While this improvement is encouraging, more than one in four English Learners still miss excessive school days, directly impacting their language acquisition and academic progress. Each day of missed instruction represents lost opportunities for language exposure and practice that cannot be easily recovered.
- The assessment transition from STEP to STAR Renaissance for grades 3-5 may have contributed to data disruption, but the magnitude of decline across multiple measures suggests deeper systemic issues beyond assessment changes. The consistency of decline across ELPI, ELPAC proficiency, and reclassification rates indicates fundamental problems with the English Learner program structure and implementation.

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2. Areas of Strength

Existing Infrastructure: Soleil Academy has established some foundational elements for English Learner support that can be built upon. The school employs an instructional aide dedicated to providing additional tiered reading intervention for English Learners, supervised and coached by the Reading Interventionist. This structure provides a framework for targeted support, though current outcomes indicate the need for significant expansion and intensification.

Soleil Academy has integrated English Language Development into its professional development plan, with training sessions on SDAIE strategies and designated versus integrated ELD. The leadership team conducts weekly classroom observations with feedback focusing on ELD strategy implementation. This coaching model creates accountability for ELD instruction, though the current impact appears insufficient given student outcomes.

The Parent Liaison position provides bilingual support for family communication and engagement. Home visits for at-risk scholars include English Learner families, addressing both attendance and academic concerns. All school correspondence is translated into Spanish, recognizing the linguistic diversity of the school community and ensuring access to information for Spanish-speaking families.

Available Resources: Soleil Academy students have access to supplemental intervention programs that support language development, including Achieve 3000, which provides differentiated nonfiction reading content, and Lexia Core, which builds foundational literacy skills. These programs offer English Learners additional practice with academic language in structured, scaffolded formats. The one-to-one Chromebook initiative ensures all English Learners have access to these digital resources both at school and at home.

Professional development includes 17 days of summer training and 8 non-instructional days during the school year. This substantial time allocation provides opportunities for intensive ELD training if strategically prioritized. The availability of $2.7 million in unspent funds removes financial barriers to implementing comprehensive English Learner support improvements.

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3. Areas of Need

Program Structure and Intensity: An area for growth is the need to strengthen the school's current English Learner program to systematize the level of rigor structure required for effective language acquisition. While teachers receive training on ELD strategies, implementation appears inconsistent and insufficient. There is a need to strengthen and restructure designated ELD instruction; while ensuring all teacher implement integrated ELD across all content areas effectively, while differentiating instruction in daily lessons.

The designated ELD instruction appears to be integrated into general classroom instruction rather than provided as explicit language instruction. This approach, while maintaining inclusion, may not provide the focused language development that beginning and early intermediate English Learners require. Without protected time for systematic English language instruction, students lack opportunities to develop academic language proficiency necessary for content area success.

Teacher Capacity and Implementation: Despite professional development on ELD strategies, teacher implementation remains inconsistent and ineffective based on student outcomes. The observation and feedback cycle, while present, has not translated into improved student progress. This suggests that teachers may lack deep understanding of second language acquisition principles and effective instructional strategies for English Learners. The challenge of simultaneously teaching content and language requires sophisticated pedagogical skills that current professional development has not successfully developed. In the 2025-26 school year, lesson planning will incorporate explicit components for ELD accommodations and lessons.

The absence of specific English Learner achievement data in the ELA results suggests a lack of systematic progress monitoring for this population. Without regular assessment of language development separate from academic content assessment, teachers cannot adjust instruction to meet English Learner needs. The transition between assessment systems may have disrupted whatever progress monitoring existed, but the lack of alternative measures indicates insufficient attention to English Learner progress.

Systemic Barriers: Family engagement specific to English Learner needs appears limited despite the presence of bilingual staff. While general parent workshops address academic topics, specific support for families in fostering English language development at home seems absent. The complex relationship between home language maintenance and English acquisition requires nuanced family education that current programs do not provide.

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4. Resource Inequities

Staffing Disparities: An equity that seems prevalent exists in the staffing ratio for dELD support compared to the size of the population needing services. With only one instructional aide providing additional support for all English Learners, individual students receive minimal targeted intervention. This stands in stark contrast to the general education support structure and cannot possibly address the intensive needs of students at beginning proficiency levels. The absence of certificated teachers with specialized English Learner authorization beyond general classroom teachers represents another critical gap. While all teachers presumably hold basic EL authorization, the lack of specialists with advanced training in second language acquisition limits the quality of instruction available. The Reading Interventionist provides supervision for the instructional aide but likely lacks specific expertise in English language development as distinct from reading intervention.

Time Allocation Inequities: English Learners face the impossible task of accessing grade-level content while simultaneously acquiring the language of instruction yet receive no additional instructional time to accomplish this dual goal. The master schedule does not include dedicated ELD blocks, forcing language instruction to compete with content instruction for limited minutes. This structural inequity ensures that English Learners will continue to fall behind as they cannot fully access content instruction without English proficiency yet cannot develop English proficiency without dedicated instruction time.'

The intervention blocks, while available, must serve multiple purposes including academic remediation and language development. English Learners with both language and academic needs—which likely includes most given the outcome data—cannot receive adequate support for both within the existing time constraints. This forces impossible choices between language development and content remediation, perpetuating cycles of failure.

Professional Development Gaps: While ELD strategies appear in professional development plans, the time allocated remains minimal compared to other initiatives. The focus on general literacy instruction, while valuable, does not address the specific needs of second language acquisition. Teachers need intensive training in linguistics, second language acquisition theory, and specific instructional strategies for English Learners at different proficiency levels. Current professional development treats ELD as an add-on rather than a fundamental instructional approach requiring deep expertise.

The observation and coaching support, while including attention to ELD strategies, lacks the specificity needed to improve practice. General administrators may not possess the expertise to provide meaningful feedback on English language development instruction. Without coaches specifically trained in ELD, teachers receive surface-level feedback that does not substantially improve their practice.

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5. Root Cause Analysis

Fundamental Program Design Flaws: The root cause of English Learner failure at Soleil Academy lies in fundamental program design flaws that treat English language development as ancillary rather than foundational. The absence of dedicated ELD instructional time reflects a misunderstanding of second language acquisition as something that occurs naturally through exposure rather than requiring systematic instruction. This flawed assumption permeates the program structure, resulting in supports that are too diffuse and insufficiently intensive to promote language acquisition.

The reliance on integrated ELD without robust designated ELD instruction ignores research on effective English Learner education. While integration helps students access content, it cannot replace explicit language instruction that builds academic language proficiency. The current program essentially expects English Learners to acquire academic English through osmosis while simultaneously using that not-yet-acquired language to learn challenging content. This circular impossibility dooms students to failure.

Insufficient Expertise and Capacity: The lack of specialized expertise in English language development throughout the system creates cascading failures. From classroom teachers who receive minimal ELD training to administrators who cannot effectively evaluate ELD instruction, the system lacks the knowledge base necessary for improvement. The single instructional aide, regardless of dedication, cannot compensate for systemic lack of expertise across all classrooms and grade levels.

Professional development that treats ELD as a set of strategies rather than a specialized field requiring deep knowledge perpetuates ineffective practice. Teachers need to understand language acquisition stages, linguistic features of academic English, culturally responsive pedagogy, and assessment of language development. Current training that focuses on general strategies like "visual supports" and "sentence frames" provides superficial tools without the underlying knowledge to use them effectively.

Assessment and Accountability Failures: The dramatic decline in all English Learner metrics suggests systemic failure in progress monitoring and intervention adjustment. The lack of specific English Learner data in academic assessments indicates that the school may not be disaggregating data effectively to monitor this population. Without regular formative assessment of language development, teachers cannot identify struggling students early or adjust instruction based on student needs.

The reclassification process appears to function as a barrier rather than a goal, with criteria that may be misaligned with student capabilities or instructional programs. The collapse in reclassification rates suggests that either the criteria are inappropriate, the preparation is insufficient, or both. This creates a negative feedback loop where students remain classified as English Learners without receiving the support needed to exit that classification.

Cultural and Systemic Biases: Underlying the programmatic failures may be unconscious biases about English Learner capabilities and potential. The acceptance of such dramatic failure rates suggests low expectations that become self-fulfilling prophecies. When more than half of English Learners are not making expected progress, the system must examine whether those expectations are appropriately high and whether instruction is designed to help students meet them.

The segregation of English Learner support to a single aide rather than integration throughout the instructional program suggests a view of language development as remedial rather than enriching. This deficit perspective influences all aspects of the program, from resource allocation to instructional approach, creating conditions where failure becomes normalized and accepted.

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6. 2025-26 Plan of Action

Immediate Restructuring (Summer 2025)

- The transformation of English Learner services must begin with immediate structural changes that signal the urgency and priority of this crisis. First and foremost, the school must hire an English Learner Coordinator with specialized certification in English language development and demonstrated success in improving English Learner outcomes. This position, distinct from general intervention roles, should have authority over English Learner program design, implementation, and monitoring. The coordinator should be hired by June to lead summer planning and professional development.
- Simultaneously, the school must recruit and hire three additional English Language Development teachers to provide dedicated designated ELD instruction. These positions require teachers with specialized authorization and deep expertise in second language acquisition. Each teacher should be responsible for specific proficiency levels, allowing for targeted instruction that meets students at their current level and accelerates progress toward proficiency.
- The summer professional development program must be completely restructured to prioritize English Learner success. Rather than treating ELD as one topic among many, at least 10 of the 17 summer days should focus intensively on English language development. This training must go beyond strategies to include linguistic knowledge, second language acquisition theory, assessment of language development, and culturally sustaining pedagogy. All teachers, not just those with high English Learner populations, must participate in this intensive training.
- A comprehensive English Learner needs assessment must be conducted for every English Learner in the school. This assessment should go beyond ELPAC scores to include home language surveys, educational history, literacy in primary language, and specific areas of linguistic strength and need. Individual English Language Development Plans should be created for each student, with specific goals, interventions, and progress monitoring schedules.

Systemic Program Implementation (2025-26 School Year)

- The master schedule must be redesigned to include dedicated English Language Development blocks for all English Learners. Beginning and early intermediate students should receive 60 minutes of designated ELD daily, while intermediate and early advanced students receive 45 minutes. These blocks should be protected from interruptions and staffed by specialized ELD teachers. Groupings should be based on proficiency levels across grades to ensure appropriate linguistic targeting.
- Integrated ELD must be strengthened across all content areas through systematic implementation of research-based practices. Every lesson plan should include specific language objectives aligned with content objectives. Teachers should receive weekly coaching on integrated ELD strategies specific to their content area and grade level. The English Learner Coordinator should conduct regular walkthroughs focused exclusively on ELD implementation.
- A newcomer program should be established for recent arrivals with limited English proficiency. This program should provide intensive English instruction for half the school day while ensuring access to grade-level content in mathematics and other subjects through primary language support when possible. The newcomer program should include cultural orientation and social-emotional support recognizing the unique challenges of recent immigration.
- Family engagement must be revolutionized to support English language development. Monthly English Learner family nights should provide parents with specific strategies for supporting language development while maintaining home language and culture. Workshops should be conducted in Spanish and other home languages, recognizing that strong primary language skills support English acquisition. Family literacy programs should engage parents and children together in bilingual reading activities.

Intensive Intervention and Support

- Students at risk of becoming long-term English Learners must receive intensive intervention beyond regular ELD instruction. After-school English acceleration programs should provide additional language exposure through project-based learning and authentic communication opportunities. Saturday academies should offer enrichment activities that build academic language through hands-on science, art, and technology projects.
- Summer programs must prioritize English Learners with full-day intensive language development camps. These camps should combine academic language instruction with enriching field trips and experiential learning. The focus should be on preventing summer language loss while accelerating acquisition through intensive, engaging instruction.
- Peer mentoring programs should pair English Learners with fluent English speakers for structured interaction and support. These partnerships should include training for mentors on supporting language development and cultural sensitivity. Regular activities should provide authentic reasons for communication and relationship building across linguistic boundaries.

Progress Monitoring and Accountability: A comprehensive progress monitoring system must track multiple indicators of English Learner success. Monthly language development assessments should measure progress in speaking, listening, reading, and writing. These assessments should be curriculum-embedded and provide immediate feedback for instructional adjustment. Progress should be tracked on visual data walls that celebrate growth while identifying students needing additional support.

Reclassification preparation must become a systematic process rather than a hoped-for outcome. Students approaching reclassification criteria should receive targeted support to ensure success. This includes specific preparation for ELPAC testing, academic language development in content areas, and family engagement to understand and support the reclassification process.

Teacher effectiveness in serving English Learners must become part of the evaluation process. Classroom observations should include specific focus on ELD implementation with feedback tied to student outcomes. Professional growth plans should include English Learner-specific goals based on student progress data. Recognition and rewards should celebrate teachers who demonstrate exceptional success in promoting English Learner achievement.

The Orange performance level on the English Learner Progress Indicator represents a crisis that threatens the educational futures of a significant portion of Soleil Academy's students. With only 45.8% of English Learners making expected progress and a mere 10.53% achieving proficiency, the current system is failing to provide equitable education for multilingual learners. The cascading impacts of these failures extend beyond language to academic achievement, social-emotional development, and future opportunities.

However, this crisis also presents an opportunity for transformation. The proposed comprehensive restructuring addresses root causes through systemic changes in staffing, scheduling, instruction, and family engagement. With $2.7 million in available funding and a foundation of committed staff, Soleil Academy has the resources needed for dramatic improvement. The challenge lies not in capacity but in will—the willingness to acknowledge current failures, embrace fundamental change, and maintain unwavering focus on English Learner success.

The path forward requires courage to disrupt comfortable but ineffective practices, wisdom to learn from both research and student experience, and persistence to sustain improvement efforts through inevitable challenges. The English Learners at Soleil Academy deserve nothing less than an educational program that honors their linguistic assets while ensuring academic success. Through immediate action and sustained commitment, Soleil Academy can transform from a place where English Learners struggle to one where they thrive, becoming fully biliterate and bilingual citizens prepared for success in an interconnected world. The time for incremental change has passed; transformational action must begin now.

2023 CA School Dashboard: Soleil Academy

The following table reflects Soleil Academy's performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Green	N/A	Orange	Orange
English Learners	Green	Red	Blue	N/A	--	--
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Red	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	--	--	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Red	Green	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	N/A	N/A

Excerpt from 2024-25 LCAP: Chronic Absenteeism Rate Indicator (2023 CA School Dashboard)

Chronic Absenteeism: Soleil Academy received a RED Performance Level on the 2023 CA School Dashboard, for the Chronic Absenteeism Indicator for all students (33.5%) and the following student groups: EL (38.9%), Socioeconomically Disadvantaged (SED) (38%), and Hispanic (33.6%). The leadership team conducted a needs assessments followed by a root cause analysis and identified the primary reasons for student absences were due to illness, travel, and conflicting parent work schedule. This year the Attendance Committee was formed which includes Principal, Assistant principal, Counselor and Dean of Academics and Culture) and contacted at-risk families, through formal letters, phone calls, email, and onsite meetings. We developed a tiered approach to attendance which outlines strategies to further reduce chronic absenteeism and improve overall daily scholar attendance. This school year, Soleil Academy implemented a proactive approach, contacting families on a consistent basis, discussing the repercussions of absences on student learning and socialization at each parent workshop and meeting. During meetings with parents, we developed individualized attendance plans and identified strategies to support daily attendance.

The Parent Liaison and Counselor will be conducting home visits and setting up meetings with parents based on tiers and intervene early. Moreover, we are spearheading a school wide incentive program to host events for scholars who are showing up to school every day. This creates a positive school culture to incentivize daily attendance.

Soleil Academy's revised Truancy Tiered Intervention includes 4 Phases which will be implemented with fidelity by the Attendance Committee:

1. Phase 1 is triggered when the scholar is absent 1-2 days. The Attendance Committee contacts the family
2. Phase 2 is triggered when a scholar has 3 absences. The Attendance Committee contacts the family; and a letter is mailed home.
3. Phase 3: is triggered when a scholar has 6 absences. The Attendance Committee meets with the family (in-person) to discuss root-causes; and develop an intervention plan/contract to address barriers to daily attendance.
4. Phase 4: is triggered when a scholar has 9 absences. The Attendance Committee meets with the family in-person, or a home-visit takes place to discuss barriers to daily attendance and updates the scholar's intervention plan/contract.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Soleil Academy is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Soleil Academy is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators/Principal	**Date(s):** August 2025 through May 2026 **Topics Discussed:** School administrators and the Principal participated in ongoing leadership meetings from August 2025 through May 2026 to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). During these meetings, educational partners reviewed student achievement, attendance, and school climate data, including data from the Learning Recovery Emergency Block Grant (LREBG) and other local sources. Discussions focused on professional development priorities, intervention effectiveness, the use of Title I, Title II, and other federal funding, mid-year LCAP implementation updates, and findings from the school's Needs and Assets Assessment. Leadership teams also reviewed progress toward current LCAP goals and identified areas requiring additional support, resources, or strategic adjustments to strengthen outcomes for all students, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other significant student groups. **Recommendations:** Feedback from these meetings directly informed adjustments to implementation strategies and priorities for the 2026–27 LCAP. Key recommendations included expanding and differentiating professional development opportunities for staff to address varying levels of instructional experience and capacity, particularly in the areas of data-driven instruction, literacy intervention, and support for diverse learners. Leadership input also informed continued refinement of tiered academic and behavioral interventions, resource allocation decisions, and strategies to strengthen family engagement and reduce chronic absenteeism.
Teachers	**Date(s):** March 2026 through May 2026 **Topics Discussed:** Teachers were engaged through staff meetings, grade-level collaboration meetings, and Needs and Assets Assessment activities conducted between March 2026 and May 2026 to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). During these sessions, teachers reviewed progress toward current LCAP goals and analyzed student achievement, attendance, and school climate data. Teachers provided feedback regarding instructional practices, the effectiveness of current interventions, professional development needs, and resource allocation. Teachers also participated in discussions regarding mid-year LCAP implementation, reflecting on what was working well and identifying priorities and areas of growth for the upcoming school year. These

Educational Partner(s)	Process for Engagement
	collaborative conversations ensured that teacher voice and classroom-level perspective were meaningfully integrated into the LCAP development process. **Recommendations:** Teacher feedback helped identify areas of continued focus and directly informed the development of actions and services for the 2026–27 LCAP. A primary recommendation was the expansion of professional development to strengthen instructional strategies for supporting English Learners and Students with Disabilities. Specifically, teachers expressed a need for deeper training in designated and integrated English Language Development (ELD) strategies, differentiation techniques for students with diverse learning needs, and the effective implementation of accommodations and modifications within the general education setting. These recommendations were incorporated into the 2026–27 LCAP to ensure that professional learning priorities remain responsive to the needs identified by classroom educators.
Classified/Other Staff	**Date(s):** March 2026 through May 2026 **Topics Discussed:** Classified staff and other school personnel participated in engagement opportunities between March 2026 and May 2026, including meetings focused on the Needs and Assets Assessment and the LCAP review process. During these sessions, staff reviewed current LCAP goals, discussed school-wide implementation efforts, and provided feedback regarding student support services, school operations, attendance practices, school climate, family engagement, and resource needs. Classified staff brought valuable perspectives rooted in their daily interactions with students and families, offering insight into the operational and relational dimensions of school improvement that inform effective LCAP planning. **Recommendations:** Classified staff reviewed mid-year progress toward LCAP goals and contributed recommendations for future improvements, which were considered in the development of the 2026–27 LCAP. A key recommendation was the expansion of Positive Behavioral Interventions and Supports (PBIS) strategies and their consistent implementation school-wide. Staff emphasized the importance of establishing common behavioral expectations, reinforcement systems, and proactive support structures across all school settings, including classrooms, common areas, and transitions, to promote a more cohesive and positive school culture. These recommendations were incorporated into the 2026–27 LCAP to ensure that the perspectives of classified staff inform the school's approach to strengthening student behavior supports and campus climate.
Students	**Date(s):** April 2026 through May 2026 **Topics Discussed:** Students were engaged through the school's School Culture Committee, which met twice monthly throughout the school year, with focused LCAP discussions occurring between April and May 2026. Through these meetings, students reviewed school climate, attendance, engagement, and academic support initiatives and provided feedback regarding school culture, intervention supports, student wellness, and opportunities for meaningful engagement. Students also participated in discussions related to current LCAP goals, findings from the Needs and Assets Assessment, and priorities for future improvements. By centering student voice within an established leadership structure, Soleil Academy ensured that scholars' lived experiences and perspectives directly informed the school's

Educational Partner(s)	Process for Engagement
	planning process and contributed to a shared understanding of what students need to feel safe, supported, and successful. **Recommendations:** Student feedback directly informed the development of actions and services designed to improve student outcomes and school connectedness in the 2026–27 LCAP. A key recommendation from students was creating more opportunities for student leadership, including expanded roles within school governance, peer mentoring, and school-wide culture initiatives. Students expressed a desire to play a greater role in shaping the school environment and supporting their peers, reflecting the growing sense of agency and ownership fostered through the School Culture Committee and the BEE a Star program. These recommendations were incorporated into the 2026–27 LCAP to ensure that student voice continues to inform school improvement efforts and that scholars have authentic pathways to contribute to the Soleil Academy community.
Student Advisory Committee (SAC)	Soleil Academy is an elementary school, therefore does not meet the eligibility requirements to form a Student Advisory Committee.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	**Date(s):** March 2026 through May 2026 **Topics Discussed:** Parents, including those representing Unduplicated Pupils and Students with Disabilities, participated in engagement activities from March 2026 through May 2026 to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). Participants reviewed student outcome data, current LCAP goals, and findings from the Needs and Assets Assessment. Discussions focused on intervention supports, student wellness, attendance, school climate, and the implementation of current LCAP actions. Parents provided input on how school programs and services are meeting the needs of their children and identified areas where additional resources or supports would strengthen student outcomes. Feedback gathered during these sessions informed the planning and refinement of goals, actions, and services for the upcoming LCAP cycle. Engagement opportunities were offered in families' home languages, with interpretation and translation provided as needed to ensure inclusive and equitable participation. **Recommendations:** Parents representing Unduplicated Pupils and Students with Disabilities recommended that Soleil Academy establish and expand external, community-based partnerships to connect families with local support groups and resources. Families expressed a desire for stronger linkages to organizations that provide services aligned to the needs of English Learners, Socioeconomically Disadvantaged students, foster youth, and students receiving special education services, including family support networks, mental health resources, after-school enrichment, and social services. These recommendations were incorporated into the 2026–27 LCAP to guide the school's continued development of its Community School model and to ensure that families, particularly those representing the school's most vulnerable student populations, are connected to meaningful supports both within and beyond the school setting.
Parent Advisory Committee (PAC)	**Date(s):** February 18, 2026, and March 28, 2026

Educational Partner(s)	Process for Engagement
	Topics Discussed: Parents and families were engaged through the school's monthly Cafecito meetings, which serve as the Parent Advisory Committee (PAC). Throughout the 2025–26 school year, families reviewed and discussed student achievement, attendance, and school climate data, as well as school initiatives and LCAP implementation updates. Families provided ongoing feedback regarding academic supports, enrichment opportunities, student wellness, communication, and school programs. Through these discussions, families identified a desire for a structured sports program that would expose scholars to a variety of sports throughout the year. In response, the school incorporated funding for staffing, equipment, and program implementation into the 2026–27 plan. Families also expressed the need for more consistent tutoring and academic intervention opportunities. As a result, Soleil Academy has incorporated quarterly tutoring cycles aligned with the Student Success Team (SST) process into the 2026–27 plan to ensure that interventions are targeted to scholars demonstrating academic need. **Recommendations:** Family feedback gathered through PAC meetings directly informed the development of LCAP goals, actions, services, and resource allocations for the 2026–27 school year. Key recommendations included expanding after-school learning opportunities to provide scholars with more diverse enrichment experiences, particularly through the addition of a structured sports program. Families emphasized the importance of offering a well-rounded extended learning experience that includes athletics alongside existing arts, wellness, and academic programming. Additionally, families recommended strengthening academic intervention supports through more consistent and targeted tutoring aligned to student data. These recommendations resulted in concrete additions to the 2026–27 LCAP, demonstrating Soleil Academy's commitment to incorporating family voice into its planning and ensuring that the educational program reflects the priorities and aspirations of the school community.
English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	**Date(s):** March 2026 through May 2026 **Topics Discussed:** Parents of English Learners participated in combined engagement activities through the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee from March 2026 through May 2026 to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). Participants reviewed student outcome data, including English Learner progress and reclassification data, current LCAP goals, and findings from the Needs and Assets Assessment. Discussions focused on intervention supports for English Learners, student wellness, attendance, school climate, and the implementation of current LCAP actions. Parents provided feedback on how well existing programs and services are supporting their children's English language development and academic achievement and identified areas where additional resources or supports would strengthen outcomes for English Learners. All engagement opportunities were conducted in families' home languages, with interpretation and translation provided to ensure full and equitable participation. Feedback gathered during these sessions directly informed the planning and refinement of goals, actions, and services for the upcoming LCAP cycle. **Recommendations:** Parents of English Learners provided two key recommendations that were incorporated into the 2026–27 LCAP. First, families requested more parent workshops conducted in their home languages on topics such as understanding student progress reports, English Learner Proficiency Assessments for California (ELPAC) results, reclassification requirements and pathways, and strategies to support learning at home. Families expressed a desire for accessible, language-appropriate information that empowers them to actively support their children's academic and

Educational Partner(s)	Process for Engagement
	language development. Second, families recommended expanding targeted tutoring, intervention programs, and after-school support specifically designed for English Learners who need additional help in reading, writing, and language development. Parents emphasized the importance of providing dedicated instructional time beyond the school day to help English Learners build the foundational literacy and language skills needed to access grade-level content and make progress toward reclassification. These recommendations were incorporated into the 2026–27 LCAP to strengthen the school's English Learner program and ensure that family input from ELAC, DELAC, and the English Learner Parent Advisory Committee is reflected in the school's plans for serving this student group.
SELPA	Soleil Academy consulted with the Los Angeles County Office of Education (LACOE) Charter Special Education Local Plan Area (SELPA) on a regular basis throughout the 2025-26 school year regarding services for Students with Disabilities (SWD). Consultation included ongoing communication regarding special education service delivery, compliance, staffing, and student supports, as well as a formal midyear update on LCAP implementation. Soleil Academy also consulted with the SELPA on the development of the 2026-27 LCAP actions and services as outlined throughout this document, including Goal 1, Action 5, on June 5, 2026. The LACOE Charter SELPA provided formal written feedback on the school's LCAP on June 11, 2026. **Date(s):** June 11, 2026 **Topics Discussed:** The SELPA reviewed and provided feedback on the school's 2026-27 LCAP actions and services, with particular attention to Goal 1, Action 5, which addresses the school's comprehensive special education program, inclusive service delivery, early identification through the Student Success Team (SST) process, professional development for general and special education staff, and specialized staffing supports for Students with Disabilities. **Recommendations:** The SELPA recommended that Soleil Academy include participation in LACOE Charter SELPA-sponsored Local Advisory Committee (LAC) trainings for the 2026-27 school year. Specific recommendations included ensuring staff participate in teacher behavior support training offered through the SELPA, providing access to Community Advisory Committee (CAC) training for school personnel, and encouraging parents of Students with Disabilities to attend SELPA-sponsored resources and trainings to strengthen family knowledge of special education rights, services, and supports. These recommendations were considered during the finalization of the 2026-27 LCAP and will inform the school's professional development and family engagement planning for the coming year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Soleil Academy engaged a broad range of educational partners throughout the 2025–26 school year to inform the development of the 2026–27 Local Control and Accountability Plan (LCAP). Partners included administrators and the principal, teachers, classified and other personnel, students, parents (including those representing Unduplicated Pupils and Students with Disabilities), the Parent Advisory Committee (PAC), the combined ELAC/DELAC/English Learner Parent Advisory Committee, and the LACOE Charter SELPA. Engagement occurred through leadership meetings, staff collaboration sessions, Needs and Assets Assessment activities, advisory committee meetings, the School Culture Committee, and formal SELPA consultation. The feedback gathered through these

processes directly influenced the goals, actions, services, and resource allocations in the adopted 2026–27 LCAP. The following description identifies, by goal and action, how educational partner input shaped the plan.

Goal 1: As a Community School, ensure that integrated student supports align with our Multi-Tiered System of Support to identify and address the academic, social-emotional, behavioral, and mental health needs of our scholars. Our continuous improvement cycle includes the collection and analysis of multiple types of data including assessments, that will be used to measure program effectiveness and progress monitoring and inform instruction.

- **Action 1: Measuring Student Progress: Assessments:** Administrator and principal feedback during leadership meetings from August 2025 through May 2026 reinforced the importance of maintaining a comprehensive, multi-measure assessment system to drive data-informed decision-making within the MTSS framework. Leadership reviewed student achievement data from NWEA MAP, i-Ready, mCLASS DIBELS, and Renaissance STAR Reading and identified the need for continued investment in state-verified assessment tools that support progress monitoring, intervention placement, and instructional planning. Teacher feedback further validated the effectiveness of the current assessment system while noting the need for additional support in interpreting and leveraging mCLASS DIBELS data. This feedback directly informed the continuation of this action and the school's commitment to providing targeted professional development around assessment data interpretation.
- **Action 2: Tiered Academic Intervention and High-Impact Instruction:** Teacher feedback gathered through staff meetings and grade-level collaboration sessions between March and May 2026 identified the need for expanded professional development to support English Learners and Students with Disabilities, including deeper training in designated and integrated ELD strategies, differentiation techniques, and the effective implementation of accommodations and modifications. This feedback directly influenced the inclusion of school-wide GLAD training during Summer Professional Development as a component of this action. ELAC/DELAC/EL-PAC families recommended expanding targeted tutoring, intervention programs, and after-school support specifically designed for English Learners needing additional help in reading, writing, and language development. PAC families also expressed the need for more consistent tutoring and academic intervention. In direct response, the school incorporated quarterly tutoring cycles aligned with the Student Success Team (SST) process to ensure interventions are targeted to scholars demonstrating academic need. Administrator feedback during leadership meetings informed continued refinement of tiered intervention structures and resource allocation for intervention staffing.
- **Action 3: Addressing Social-Emotional and Behavioral Student Needs:** Classified staff recommended the expansion of Positive Behavioral Interventions and Supports (PBIS) strategies and their consistent implementation school-wide, emphasizing the importance of establishing common behavioral expectations, reinforcement systems, and proactive support structures across all school settings. This feedback directly influenced the decision to add a Behavior Interventionist position to strengthen the school's capacity to support students with intensive behavioral needs, conduct Functional Behavior Assessments, develop Behavior Intervention Plans, and coach staff on proactive behavior management. Student feedback from the School Culture Committee informed the expansion of the BEE a Star positive behavior recognition program and the creation of additional student leadership opportunities within school governance and culture initiatives. Administrator and principal feedback supported the adoption of the Second Step SEL curriculum school-wide, based on reflections on prior practice and the need for a consistent, evidence-based framework for social-emotional learning instruction across all grade levels.
- **Action 4: Strengthening EL Program and Services:** ELAC/DELAC/EL-PAC families provided two key recommendations that directly shaped this action. First, families requested more parent workshops conducted in their home languages on topics such as understanding student progress reports, ELPAC results, reclassification requirements and pathways, and strategies to support learning at home. This feedback informed the inclusion of bilingual Parent University Workshops focused on supporting English Learners' language and literacy development at home. Second, families recommended expanded targeted tutoring and after-school support for English Learners who need additional help in reading, writing, and language development. Teacher feedback reinforced the need for deeper professional development in ELD strategies, which informed the inclusion of school-wide GLAD training. These combined recommendations strengthened the comprehensiveness of the English Learner action for 2026–27.

- **Action 5: Special Education Programs and Services:** The LACOE Charter SELPA provided formal feedback on June 11, 2026, recommending that Soleil Academy include participation in SELPA-sponsored Local Advisory Committee (LAC) trainings for the 2026–27 school year. Specific recommendations included staff participation in teacher behavior support training, access to Community Advisory Committee (CAC) training, and encouraging parents of Students with Disabilities to attend SELPA-sponsored resources and trainings. These recommendations were considered during the finalization of the LCAP and will inform the school's professional development and family engagement planning. Parents representing Unduplicated Pupils and Students with Disabilities recommended that the school establish and expand community-based partnerships to connect families with local support groups and resources, including mental health services and family support networks. This feedback informed the continued development of the school's Community Schools model and its partnerships with organizations aligned to the needs of SWD families.
- **Action 6: Broad Course of Study:** PAC families identified a desire for a structured sports program that would expose scholars to a variety of sports throughout the year. In direct response, the school incorporated funding for staffing, equipment, and program implementation into the 2026–27 plan. Student feedback from the School Culture Committee also expressed a desire for more diverse enrichment opportunities and expanded leadership roles, which informed the broadening of enrichment programming and the continuation of the Expanded Learning Opportunities Program. Administrator feedback supported the continued implementation and expansion of the Amplify Science pilot and the planned launch of robotics programming to further strengthen STEM access across grade levels.

Goal 2: Strengthen teacher and staff expertise and build capacity through professional learning opportunities on the academic standards, evidence-based pedagogical strategies, data-driven decision-making that supports continuous improvement, and in alignment with the BRIGHT Core Values that embraces a positive staff and schoolwide culture.

- **Action 1: Administrative Leadership, Credentialed Staffing, and Instructional Days:** Administrator and principal feedback throughout the year emphasized the importance of staff retention and succession planning to minimize disruption from unexpected vacancies, based on the experience of a midyear teacher departure during 2025–26. This feedback informed the continued investment in competitive staffing structures, teacher induction reimbursement, and the 183-day instructional calendar that exceeds state minimum requirements. Teacher feedback validated the effectiveness of the current professional development model, with educators expressing appreciation for job-embedded coaching cycles, peer observations, and practice-based professional learning that connects directly to classroom needs.
- **Action 2: Equity-Centered Professional Development:** Teacher feedback was the primary driver of revisions to this action. Teachers identified the need for expanded professional development to support English Learners and Students with Disabilities, specifically requesting deeper training in designated and integrated ELD strategies, differentiation techniques, and the effective implementation of accommodations and modifications within the general education setting. These recommendations directly informed the inclusion of school-wide GLAD training during Summer Professional Development. Administrator feedback supported the continuation of instructional coaching by the Dean of Academics and Culture, including observation and feedback cycles focused on strengthening Tier 1 instruction in ELA and Mathematics and training staff on effective de-escalation strategies. Leadership input also informed the continuation of leadership development through Appleman Consulting and Together Leader training to build instructional leadership capacity.
- **Actions 3 and 4: Core Curricular Program Needs and Technology Access:** Teacher feedback confirmed that having adequate and timely instructional materials improved planning, reduced instructional stress, and supported stronger curriculum implementation. This feedback validated the continuation of the current approach to curriculum purchasing, consumable replenishment, and inventory management under Action 3. For Action 4, no specific partner recommendations required changes to the technology access action. The school will continue maintaining 1:1 Chromebook access, contracted IT support through LATech, and paper-based homework assignments to accommodate families with limited home internet access.

Goal 3: Engage families through ongoing communication, education, home-school collaboration and culturally responsive community partnerships and opportunities for shared leadership; to promote a safe, welcoming, inclusive positive school culture and learning environment.

- **Action 1: Promoting Positive School Climate, Student Engagement, and Learning Environment:** Student feedback from the School Culture Committee directly influenced the expansion of the BEE a Star program and the creation of additional student leadership opportunities. Students expressed a desire to play a greater role in shaping the school environment and supporting their peers, which informed the broadening of student participation in school governance and culture initiatives. School climate survey data, including 85% of students reporting feeling safe and 78% reporting peer respect, informed the school's decision to adopt the Second Step SEL curriculum and expand restorative circles to strengthen peer relationships. Administrator feedback supported the continuation of school-wide assemblies, health screenings, emergency preparedness drills, the universal meals program, and the addition of a fifth-grade marine science camp as a culminating educational experience.
- **Action 2: Parent Input in Decision-Making:** Feedback from all parent advisory groups informed the continuation and strengthening of formal decision-making structures. ELAC/DELAC/EL-PAC families requested more workshops in their home languages, which influenced the school's commitment to providing all meetings, communications, and engagement activities in both English and Spanish with full interpretation and translation services. PAC families and parents representing Unduplicated Pupils and Students with Disabilities provided input on LCAP goals, actions, Title funding, and school-wide initiatives through structured agendas, voting opportunities, and closing ticket surveys. The consistent use of these feedback mechanisms was validated by partner input and will continue in 2026–27 to ensure meaningful family voice in school decision-making.
- **Action 3: Opportunities to Support Parent Engagement and Participation:** This action was most directly influenced by educational partner feedback across multiple groups. Parents representing Unduplicated Pupils and Students with Disabilities recommended that Soleil Academy establish and expand external, community-based partnerships to connect families with local support groups, mental health resources, and social services. This feedback directly informed the continued expansion of the Community Schools model and the school's pursuit of partnerships with Hazel Health, L.A. Care Center, Lynwood Unidos, and the Lynwood City Council. PAC families identified the need for more consistent tutoring, which informed the development of quarterly tutoring cycles and the attendance recovery program. ELAC/DELAC/EL-PAC families requested expanded parent workshops in home languages on topics such as reclassification, student progress, and supporting learning at home, which directly shaped the Parent University Workshop series for 2026–27. Additionally, the 2025 Dashboard data showing a Red performance level for Students with Disabilities chronic absenteeism (31.5%) and internal data showing Black/African American students at 20% chronic absenteeism informed the development of the Family Attendance Partnership Initiative and targeted outreach strategies for these specific student groups. Administrator feedback supported the launch of an attendance recovery program during winter, spring, and summer breaks.
- **Action 4: Maintaining Safe and Clean School Facilities:** Survey data from students, families, and staff reflecting positive perceptions of school safety and campus conditions validated the continuation of current facility maintenance practices. No specific partner recommendations required changes to this action. The school will continue completing annual FIT inspections, coordinating with the authorizing district under the Proposition 39 lease agreement, and reporting facility conditions through the SARC, Local Indicators, and LCAP.

The 2026–27 LCAP reflects Soleil Academy's commitment to meaningful, ongoing engagement with all educational partners. Feedback from administrators, teachers, classified staff, students, parents, advisory committees, and the SELPA was collected through multiple formal and informal engagement structures throughout the year and directly influenced the goals, actions, services, and resource allocations in the adopted plan. Key areas of influence included the adoption of GLAD training for all teachers, the addition of a Behavior Interventionist, the adoption of the Second Step SEL curriculum, the development of quarterly tutoring cycles and an attendance recovery program, the launch of a structured sports program, expanded community-based partnerships through the Community Schools model, and the strengthening of bilingual parent workshops and family engagement strategies. Soleil Academy will continue to monitor student outcomes and gather educational partner feedback throughout the 2026–27 school year to ensure the LCAP remains responsive to the needs of the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	As a Community School, ensure that integrated student supports align with our Multi-tiered System of Support to identify and address the academic, social-emotional, behavioral, and mental health needs of our scholars. Our continuous improvement cycle includes the collection and analysis of multiple types of data including assessments, that will be used to measure program effectiveness and progress monitoring and inform instruction.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Soleil Academy developed this goal in direct response to the academic, social-emotional, behavioral, and attendance needs of its student population as identified through its comprehensive needs assessment, state and local data analysis, and educational partner feedback. Soleil Academy is a TK–5 public charter elementary school in Lynwood, California, serving 363 students whose demographics reflect the diversity and needs of the surrounding community: 95% Hispanic, 3% African American, 26% English Learners (EL), 10% Students with Disabilities (SWD), 1% Homeless, and 77% Socioeconomically Disadvantaged (SED). Lynwood is an urban community in which the median household income is under $50,000 and approximately 20% of residents live below the poverty level. These demographic realities create heightened needs for coordinated academic, social-emotional, behavioral, and health supports that extend beyond traditional classroom instruction.

Academic Performance Data: The 2025 California School Dashboard data confirmed significant academic achievement gaps that require a comprehensive, multi-tiered response. In English Language Arts, All Students scored –39.1 points from standard (Yellow), English Learners scored –61.6 points from standard (Yellow), and Socioeconomically Disadvantaged students scored –46.9 points from standard (Yellow). In Mathematics, All Students scored –46.1 points from standard (Yellow), English Learners scored –68.6 points from standard (Yellow), and Socioeconomically Disadvantaged students scored –53.4 points from standard (Yellow). In Science, All Students scored 43.8 Science Points (Orange), reflecting a decline from the prior year. While Dashboard data demonstrates measurable year-over-year progress in both ELA and Math, the distance from standard remains substantial across all student groups, requiring sustained and intensified intervention.

Local assessment data further supported the need for this goal. Analysis of 2024–25 NWEA MAP Reading data revealed that only 2 out of 6 grade levels met the school's benchmark of 80% of students demonstrating a positive Conditional Growth Index (CGI) in Reading, and none of the numerically significant student groups demonstrated majority grade-level success. In Mathematics, while i-Ready data showed stronger performance with 5 out of 6 grade levels

meeting progress toward Annual Typical Growth, English Learners, Latino students, and Socioeconomically Disadvantaged students each had only 4 out of 6 grade levels meeting growth expectations, indicating the need for continued targeted intervention to achieve full consistency across student groups.

Chronic Absenteeism: Chronic absenteeism data reinforced the need for an integrated support model. The 2025 Dashboard reported a chronic absenteeism rate of 17.1% for All Students (Yellow), with disproportionate impact on Students with Disabilities at 31.5% (Orange) and English Learners at 16.1% (Orange). The school's root cause analysis identified multiple contributing factors, including limited family understanding of the academic impact of consistent attendance, ongoing student health needs, lack of health insurance coverage, and the increasing complexity of needs among Students with Disabilities. Current 2025–26 data shows chronic absenteeism at 10% to date, reflecting continued progress but also the need for sustained intervention, particularly for Students with Disabilities (19.6%) and Black/African American students (20%).

Community Schools Framework: Soleil Academy was awarded the California Community Schools Partnership Program (CCSPP) Implementation Grant to expand and strengthen its Multi-Tiered System of Support (MTSS) in alignment with the California Community Schools Framework. This grant supports implementation of the four pillars of Community Schools: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices for Educators and Administrators, and Extended Learning Time and Opportunities. The Community Schools model provides the structural foundation for this goal by ensuring that academic, social-emotional, behavioral, and health supports are coordinated, data-driven, and responsive to the needs of the whole child. Partnerships with community-based organizations, including Hazel Health for telehealth services, After-School All-Stars, L.A. Care Center, and local Lynwood organizations, extend the school's capacity to address barriers to learning that originate outside the classroom.

Multi-Tiered System of Support: The goal reflects Soleil Academy's commitment to a robust MTSS framework that ensures every student receives the level of support necessary to thrive academically, socially, and emotionally. This includes universal Tier 1 supports such as standards-aligned core instruction through CKLA and i-Ready Math, daily social-emotional learning, and the BEE a Star positive behavior program; Tier 2 supports including targeted small-group intervention, Student Success Teams (SSTs), and data-driven attendance interventions; and Tier 3 supports including individualized special education services, intensive behavioral interventions, one-on-one counseling, and wraparound family supports. By aligning these tiered supports within the Community Schools model, the school ensures that academic and non-academic barriers are addressed in a coordinated, proactive, and student-centered manner.

Continuous Improvement Through Data: Central to this goal is the school's continuous improvement cycle, which relies on the collection and analysis of multiple types of data to measure program effectiveness, monitor student progress, and inform instruction. Soleil Academy uses a comprehensive assessment system that includes the CAASPP, mCLASS DIBELS, NWEA MAP Reading, i-Ready Math, Renaissance STAR Reading, and the ELPAC, alongside classroom-based assessments, student work protocols, behavioral data, and attendance monitoring. These data sources are analyzed collaboratively by teachers, instructional leaders, and support staff through regular data meetings, professional learning communities, coaching cycles, and SST processes to identify student needs, evaluate the effectiveness of interventions, and adjust instruction and supports in real time.

Educational Partner Input: Educational partner feedback further informed and validated the development of this goal. Administrators, teachers, classified staff, parents, and students all contributed input through leadership meetings, staff collaboration sessions, Needs and Assets Assessment activities, Parent Advisory Committee (PAC) meetings, ELAC/DELAC meetings, and the School Culture Committee. Partners consistently identified the need for strengthened academic interventions, expanded professional development for supporting English Learners and Students with Disabilities, increased community-based partnerships, and sustained attention to reducing chronic absenteeism. These priorities are directly reflected in the actions and services under this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -44.8 SED -51.9 Hispanic -45.5	2023-24 ELA CAASPP DFS All Students -45.3 EL -69.2 SED -51.4 Hispanic -41.6	2024-25 ELA CAASPP DFS All Students -39.1 EL -61.6 SED -46.9 Hispanic -40.8	2025-26 ELA CAASPP DFS All Students -20.8 EL -40 SED -25 Hispanic -25	All Students: +5.7 *EL: N/A SED: +5 Hispanic: +4.7 *Not numerically significant in either Baseline or Y2 Outcome
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -62 SED -66 Hispanic -63.6	2023-24 MATH CAASPP DFS All Students -69.7 EL -90.4 SED -75.2 Hispanic -69.4	2024-25 Math CAASPP DFS All Students -46.1 EL -68.6 SED -53.4 Hispanic -45.9	2025-26 Math CAASPP DFS All Students -39.1 EL -30 SED -40 Hispanic -35	All Students: +15.9 *EL: N/A SED: +12.6 Hispanic: +17.7 *Not numerically significant in either Baseline or Y2 Outcome
3	CA Science Test (CAST)	2022-23: 25% Met/exceeded Source: CAASPP	2023-24: 13.33% Met/exceeded Source CAASPP 2023-24 CAST (Science Points) All Students 45.2 Hispanic 43.7 SED 47.4 Source: 2024 Dashboard	2024-25 CAST % Met/exceeded All Students 13.7% SED 12.2% Hispanic 12.5% 2024-25 CAST (Science Points) All Students 43.8 Hispanic 41.6 SED 42.9 Source: 2025 Dashboard	2025-26 CAST (Science Points) All Students 44.8 SED 42.6 Hispanic 43.9	All Students: -11.3% *SED: N/A *Hispanic: N/A *Not numerically significant in either Baseline or Y2 Outcome
4	% EL who made progress towards English Language Proficiency	61.4% Source: 2023 Dashboard	45.8% Source: 2024 Dashboard	48.1% Source: 2025 Dashboard	2025-26: 51%	-13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard					
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 41.8% Proficient	2023-24: 10.53% Proficient	2024-25: 12.1% Proficient	2025-26: 18%	-29.7%
6	Reclassification Rate Source: CALPADS	2022-23: 38.35%	2023-24: 9.46%	2024-25: 2.3%	2025-26: 7%	-36.05%
7	Attendance Rate Source: CALPADS	2022-23: 90%	2023-24: 92.32%	2024-25: 92.8%	2025-26: 94.8%	+2.8%
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 33.5% EL 38.9% SED 38.0% Hispanic 33.6%	2023-24: Chronic Absenteeism Rate All Students 24.6% EL 27.2% SED 26.9% SWD 29.3% Hispanic 23.7%	2024-25: Chronic Absenteeism Rate All Students 17.1% EL 16.1% SED 18.5% SWD 31.5% Hispanic 15.1%	2025-26: Chronic Absenteeism Rate All Students 13.9% EL 14.6% SED 14.3% SWD 23.5% Hispanic 13.1%	All Students: -16.4% EL: -22.8% SED: -19.5% *SWD: N/A Hispanic: -18.5% *Not numerically significant in either Baseline or Y2 Outcome
9	Suspension Rate Source: CA School Dashboard	2022-23: Suspension Rate All Students 0.3% EL 0.0% SED 0.0% Hispanic 0.4%	2023-24 Suspension Rate All Students 0.3% EL 0.0% SED 0.4% SWD 0.0% Hispanic 0.3%	2024-25 Suspension Rate All Students 0.5% EL 0.0% SED 0.0% SWD 1.9% Hispanic 0.6%	2025-26: Suspension Rate All Students 2.0% EL 0.0% SED 0.7% SWD 3.9% Hispanic 0.6%	All Students: +0.2% EL: 0% SED: 0% *SWD: N/A Hispanic: +0.2% *Not numerically significant in either Baseline or Y2 Outcome
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25 100%	2025-26: 100%	0%
12	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 100%	2024-25: 94%	2025-26: 100%	-6%

NOTE: Soleil Academy currently serves grades TK-5, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (Gr 11 SBAC)
- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented. Soleil Academy administered its identified universal screening and progress monitoring assessments according to established assessment windows and used the resulting data to inform instructional planning, intervention placement, and progress monitoring within the Multi-Tiered System of Support (MTSS). Soleil Academy consistently achieved 95% or above participation rates on both mCLASS DIBELS and NWEA whole-school assessments, reflecting strong implementation fidelity and school-wide commitment to data-driven instruction.

Modifications to the Original Action: One modification occurred during implementation: the Strategic Teaching and Evaluation of Progress (STEP) assessment was not administered during the 2025–26 school year. This change was due to the STEP platform going out of business and becoming unavailable as an educational assessment tool. The discontinuation of STEP did not impact the school's ability to monitor student progress, as other state-verified assessment tools, including mCLASS DIBELS, NWEA MAP, i-Ready Math, and Renaissance Star Reading, continued to provide the necessary data for early literacy screening, progress monitoring, and instructional planning.

Challenges: Coordinating multiple assessment windows throughout the year required careful scheduling to minimize instructional disruption and ensure consistent administration across grade levels. Additionally, adjustments to the assessment system, including the discontinuation of STEP and the pilot implementation of mCLASS DIBELS, required staff to adapt to changes in assessment practices. These transitions necessitated additional training and calibration to maintain consistency in progress monitoring and instructional decision-making.

Successes: Triangulating data from multiple assessment sources strengthened the school's ability to identify student needs, monitor progress, and adjust instruction in a timely manner. Soleil Academy demonstrated strong growth across both Math and Reading from Fall 2025 to Spring 2026, with the most significant gains occurring in grades K–3. In Math, Kindergarten and Grade 1 exceeded projected growth by substantial margins, with 81% and 83% of students meeting or exceeding their growth targets, respectively, while Grades 4–5 showed more modest growth and lower rates of meeting projections. Reading results reflected a similar trend, with Kindergarten and Grade 1 students surpassing projected growth and achieving strong conditional growth percentiles, while upper elementary grades experienced slower growth and fewer students meeting growth targets. Student group analysis showed particularly strong performance among English Learners, students receiving Free and Reduced Lunch, and students with IEPs in the primary grades, often exceeding national growth norms. Overall, the data indicate that early literacy and mathematics interventions are producing positive outcomes, while additional supports may be needed in Grades 4–5 to accelerate growth and increase the percentage of students meeting projected targets. Teachers used assessment data on a consistently to differentiate instruction and align interventions within the MTSS framework. The use of multiple data points increased confidence in instructional planning and helped ensure that student supports were appropriately targeted.

Action 2: This action was fully implemented. Soleil Academy administers state-verified assessment tools, including NWEA MAP Reading, i-Ready Math, and mCLASS DIBELS (grades K–5), to establish baselines, monitor progress, and guide instructional decisions within the Multi-Tiered System of Support (MTSS) framework.

Core Instructional Interventions: Structured instructional supports were implemented schoolwide, including math intervention blocks, guided reading, and academic center rotations. A credentialed intervention teacher provides targeted Tier 2 and Tier 3 literacy support, while instructional aides support with Tier 1 instruction. Intervention efforts focus on second- and third-grade cohorts performing two or more years below grade level, as identified using both NWEA

MAP Reading and DIBELS assessment findings. Renaissance Star Reading was used primarily to support the independent reading system for students in grades 3–5.

Individualized Pathways: Soleil Academy designed and implemented a school-wide personalized learning initiative that ensures all students have access to Boost and i-Ready My Pathways. Boost provides individualized literacy instruction aligned to mCLASS diagnostic data, while i-Ready My Pathways delivers targeted math instruction based on student diagnostic results. The administrative team established internal student activity goals and monitors platform usage, providing monthly updates to staff to drive accountability and instructional impact. With the school's commitment to improve literacy, Soleil Academy has fully implemented Drop Everything and Read (DEAR) block across grades 3–5, leveraging STAR Reading data to assign reading levels and monitor student progress toward individualized literacy goals.

Modifications to the Original Action: One substantive modification is that the Strategic Teaching and Evaluation of Progress (STEP) assessment was replaced by mCLASS DIBELS across grades K–5. This required change took place because the STEP platform is no longer available as an educational assessment tool, since the company is no longer in operation. However, this adjustment did not change the intent of the action, and mCLASS DIBELS provided comparable early literacy screening and progress monitoring data. Aside from this change, there were no other substantive differences from the original plan.

Challenges: No significant challenges were encountered with implementing high-impact instructional materials and intervention blocks. One ongoing challenge involves the DEAR block in grades 3–5: expanding leveled classroom libraries within limited physical space remains a logistical consideration as the school works to sustain and grow the independent reading program.

Successes: Since implementing this action, Soleil Academy has established data protocols to analyze and internalize students' current performance levels to inform instructional planning. All teachers continue to engage in data protocols reviewing and analyzing mCLASS DIBELS data, i-Ready Math Diagnostic results, and student work protocols. As a result, 100% of students have an individualized academic profile that informs and adjusts instruction.

Teachers have effectively leveraged structured intervention blocks to reteach targeted skills for students receiving Tier 2 and Tier 3 support. At the same time, students have continued to progress within their original instructional pathways, using DIBELS and i-Ready Math data to guide individualized learning and maintain alignment with grade-level expectations. These structured intervention blocks occur daily, with a 30-minute math intervention block and a 60-minute ELA block built into the school schedule.

i-Ready My Path implementation data shows strong fidelity, with 328 out of 329 students actively using the program, averaging 14 hours and 26 minutes of lesson time, and 93% of students passing 70–100% of lessons year-to-date, indicating high engagement and effective implementation.

The DEAR block in grades 3–5, guided by STAR Reading data for reading level placement and progress monitoring, has resulted in 75% of students meeting individualized reading goals.

Action 3: This action was fully implemented. Soleil Academy has implemented a comprehensive approach to strengthening school culture, social-emotional learning (SEL), and student attendance through three interconnected initiatives: the Bee a S.T.A.R. positive behavior program and School Culture Committee the Second Step SEL curriculum' and counseling supports; and a tiered attendance intervention model aligned to the school's Multi-Tiered System of Support (MTSS).

Bee a S.T.A.R. and School Culture Committee: Bee a Successful, Talented, Academically Ready (S.T.A.R.) Student is a positive behavior program at Soleil Academy. Each month, students who meet academic, attendance, and behavioral benchmarks are recognized and celebrated with incentives such as additional recess or treats. The program is overseen by the School Culture Committee, which includes students, families, and staff. The committee meets twice a month to establish monthly benchmarks and determine celebrations. Benchmark examples include meeting an individualized pathway goal, earning a specific number of positive points through the MTSS behavioral system, and meeting an attendance criterion. This school year, nine students in grades 2–5 so far have actively participated on the committee, contributing feedback and helping organize Bee a S.T.A.R. celebrations.

Second Step and Social-Emotional Learning: Tier 1 SEL instruction was implemented school-wide every Friday through the Second Step curriculum. In addition, the school counselor provides classroom lessons focused on peer relationships, bullying prevention, and other social-emotional topics. Community circles are facilitated as needed to provide a safe space for scholars to share feelings and engage in collaborative problem-solving. Weekly small-group SEL instruction for grades TK–5 is provided based on student referrals.

Tiered Attendance Intervention Model: Chronic absenteeism remains a priority focus area and is addressed through the continued implementation and refinement of a tiered attendance intervention model informed by Attendance Works best practices.

Tier 1 supports have been implemented school-wide and focus on reinforcing positive attendance behaviors. These include monthly perfect attendance recognition, classroom-based attendance incentive trackers led by teachers, and school-wide incentives. Attendance celebrations occur monthly through assemblies and classroom recognition. During the 2025–26 school year, Tier 1 incentives primarily emphasized perfect attendance; however, the school began planning to expand recognition criteria in the second half of the year to include improved attendance and attendance growth over time.

Tier 2 interventions have been implemented for students identified as at risk for chronic absenteeism based on attendance data and prior-year patterns. At this tier, the Dean of Academics and Culture, and Director of Operations lead proactive outreach and coordinated with the school counselor to meet with families, identify barriers to attendance, and develop targeted supports. Home visits are conducted for students who had been chronically absent in the previous school year or whose attendance patterns indicated emerging concerns.

Tier 3 interventions are reserved for students with ongoing and significant attendance challenges. Families at this tier meet directly with the Principal, who serves as the primary mentor and point of contact. Tier 3 supports emphasize relationship-building and individualized intervention planning, with additional follow-up meetings scheduled as needed to monitor progress and adjust supports.

Attendance data is reviewed daily by the Operations Associate, weekly by the Operations Manager and the Director of Operations, and used to inform tier placement and intervention decisions. PowerSchool serves as the system of record, supported by a chronic absenteeism monitoring tool and an internal tracker used to document student tier placement, intervention history, independent study usage, and attendance trends at the classroom and grade level.

Challenges: While progress has been made in expanding student voice on the School Culture Committee, consistent family participation in committee meetings remains a challenge. Additionally, consistency in implementing the Second Step curriculum remains an area for growth, particularly in fourth and fifth grade.

Despite consistent implementation of tiered attendance supports, chronic absenteeism remains above the school's long-term goal of under 5%. Some students and families require repeated Tier 2 and Tier 3 interventions due to persistent or recurring barriers to attendance. External factors, including student health needs, family work schedules, transportation challenges, and broader community stressors, continue to impact attendance. Additionally, Tier 1 incentives focused primarily on perfect attendance may unintentionally exclude students with legitimate barriers from recognition, limiting the reach of school-wide reinforcement efforts. The time-intensive nature of Tier 2 and Tier 3 interventions, include home visits and individualized meetings, also presents capacity challenges for school leadership and support staff.

Successes

School Culture and Behavior: The Bee a S.T.A.R. program's focuses on academic, attendance, and behavioral benchmarks has produced strong results. Soleil Academy's suspension rate to date is zero percent; with less than three major behavioral incidents to date. Students have also demonstrated improved diagnostic performance from beginning-of-year to middle-of-year assessments, and there has been a measurable decrease in Tier 2 and Tier 3 behavioral issues. Student engagement, improve peer interactions, and a reduction in behavioral incidents indicate that these initiatives are successfully fostering a safe, inclusive, and supportive learning environment.

Social-Emotional Learning: SEL instruction has contributed to observable improvements in student behavior. Fourth-grade scholars have been observed handling conflict independently using strategies learned through Second Step. Kindergarten, second-grade, and third-grade classes have completed recent lessons on schedule, and second and third grade remain on track with the pacing guide.

Action 4: This action was fully implemented as planned with no substantive differences in implementation. Soleil Academy implemented data-driven intervention protocols, fully delivered the adopted EL curriculum, consistently applied SDAIE strategies across classrooms, convened ELAC meetings as scheduled, and implemented the Designated ELD block daily. Collectively, these structures ensured English Learners received both integrated and designated language development supports, with instruction and interventions informed by multiple data sources.

Data-Driven Intervention Protocols: Data-driven intervention practices were fully implemented with fidelity. Teachers consistently use ELPAC data, student work protocols, and individualized student portfolios to monitor progress, identify language and academic needs, and establish targeted learning goals for each English Learner.

EL Curriculum Implementation: EL curriculum adoption has been fully implemented with fidelity. Teachers use adopted EL-aligned instructional materials embedded within Amplify CKLA (including EL Studio supports) and i-Ready Math to support language development and access to grade-level content. Implementation data indicates that 100% of teachers utilize the EL curricular resources, and the school observed a 25% improvement on internal curriculum benchmarks.

SDAIE Implementation: SDAIE strategies have been fully implemented with no substantive differences. Teachers consistently applied scaffolds to increase access to grade-level content, including structured language supports, visual scaffolds, modeling, chunking, and opportunities for structured academic discourse. Walkthrough evidence and formative assessment results indicate increased EL student engagement and improved access to rigorous instruction through consistent scaffolding practices.

ELAC Implementation: ELAC meetings have been fully implemented as planned with no substantive differences. Parent participation has been strengthened and is consistent, with average attendance of approximately 15 parents engaged in meaningful discussions and EL program input.

Designated ELD Block: The Designated ELD block has been fully implemented daily during the academic center block and upheld consistently with no substantive differences. Designated ELD instruction supports targeted language development aligned to student proficiency levels and classroom instructional priorities.

Challenges: Data-driven intervention protocols, ELAC meetings, and the Designated ELD block were implemented without identified challenges. The primary implementation challenge was capacity-related: staff were simultaneously implementing Amplify CKLA EL Studio and i-Ready Math while building fluency with the full range of EL resources and curriculum supports. An additional instructional challenge has been balancing fidelity to the CKLA scope and sequence while adapting lessons using SDAIE strategies to ensure English Learners' language needs were met without reducing rigor.

Successes: Data-driven intervention systems have been implemented with fidelity, resulting in consistent monitoring of EL progress through ELPAC data, student work protocols, and individualized portfolios. Instructional implementation has strengthened over the course of the school year: 100% of teachers utilize EL curricular resources embedded in CKLA and i-Ready Math, and internal benchmarks reflect a 25% improvement. SDAIE implementation contributes to increased EL engagement, improved access to grade-level content, and more consistent scaffold use across classrooms, as reflected in walkthrough data and formative assessment trends. ELAC participation remained strong, averaging 15 engaged parents per meeting.

Action 5: This action was fully implemented. Soleil Academy continues to build a comprehensive in-house Special Education program centered on early identification, individualized support, inclusive practices, and strong collaboration between general education and special education teams. Education Specialists, related service providers, and Special Education support staff worked alongside general education teachers to co-plan, co-teach, and deliver

services aligned to students' IEPs. Instructional supports are implemented with fidelity and maintain a clear focus on academic and functional goals while ensuring students' access to core instruction in the least restrictive environment.

Early Identification and SST Implementation: A key area of successful implementation is the consistent use of universal screeners and the Student Success Team (SST) process. Soleil Academy has strengthened SST routines to ensure students are identified early and provided targeted interventions prior to referral for special education evaluation. Teams use multiple data sources including MAP, i-Ready, STAR, teacher input, and behavioral observations, to inform problem-solving and intervention planning. This proactive, data-driven approach improves clarity and consistency in next steps for academic and behavioral supports, reduced delays in service response, and ensures families were engaged early and meaningfully throughout the process.

Service Delivery, Collaboration, and Inclusion Practices: Collaboration structures have been implemented as intended. Special education staff collaborate with general education teachers to implement accommodations and supports consistently across classrooms, reinforcing inclusive practices and strengthening access to grade-level content. The school maintains specialized staffing supports, including Behavior Intervention Implementation (BII) staff and paraprofessionals, provide in-class support throughout the day to strengthen student engagement, behavioral regulation, and progress toward IEP goals. These staffing structures support overall classroom functioning and increase the school's ability to maintain inclusive placements and effective service delivery.

Professional Development and Fidelity Monitoring: Professional development and implementation support have been fully implemented. General education teachers continue to receive training in differentiation, accommodations versus modifications, Universal Design for Learning (UDL), and behavior support strategies. The Special Education team has conducted IEP fidelity checks and provides ongoing coaching to ensure accommodations, service minutes, and instructional supports are implemented consistently and aligned to IEP requirements.

Implementation Differences: There were no substantive differences between the planned action and implementation. Soleil Academy remains aligned to its original vision of strengthening internal capacity, delivering legally compliant services with fidelity, and reducing reliance on external providers while maintaining high expectations for inclusion and student outcomes.

Challenges: The primary challenge associated with implementation is the significant financial investment required to adequately support Students with Disabilities, particularly as student needs have increased in intensity and complexity. While overall SWD identification rates remain relatively stable, students increasingly required more intensive academic, behavioral, social-emotional, and related service supports. This shift has required expanded specialized staffing, including Education Specialists, related service providers, BII staff, and paraprofessionals, to ensure inclusive placements, maintain safety, and deliver services with fidelity. These essential supports create sustained budget pressure, especially when students require one-to-one or highly specialized interventions.

Despite this challenge, Soleil Academy continues to make student-centered and legally compliant decisions regarding resource allocation. Leadership routinely reviews staffing models, service delivery structures, and partnerships to ensure resources are used strategically while prioritizing the needs of students with the most significant challenges.

Successes: Soleil Academy has experienced meaningful gains in instructional practice and schoolwide capacity. Teacher awareness and confidence increased in supporting students with a broad range of needs, including complex academic, behavioral, and social-emotional challenges. Teachers are consistently anticipating student needs, apply appropriate accommodations, and implement classroom-based instructional, and behavior supports while maintaining momentum in whole-group instruction.

Collaboration between general education teachers, special education staff, and support personnel has strengthened, resulting in more effective inclusive classroom functioning. With the support of BIIs, paraprofessionals, and Education Specialists, teachers were better equipped to address challenging behaviors, differentiate instruction in real time, and keep students engaged in grade-level content. As a result, more students with disabilities access core instruction in the least restrictive environment for longer portions of the day.

In addition, consistent SST implementation and data-driven problem-solving has led to more timely and targeted supports for students, improving alignment across classrooms and reducing uncertainty for teachers. These successes reflect a growing schoolwide capacity to serve students with diverse and increasingly complex needs while maintaining high expectations for learning and inclusion.

Action 6: This action has been fully implemented. Soleil Academy continues to provide all scholars with access to a broad, well-rounded, and rigorous instructional program that supports academic achievement and whole-child development. Instruction across TK–5 includes ELA, Math, Science, Social Studies, Visual Arts, Music, Physical Education, and Social-Emotional Learning (SEL), ensuring students received a comprehensive educational experience aligned to the school's mission and vision.

Core instructional programming remains firmly in place, with ELA anchored in CKLA and Math delivered through i-Ready. These programs support strong academic foundations, personalized learning, and the development of academic language. SEL is implemented daily and further strengthened through a dedicated Friday SEL block, reinforcing student well-being, positive school culture, and character development aligned to Soleil Academy's BRIGHT Core Values.

A key 2025–26 initiative, the pilot implementation of Amplify Science across grades K–5, was fully implemented. This NGSS-aligned, inquiry-based program strengthened science instruction through hands-on investigations and real-world problem-solving. Student engagement has increased as scholars respond positively to the interactive nature of the lessons, demonstrating curiosity, deeper participation, and increased critical thinking during science instruction.

Expanded Learning programming has been implemented. After-school and intersession offerings provide a majority of planned enrichment opportunities, including dance, music, arts, wellness, and project-based learning. The only planned phase-in item was robotics, which is scheduled to begin in the Spring. Aside from this phased rollout, implementation remains aligned to the intended program design with no substantial deviations from the planned course of study.

Challenges: A primary implementation challenge is supporting teacher understanding of the pacing and structure of the CKLA curriculum, which is comprehensive and demanding. Newer teachers, in particular, require additional support to internalize pacing expectations while maintaining fidelity and meeting diverse student needs. To address this, Soleil Academy layers intentional supports, including cross-observations across grade levels and classrooms to build understanding of vertical alignment, instructional routines, and effective pacing. These structures require careful scheduling and ongoing coaching but contributed to stronger instructional consistency and long-term capacity for high-quality implementation.

Successes: Implementation of a broad course of study has resulted in meaningful successes, including increased student engagement and emerging student interests across content areas such as science, the arts, music, and wellness. Exposure to multiple subjects and enrichment options supported student creativity, confidence, and deeper engagement in learning.

The piloting of Amplify Science curriculum has strengthened inquiry-based instruction and increased academic discourse. Scholars ask more questions, engage in collaborative discussion, and apply critical thinking while exploring real-world problems. These learning experiences support perseverance and curiosity across grade levels.

In addition, daily SEL and the dedicated Friday SEL block contribute to positive shifts in student behavior, self-awareness, and social skills. Students demonstrate stronger abilities to articulate emotions, practice empathy, and apply self-regulation strategies, strengthening classroom culture and supporting learning across content areas. Expanded Learning programs reinforce these outcomes by providing additional opportunities for students to explore interests, build skills, and collaborate with peers in enrichment settings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following is an explanation of material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 1.

Across several actions under Goal 1, estimated actual expenditures were less than budgeted expenditures. These differences were driven in part by student enrollment being lower than originally projected during the budget development process. As a result, certain positions remained unfilled at midyear or throughout the school year, as staffing levels were adjusted to align with actual enrollment. Despite these staffing adjustments, all services outlined in the LCAP continued to be provided to students by currently employed staff, and there were no reductions in the scope or intent of any action.

- **For Action 1**, estimated actual expenditures were less than budgeted expenditures because NWEA MAP was not purchased during the 2025-26 school year. The assessment had been purchased in the prior year through a multi-year contract, and the current-year expenditure was therefore not required. All students continued to be assessed using NWEA MAP as planned, and there was no disruption to the school's assessment and progress monitoring system.
- **For Action 2**, estimated actual expenditures were less than budgeted expenditures because two instructional aide positions remained vacant during the school year. These positions were not filled due to lower student enrollment than originally budgeted. Instructional support continued to be provided by existing staff, and the school maintained its commitment to delivering Tier 1 instruction and targeted interventions across classrooms.
- **For Action 3,** estimated actual expenditures were less than budgeted expenditures due to three factors: one Behavior Interventionist resigned midyear and the position was not immediately backfilled, the planned purchase of Positive Behavioral Interventions and Supports (PBIS) materials did not occur during the fiscal year, and there was an overestimation in the original budget for salary and benefits expenditures. Despite the midyear vacancy, behavioral supports continued to be provided by remaining staff, and the school maintained its MTSS behavioral intervention structures throughout the year.
- **For Action 6,** estimated actual expenditures were less than budgeted expenditures because one enrichment teacher position was not filled due to enrollment being lower than originally projected. Enrichment programming continued to be delivered through existing staff and the Expanded Learning Opportunities Program, and students maintained access to a broad course of study including arts, music, wellness, and project-based learning.

In all cases, the material differences between budgeted and estimated actual expenditures reflect adjustments made in response to enrollment and staffing conditions rather than reductions in services or changes to the actions as described in the approved LCAP. Soleil Academy continued to implement all Goal 1 actions with fidelity and ensured that students received the supports and services outlined in the plan.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action is effective in making progress toward the goal. The consistent use of multiple, state-verified assessment tools and the triangulation of student data strengthened the school's ability to monitor progress and respond to student needs within the MTSS. Assessment results, including strong mid-year (MOY) winter data, indicating that the action supports improved instructional decision-making and progress monitoring. Overall, the action supports a consistent, data-informed approach to monitoring student progress and delivering tiered academic supports throughout the school year.

Action 2: This action was effective in making progress toward the goal. Based on the Middle of the Year (MOY) NWEA MAP progress report, Soleil Academy is on track to meet its Conditional Growth Index (CGI) spring goal for all grade levels, and significant student groups are demonstrating a CGI of –0.2 or higher in both Math and ELA. These results indicate that the school's strategic priorities continue to be well aligned with student needs.

Consistent use of mCLASS DIBELS and i-Ready Math, along with high engagement in i-Ready My Path, continues to support individualized instruction and informed targeted interventions. Mid-year data indicates positive student growth in both literacy and mathematics. The DEAR block in grades 3–5 has contributed to strong independent reading outcomes, with 75% of students currently meeting individualized reading goals and an end-of-year target of 80%.

Action 3: Soleil Academy has seen measurable year-over-year improvements in chronic absenteeism since implementing and refining its tiered attendance model. Chronic absenteeism decreased from 33.5% in 2022–23 to 24.6% in 2023–24; and further declined to 17.1% by the end of the 2024–25 school year, aligning with the state average. During the current year, the chronic absenteeism rate from August 2025 through January 2026 stands at 12%, a significant

decline from 18% during the same period the prior year. Period 1 Average Daily Attendance (ADA) improved from 93.44% in 2024–25 to 95.33% in 2025–26. Monthly chronic absenteeism rates have declined from 18% (August 2024 – January 2025) to 12% (August 2025- January 2026), indicating that attendance interventions are supporting improved patterns for a growing number of students and that early gains are being sustained. The consistent use of attendance data to inform tier movement and intervention planning has strengthened the school's ability to respond proactively to attendance concerns, and school-wide recognition and targeted outreach have contributed to increased awareness among students and families regarding the importance of regular attendance.

Effectiveness: This action has proven effective in making progress toward the goal. The School Culture Committee initiatives, including Bee a S.T.A.R. and Second Step SEL, have positively impacted student behavior, social-emotional skill development, and overall campus climate. With zero suspensions and fewer than three major behavior incidents recorded this academic school year, these programs are demonstrating measurable results in fostering a safe and supportive learning environment.

However, while progress has been made, chronic absenteeism remains above the school's desired threshold, and disparities persist among certain student groups. This suggests that continued refinement, such as expanding Tier 1 recognition criteria and sustaining individualized Tier 2 and Tier 3 supports, will be necessary to further reduce absenteeism and maintain gains. These findings will inform continued implementation and future planning.

Action 4: The actions and services implemented have been effective in making progress toward the goal. Fall-to-Winter 2025–26 NWEA MAP Reading growth data reports that four out of five grade levels with a significant number of English Learners achieved a Cognitive Growth Index (CGI) of –0.2 or higher, indicating meaningful interim progress toward end-of-year growth goals.

Action 5: This action has been effective in making progress toward the goal of providing high-quality, inclusive services for Students with Disabilities. Soleil Academy has strengthened its systems for early identification, data-driven decision-making, and collaborative problem-solving, resulting in timely, targeted supports aligned to IEPs. Increased teacher knowledge and improved collaboration between general and special education staff strengthened consistent implementation of accommodations, behavior supports, and inclusive practices across classrooms. Students with disabilities access instruction in the least restrictive environment more consistently, and staff capacity increased to meet diverse and intensive needs while sustaining high-quality instruction for all learners.

Soleil Academy also maintains ongoing collaboration with its SELPA to support compliance, service coordination, and family partnership. Through continued consultation, professional development, and coordinated service planning, the school has strengthened service fidelity and ensured families were connected to appropriate guidance and resources. Overall, implementation demonstrates strong progress toward equitable, inclusive, and comprehensive supports for Students with Disabilities.

Action 6: This action is effective in making progress toward the goal of ensuring all scholars have access to a broad and rigorous course of study that supports academic achievement and whole-child development. The consistent implementation of core curricula (CKLA and i-Ready), the successful rollout of the Amplify Science pilot, and the integration of daily SEL and enrichment programming increase student access to high-quality learning experiences aligned to the LCAP goal.

The combination of strong academic programs, inquiry-based science instruction, and structured enrichment opportunities support student engagement, curiosity, and whole-child growth. Taken together, these outcomes demonstrate that the action advanced the goal by strengthening alignment, increasing engagement across academic and enrichment areas, and ensuring a comprehensive instructional program for all students.

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

Soleil Academy develops an annual Local Control and Accountability Plan (LCAP) based on its comprehensive needs assessment, local and internal data, state data, and California School Dashboard findings, in addition to feedback from its educational partners. These reflective processes ensure that the school's goals, metrics, actions, and services remain responsive to student needs and aligned to current state requirements.

For the 2026–27 school year, no changes were made to the goal statement for Goal 1. The goal continues to reflect Soleil Academy's commitment to ensuring that all students have access to high-quality, standards-aligned instruction and support services that promote academic achievement and growth.

The following changes were made to metrics, actions, and services based on reflections on prior practice and alignment with state reporting requirements:

California Science Test Reporting Alignment: For the California Science Test (CAST) metric under Measuring and Reporting Results, the State Board of Education added the Science Academic Indicator to the 2025 California School Dashboard, which now includes a performance level and a color designation. To align the school's LCAP with the California School Dashboard reporting framework, the CAST metric will now be reported using Distance from Standard (DFS) science points, consistent with how the Dashboard reports science performance. In prior years, the CAST metric was reported using the percentage of students who met or exceeded standards. This change ensures that Soleil Academy's LCAP metrics reflect the most current state accountability framework and allows for more direct comparison with Dashboard performance levels.

Adoption of Second Step SEL Curriculum: Based on reflections on prior practice and feedback from educational partners, Soleil Academy will adopt and implement the Second Step Social-Emotional Learning (SEL) curriculum for the 2026–27 school year. Second Step is a research-based, CASEL-aligned program that provides explicit instruction in emotional regulation, empathy, problem-solving, and relationship-building. This adoption strengthens the school's commitment to whole-child development and provides a consistent, evidence-based framework for SEL instruction across all grade levels.

GLAD Training for English Learner Support: To further support English Learners, all teachers will participate in Guided Language Acquisition Design (GLAD) training during Summer Professional Development prior to the 2026–27 school year. GLAD is an instructional model that provides research-based strategies for making academic content accessible to English Learners through the use of visuals, cooperative learning, and explicit language instruction. This addition reflects the school's response to educational partner feedback requesting expanded professional development to support English Learners and strengthens the school's capacity to deliver effective designated and integrated English Language Development (ELD) instruction.

Outside of the changes noted above, no other modifications were made to the goal, metrics, target outcomes, or actions for Goal 1. The existing actions and services under Goal 1 were determined to be effective based on prior-year implementation data and educational partner feedback and will be continued for the 2026–27 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Measuring Student Progress: Assessments	At Soleil Academy, measuring student progress forms the foundation of our Multi-Tiered System of Support (MTSS) and our commitment to evidence-based instruction. For the 2026-27 school year, Soleil Academy will continue using a	$40,500	N

Action #	Title	Description	Total Funds	Contributing
		comprehensive suite of California State Board of Education-approved assessments to accurately capture student achievement and growth across all academic areas. **Universal Screeners: NWEA MAP and i-Ready Mathematics** All students will be assessed three times annually using NWEA Measures of Academic Progress (MAP) (LREBG funded: $5,900) for Reading, and Science, and i-Ready Mathematics (Title I funded: $8,833.22; LREBG funded $19,166.78). These research-based assessments serve as universal screeners that identify learning gaps, establish annual and trimester growth targets, and evaluate program effectiveness. The computer-adaptive design of NWEA MAP and i-Ready provides precise information about each student's instructional level, making these tools essential for guiding differentiated instruction across all grade levels. **Early Literacy Screening: mCLASS DIBELS (Grades TK-2)** To support early literacy goals in grades TK through 2, Soleil Academy will fully implement mCLASS DIBELS (Dynamic Indicators of Basic Early Literacy Skills) following its successful pilot during the 2025-26 school year. DIBELS will be administered three to six times per year as a universal early literacy screener to identify and monitor foundational reading skills, including phonemic awareness, decoding, and fluency. Data from DIBELS will guide targeted Tier 2 small-group phonics intervention and differentiated support for students demonstrating skill gaps in foundational literacy. This developmentally appropriate, diagnostically informative tool aligns with state expectations and the school's Science of Reading implementation. **Reading Progress Monitoring: Renaissance Star Reading (Grades 3-5)** For grades 3 through 5, Soleil Academy will continue using Renaissance Star Reading (LREBG funded: $6,600), a state-verified assessment administered multiple times throughout the year to monitor reading development and track progress toward grade-level proficiency. Renaissance Star Reading provides actionable data for classroom instruction, small-group intervention, and ongoing progress monitoring. **Classroom-Based and Formative Assessments** In addition to universal screeners, Soleil Academy will continue using unit assessments, classroom-based formative assessments, exit tickets, and small-group intervention progress monitoring data to triangulate student performance information. Together, these tools provide a comprehensive picture of student achievement, growth, and instructional effectiveness.		

Action #	Title	Description	Total Funds	Contributing
2	Addressing Academic Needs to Accelerate Learning	Soleil Academy will implement a strategic and intentional approach to addressing academic needs and accelerating learning during the 2026-27 school year. Grounded in research and guided by data, the school's academic program will use verified assessment tools, structured intervention blocks, evidence-based instructional strategies, and high-impact instructional materials to ensure every scholar receives targeted support to reach grade-level proficiency and beyond. **Data-Driven Assessment and Identification** Soleil Academy will begin by using California State Board of Education-approved assessments to establish baselines, monitor progress, and drive instructional decisions. Universal screeners will include NWEA MAP Reading, NWEA MAP Science, and i-Ready Mathematics, each administered three times per year. In grades TK through 2, the school will fully implement mCLASS DIBELS 8th Edition, replacing the previous STEP assessment to more effectively screen and monitor early literacy skills three to six times per year. In grades 3 through 5, the school will utilize Renaissance Star Reading as the primary reading progress monitoring tool, providing educators with real-time data to support ongoing literacy development. Assessment data will help identify students needing additional support and group them appropriately within the school's Multi-Tiered System of Support (MTSS) intervention model. **Tiered Intervention Staffing** Soleil Academy will employ a credentialed Intervention Teacher dedicated to working with Tier 2 and Tier 3 students performing below grade level in reading. This individualized support will ensure students receive targeted literacy instruction that addresses their specific needs and accelerates their path to grade-level proficiency. Instructional Aides will provide Tier 1 support through one-on-one and small-group intervention during the school day. The school will formalize the MTSS framework for both literacy and mathematics, with clearly defined entry and exit criteria for each tier, structured progress monitoring schedules (every 2 to 4 weeks for Tier 2 and weekly for Tier 3), and documented intervention protocols aligned to Institute of Education Sciences (IES) Practice Guide recommendations. **Structured Academic Intervention Blocks** Beyond instructional staffing, Soleil Academy will build intentional academic time into the daily schedule to support targeted learning: • **Math Intervention Block.** Each day will include a dedicated Math Intervention Block where educators will reteach essential math concepts	$894,543	Y

Action #	Title	Description	Total Funds	Contributing
		and address gaps in real time using data from i-Ready Diagnostic and NWEA MAP Math. • **Academic Center Blocks.** Small-group rotations will provide differentiated instruction aligned with student needs and assessment data. • **Guided Reading Blocks.** Literacy skill-building across decoding, fluency, and comprehension will be delivered in small groups, ensuring students receive text-aligned instruction at their independent reading levels. • **Drop Everything and Read (DEAR).** A daily, uninterrupted reading period in grades 3 through 5 will promote student choice, build independent reading habits, and reinforce strategies introduced during small-group instruction. DEAR will foster a love of reading schoolwide while supporting fluency, vocabulary development, and comprehension in an authentic context. **High-Quality Instructional Resources** To further support this instructional model, Soleil Academy will invest in high-quality, targeted instructional resources: • **Amplify Boost CKLA.** Computerized literacy support for grades K through 2, providing personalized, standards-aligned practice that strengthens foundational ELA skills. • **i-Ready MyPath.** A personalized online platform that adapts to each student's needs in both reading and math. Students will engage with MyPath for a minimum of 45 minutes per week, with teachers monitoring lesson pass rates, time on task, and skill mastery to inform classroom instruction. • **CKLA Knowledge Domain Texts and Decodable Readers.** Continued use of CKLA core materials and decodable readers to support both Tier 1 instruction and home reading. **Evidence-Based Literacy Instruction:** To strengthen ELA achievement and address the needs identified in the 2025 Dashboard data, Soleil Academy will implement an evidence-based literacy framework grounded in the Science of Reading. Six classroom teachers, one intervention teacher, and two administrators will continue participating in TNTP Science of Reading professional development to deepen teacher knowledge in phonemic awareness, decoding, fluency, vocabulary, orthographic mapping, and comprehension. Teachers in TK through grade 2 will implement daily explicit phonics and decoding routines, including		

Action #	Title	Description	Total Funds	Contributing
		phoneme-grapheme mapping, blending and segmenting practice, and decodable text reading. The ELA scope and sequence will be fully aligned with grade-level standards and Core Knowledge Language Arts (CKLA) pacing, supported by lesson internalization protocols, instructional coaching cycles, collaborative planning, and peer observations to ensure implementation fidelity. Teachers will adopt a systematic approach to academic vocabulary instruction using Beck, McKeown, and Kucan's three-tier framework, focusing on Tier 2 high-utility words embedded in CKLA Knowledge Domain texts. Close reading protocols with text-dependent questions will deepen comprehension of complex grade-level texts, and in grades 3 through 5 teachers will implement reciprocal teaching routines (predicting, questioning, clarifying, and summarizing) to build active comprehension strategies. To accelerate English Learner achievement, Soleil Academy will strengthen both designated and integrated English Language Development aligned to the California ELA/ELD Framework. Teachers will implement structured academic conversation protocols, accountable talk stems, and constructive conversation skills to increase student oral language production. Consistent implementation of GLAD strategies, including pictorial input charts, cognitive content dictionaries, sentence frames, and visual supports, will improve access and comprehension for English Learners across literacy instruction. **Evidence-Based Mathematics Instruction:** To sustain the strong math growth demonstrated on the 2025 Dashboard and close remaining grade-level inconsistencies, Soleil Academy will align the math scope and sequence with the California Common Core State Standards for Mathematics and the eight Standards for Mathematical Practice. Teachers will use the Concrete-Representational-Abstract (CRA) instructional sequence to build conceptual understanding before procedural fluency, particularly for foundational skills in number sense, operations, and fractions. Instruction will combine explicit and systematic teaching (clear modeling, guided practice with feedback, and independent practice) with daily number talks (10-15 minutes) to build number sense, mental math fluency, and mathematical reasoning. To deepen conceptual understanding and reasoning, teachers will implement structured mathematical discourse using talk moves such as revoicing, restating, agreeing and disagreeing, and adding on, and will incorporate weekly problem-solving routines including 3 Reads, Notice and Wonder, and Open Middle		

Action #	Title	Description	Total Funds	Contributing
		problems. Teachers will consistently use visual representations (number lines, area models, bar models, and tape diagrams) to support student understanding of operations, fractions, and word problems, and will build computational fluency through strategy-based instruction rather than rote memorization. To support English Learners' access to mathematical content and discourse, teachers will apply GLAD strategies, sentence frames, and English/Spanish cognates throughout math instruction.		
3	Addressing Social-emotional & Behavioral student needs	Soleil Academy will implement a comprehensive, schoolwide approach to nurturing scholars' social-emotional well-being, behavioral development, and consistent attendance during the 2026-27 school year. At the heart of this commitment is a robust Multi-Tiered System of Support (MTSS) designed to ensure every student receives the level of support they need to thrive academically, socially, and emotionally. **Leadership Roles and Staffing** Soleil Academy will continue leveraging key leadership roles to carry out this vision. The Dean of Academics and Culture will lead schoolwide community meetings, model and train staff on effective de-escalation techniques, and provide ongoing professional development around managing classroom behaviors. The school counselor will provide individualized support through one-on-one counseling for students exhibiting internalizing behaviors such as withdrawal, anxiety, depression, and peer rejection, and will facilitate restorative circles to foster inclusion and belonging. As a vital member of the Student Support Team, the counselor will offer input for students receiving Tier 2 and Tier 3 interventions. The Operations Specialist will collaborate with attendance and student support teams to provide data-informed, tiered interventions that increase engagement and reduce absenteeism. **Behavior Interventionist** For the 2026–27 school year, Soleil Academy will add additional Behavior Interventionists (LREBG funded $43,182.73; LCFF S&C funded: $281,346.92) to strengthen the school's capacity to support students with intensive behavioral needs within the MTSS framework. This position reflects the school's continued investment in building a comprehensive, in-house support system that proactively addresses student behavior and promotes access to instruction in the least restrictive environment. The Behavior Interventionist will serve as a critical member of the Student Support Team, working directly with students who require Tier 2 and Tier 3	$1,010,023	Y

Action #	Title	Description	Total Funds	Contributing
		behavioral interventions. Core responsibilities will include conducting Functional Behavior Assessments (FBAs) to identify the antecedents, functions, and patterns of challenging behaviors, and developing individualized Behavior Intervention Plans (BIPs) that outline targeted strategies, replacement behaviors, reinforcement systems, and data collection protocols. The Behavior Interventionist will monitor BIP implementation across settings, collect and analyze behavioral data, and adjust intervention strategies based on student progress. In addition to direct student support, the Behavior Interventionist will collaborate closely with general education teachers, Education Specialists, the school counselor, and the Dean of Culture to ensure consistency in behavioral expectations and intervention delivery across classrooms. This will include coaching teachers on proactive behavior management strategies, modeling de-escalation techniques, and supporting the implementation of accommodations and behavioral supports outlined in students' Individualized Education Programs (IEPs) and 504 plans. The Behavior Interventionist will also participate in Student Success Team (SST) meetings and IEP team meetings to provide behavioral data, recommend support strategies, and inform decisions regarding student placement and services. By adding this position, Soleil Academy aims to reduce the frequency and intensity of behavioral incidents, increase instructional time for all students, and ensure that students with complex behavioral needs receive timely, evidence-based support that promotes social-emotional growth and academic engagement. **Social-Emotional Learning Curriculum and Daily Practices** Soleil Academy will adopt and implement the Second Step Social-Emotional Learning Curriculum in 2026-27 to provide explicit, evidence-based instruction in social-emotional competencies including emotional regulation, empathy, problem-solving, and relationship-building. Second Step is grounded in the CASEL framework and is widely recognized as a high-quality, research-based SEL program for elementary students. All teachers will implement Second Step with fidelity across grade levels, supported by professional development, instructional coaching, and dedicated planning time. In addition to Second Step, scholars will participate in daily classroom-based morning meetings rooted in the school's BRIGHT Core Values: Bravery, Respect, Integrity, Generosity, Hard Work, and Tenacity. These daily routines serve as the foundation for developing a strong sense of self and community. Soleil Academy will also continue its Friday SEL blocks, ensuring every student receives consistent and structured SEL instruction across all classrooms.		

Action #	Title	Description	Total Funds	Contributing
		Positive Behavior Recognition: BEE a Star Program To further elevate student culture and promote positive behavior, Soleil Academy will expand the BEE a Star program in 2026-27 following its successful pilot in 2025-26. This initiative is grounded in the belief that school culture must be built collaboratively. BEE a Star recognizes and celebrates students who consistently demonstrate BRIGHT values while fostering accountability and goal setting. The program is intentionally inclusive, consisting of a diverse coalition of staff, teachers, administrators, and students who work together to design activities, recognize exemplary behaviors, and support one another in creating a joyful, safe, and affirming school environment. By including students as active participants in shaping school culture, BEE a Star strengthens agency, pride, and community-wide ownership of Soleil Academy's values. **Chronic Absenteeism: Multi-Year Dashboard Performance** Chronic absenteeism remains a focus area for Soleil Academy, with three years of California School Dashboard data demonstrating significant and sustained progress alongside continued targeted need for Students with Disabilities. From 2023 to 2025, Soleil Academy reduced chronic absenteeism for All Students by 16.4%, moving from a Red performance level at 33.5% on the 2023 Dashboard, to Yellow at 24.6% on the 2024 Dashboard, to Yellow at 17.1% on the 2025 Dashboard. Comparable downward trends are evident across English Learners (from 38.9% in 2023 to 16.1% in 2025, a 22.8% reduction), Socioeconomically Disadvantaged students (from 38% in 2023 to 18.5% in 2025, a 19.5% reduction), and Hispanic students (from 33.6% in 2023 to 15.1% in 2025, an 18.5% reduction). This three-year trajectory reflects the effectiveness of Soleil Academy's tiered attendance interventions, family engagement efforts, and attendance recovery programming. Despite this strong progress, Students with Disabilities received a Red performance level on the 2025 Dashboard at 31.5%, identifying SWD as the school's highest-priority student group for chronic absenteeism intervention in 2026-27. The year-by-year detail is as follows: • On the 2023 California School Dashboard, Soleil Academy received a Red performance level for chronic absenteeism for All Students at 33.5%, English Learners at 38.9%, Socioeconomically Disadvantaged students at 38%, and Hispanic students at 33.6%. • On the 2024 California School Dashboard, chronic absenteeism rates declined meaningfully across all reported student groups. All Students improved to 24.6% (Yellow), English Learners to 27.2% (Orange),		

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged students to 26.9% (Yellow), Students with Disabilities to 29.3% (Orange), and Hispanic students to 23.7% (Yellow). • On the 2025 California School Dashboard, chronic absenteeism continued to decline for All Students at 17.1% (Yellow), English Learners at 16.1% (Yellow), Socioeconomically Disadvantaged students at 18.5% (Yellow), and Hispanic students at 15.1% (Yellow). However, Students with Disabilities received a Red performance level at 31.5%, underscoring the need for sustained targeted support. Current 2025-26 school-year data shows overall chronic absenteeism at 10% and a Students with Disabilities rate of 19.6% (10 out of 51 SWD), reflecting continued positive momentum. **Chronic Absenteeism: Tiered Intervention System** Building on a 7% reduction during 2024-25 and a current 2025-26 rate of 10%, Soleil Academy will implement a comprehensive attendance improvement plan aligned to the national Attendance Works tiered framework, with the goal of reducing chronic absenteeism to 6% by the end of 2026-27. Tier 1 universal prevention will include schoolwide attendance campaigns, daily attendance recognition, monthly attendance celebrations, positive classroom climate, and clear communication of attendance expectations to all families during enrollment and at back-to-school events. Tier 2 early intervention will provide targeted outreach for students with 3 or more absences within a 30-day window, including parent phone calls from the Parent Liaison, Director of Operations, and Counselor, attendance check-ins, mentoring, and individualized attendance plans. Students receiving Tier 2 support will be monitored bi-weekly through attendance team meetings. Tier 3 intensive support will provide wraparound services for students with chronic absence patterns, including Student Attendance Review Team (SART) meetings, home visits, partnerships with community-based organizations, and connection to health and social services. Families of students with ongoing attendance challenges will be matched with mentors from the leadership team to foster trust-based relationships and support customized intervention plans. Students with persistent chronic absence may be referred to the School Attendance Review Board (SARB) process as required by California Education Code. **Family Attendance Partnership Initiative** Soleil Academy will launch a Family Attendance Partnership Initiative incorporating attendance contracts, early outreach, and incentives tied to literacy		

Action #	Title	Description	Total Funds	Contributing
		milestones. Families of students identified as at risk for chronic absenteeism will engage in attendance conferences to develop individualized attendance plans, identify barriers, and connect with school and community resources. The initiative will emphasize the academic impact of consistent attendance, particularly the connection between regular attendance and literacy growth in the early grades. **Attendance Recovery Program** Soleil Academy will continue offering attendance recovery opportunities during non-instructional days to support students in making up missed instructional time and re-engaging with school. After 6 unexcused absences, students and families will be offered attendance recovery sessions structured to provide academic instruction aligned to grade-level standards. Attendance recovery will count toward instructional minutes consistent with California Department of Education guidance. **Targeted Supports for Students with Disabilities and African American Students** Given that Students with Disabilities received a Red performance level on the 2025 Dashboard at 31.5%, and that current school-year data shows a Students with Disabilities chronic absenteeism rate of 19.6% (10 out of 51 SWD), this student group represents Soleil Academy's highest-priority subgroup for attendance intervention in 2026-27. The school will implement targeted supports including IEP team review of attendance patterns for any Student with a Disability identified as chronically absent, with consideration of related services, health supports, or accommodations that may improve attendance. The school will collaborate with the Special Education Local Plan Area (SELPA) and special education staff to identify health, behavioral, or programmatic barriers impacting attendance, and will connect SWD students and families to school-based mental health and counseling supports through the Community Schools framework. Partnerships with Hazel Health for telehealth services will support reduction of absences related to minor illness and medical appointments, and family liaison support will help coordinate transportation, medical appointment scheduling, and home-school communication for SWD families. **Targeted Supports for African American Students** Although the African American student group is below the threshold of 30 students required for numerically significant Dashboard reporting, internal data indicates that these students experience chronic absenteeism at a rate of 20%, second only to Students with Disabilities. To address this disparity, the school will provide individualized attendance check-ins, mentoring, culturally		

Action #	Title	Description	Total Funds	Contributing
		responsive engagement strategies, and connection to community-based supports. Attendance team meetings will include disaggregated review of African American student attendance trends to ensure timely intervention and family communication. **Health and Wellness Partnerships** To address health-related attendance barriers identified in the root cause analysis (ongoing medical issues and lack of health insurance), Soleil Academy will continue strengthening partnerships through the Community Schools framework. The school will continue partnerships with Hazel Health for school-based telehealth services to provide timely access to medical care and reduce illness-related absences, L.A. Care Center to support family connection to health insurance enrollment and primary care providers, and the on-site Health Clerk to provide first-line health support and family communication regarding student health needs. **Family Engagement and Communication** Soleil Academy will strengthen family engagement around attendance and SEL through monthly bilingual attendance communication in English and Spanish, Parent University Workshops focused on attendance, social-emotional development, and the relationship between attendance and academic achievement, family attendance celebrations recognizing students and families with strong or improved attendance, and targeted outreach to families of Transitional Kindergarten and 1st grade students to establish strong attendance habits in the earliest grades. **Data Monitoring and Continuous Improvement** The school will hold weekly attendance team meetings to review chronic absenteeism data, identify students requiring intervention, monitor the effectiveness of supports, and adjust strategies based on data trends. Attendance data will be disaggregated by student group, grade level, and absence reason to ensure equitable identification and support. Quarterly attendance and SEL reports will be shared with the Board of Directors and educational partners to maintain transparency and accountability. **Summary** Soleil Academy has committed significant resources to this action area to ensure scholars' social-emotional, behavioral, and attendance needs are not only met but actively supported. The combination of evidence-based SEL curriculum, restorative practices, positive behavior recognition, tiered attendance		

Action #	Title	Description	Total Funds	Contributing
		interventions, family engagement, and health partnerships reflects Soleil Academy's belief that the foundation for academic excellence is built on strong relationships, inclusive practices, and a campus culture where scholars feel safe, supported, and inspired to thrive every day.		
4	Strengthening EL Program & Services	Soleil Academy will continue strengthening its English Learner Program in 2026-27 by providing a comprehensive model that combines high-quality instruction, data-driven interventions, evidence-based language development strategies, and strong partnerships with families and staff. With English Learners comprising 26% of the student population, Soleil Academy remains focused on ensuring every English Learner receives the resources, instruction, and language supports needed to thrive in an inclusive, equitable learning environment and to achieve both English proficiency and grade-level academic success. **Intervention Staffing and Data-Driven Support** A core component of this effort is the strategic use of a full-time credentialed Intervention Teacher (costs identified in Goal 1, Action 2) who works closely with English Learners across grade levels. This educator will provide targeted small-group instruction and individualized support based on ELPAC performance, NWEA MAP Reading data, mCLASS DIBELS results, and classroom-based assessment data. The Intervention Teacher will collaborate with classroom teachers to align Tier 2 and Tier 3 supports with the school's Multi-Tiered System of Support (MTSS) framework, ensuring English Learners receive coordinated literacy and language development services. **Core Curriculum: CKLA and i-Ready Mathematics** Soleil Academy will continue leveraging two high-impact curricula that align well with the needs of English Learners. Core Knowledge Language Arts (CKLA) is especially valuable for its structured approach to building background knowledge, oral language, and vocabulary, which are key elements that support language acquisition. The program's emphasis on listening comprehension and text-based discussions allows English Learners to engage meaningfully with content while developing critical academic language skills. Teachers will adapt CKLA using SDAIE (Specially Designed Academic Instruction in English) and GLAD techniques to ensure English Learners can access complex texts and participate confidently in classroom conversations. In mathematics, i-Ready Mathematics will provide a personalized, adaptive pathway that allows English Learners to build foundational math skills while also supporting language development through visual supports, scaffolded question	$20,000	N

Action #	Title	Description	Total Funds	Contributing
		formats, and interactive problem-solving tasks. The program's diagnostic and instructional tools will help teachers monitor progress and intervene effectively, making it a strong complement to designated ELD time and a valuable resource for integrated language instruction in math. **Designated and Integrated English Language Development** Soleil Academy will deliver Designated ELD daily during the universal access block, where English Learners will receive explicit language instruction for at least 25 minutes, four days per week, aligned to the California ELA/ELD Framework. These sessions will be led by trained teachers and supported by instructional aides to ensure small-group attention and personalized language development based on each student's ELPAC proficiency level. Designated ELD will focus on the linguistic features English Learners need to access grade-level content, including academic vocabulary, sentence-level grammar, discourse-level language, and oral language production. Integrated ELD will be embedded across all content areas, including ELA, mathematics, science, and social studies, ensuring English Learners receive consistent language development support throughout the instructional day. Teachers will use evidence-based strategies including academic conversation protocols, sentence frames, accountable talk stems, visual supports, and bilingual cognates (English/Spanish) to scaffold content access and promote student discourse. **GLAD Strategies and Summer Professional Development** To strengthen consistent implementation of evidence-based language development practices across all classrooms, all teachers will receive Guided Language Acquisition Design (GLAD) training (Title III funded: $11,685; LCFF funded $8,315) as part of Summer Professional Development in August 2026. GLAD is a research-based instructional model that integrates strategies for vocabulary development, comprehension, oral language production, and academic content access for English Learners. Training will cover core GLAD strategies including pictorial input charts, cognitive content dictionaries, observation charts, process grids, sentence patterning charts, narrative input, chants, and 10/2 lecture protocols. Following the summer training, teachers will receive ongoing implementation support through instructional coaching cycles, peer observations, and collaborative planning to ensure consistent and high-fidelity application of GLAD strategies across grade levels and content areas. Classroom walkthroughs will use		

Action #	Title	Description	Total Funds	Contributing
		a GLAD implementation “lookfor” tool to monitor consistency and identify additional coaching needs throughout the school year. **Structured Student Discourse and Oral Language Development** To strengthen oral language development, a critical lever for English Learner literacy growth, teachers will implement structured academic conversation protocols including Think-Pair-Share, accountable talk stems, constructive conversation skills, and discourse routines drawn from the Stanford Understanding Language initiative. These protocols will increase student-to-student talk time, support development of academic English, and provide English Learners with frequent opportunities to practice using academic vocabulary and reasoning in authentic contexts. Teachers will also implement structured interactive read-alouds in TK through grade 2 to build oral language, background knowledge, and vocabulary through engaging text-based discussions. **Vocabulary Instruction and Comprehension Strategies** Teachers will adopt a systematic approach to academic vocabulary instruction using Beck, McKeown, and Kucan's three-tier framework, with intentional focus on Tier 2 high-utility academic words embedded in CKLA Knowledge Domain texts. This approach has a strong evidence base for accelerating vocabulary growth among English Learners. Teachers will also implement close reading protocols with text-dependent questions to deepen comprehension of complex grade-level texts, and in grades 3 through 5, reciprocal teaching routines (predicting, questioning, clarifying, and summarizing) to build active comprehension strategies. **Science of Reading for English Learners** Six classroom teachers, one intervention teacher, and two administrators will continue participating in TNTP Science of Reading professional development to deepen teacher knowledge in phonemic awareness, decoding, fluency, vocabulary, orthographic mapping, and comprehension. Structured literacy practices, including explicit phonics instruction, phoneme-grapheme mapping, and decodable text reading in TK through grade 2, will support English Learners' foundational reading development. These evidence-based practices are particularly important for English Learners who require explicit, systematic literacy instruction paired with strong oral language development. **Mathematics Language Supports for English Learners** To strengthen English Learner access to grade-level mathematics, teachers will apply GLAD strategies, and language supports throughout math instruction,		

Action #	Title	Description	Total Funds	Contributing
		including math word walls, sentence frames, bilingual cognates, and structured academic conversation protocols. Teachers will use the Concrete-Representational-Abstract (CRA) instructional sequence to build conceptual understanding before procedural fluency and will implement structured mathematical discourse using talk moves to support English Learners' reasoning and explanation of mathematical thinking. **ELPAC Monitoring and Reclassification** Soleil Academy will administer the ELPAC annually to all English Learners and use results, alongside local literacy and content area assessment data, to monitor language development progress, identify students approaching reclassification, and adjust instructional supports. The school will conduct quarterly reclassification reviews using the four California reclassification criteria (ELPAC performance, teacher evaluation, parent consultation, and basic skills comparison) to ensure timely reclassification of English Learners who have achieved English proficiency. Newcomer English Learners will receive targeted support plans aligned to their specific language development needs. **Family Partnership and Engagement** Family partnership will remain a cornerstone of Soleil Academy's English Learner program. The school will continue hosting English Learner Advisory Committee (ELAC) meetings, providing bilingual communication for all school events, and offering Parent University Workshops that guide families in supporting language and literacy development at home. Bilingual take-home decodable readers, family literacy resources, and math activities will be provided to support home learning, particularly for English Learner families. Parent-teacher conferences will include bilingual translation, and progress reports will be provided in both English and Spanish to ensure all families can fully engage in their child's education.		
5	Services to Support SWD	Soleil Academy is dedicated to providing high-quality, inclusive education for all scholars, including those with disabilities. In the 2026-27 school year, Soleil Academy will continue enhancing services for Students with Disabilities (SWD) through a strategic focus on early identification, individualized support, staff training, collaborative problem-solving, and targeted attendance intervention. Recognizing that scholars have diverse learning, behavioral, and attendance needs, Soleil Academy ensures all services are aligned with Individualized Education Plans (IEPs), delivered with fidelity, and grounded in the belief that every scholar can succeed.	$762,437	N

Action #	Title	Description	Total Funds	Contributing
		Dashboard Performance and Areas of Focus On the 2025 California School Dashboard, Students with Disabilities received a Red performance level for the Chronic Absenteeism indicator at 31.5%, identifying SWD as Soleil Academy's highest-priority student group for attendance intervention in 2026-27. While chronic absenteeism rates have declined meaningfully for all other reported student groups (All Students at 17.1% Yellow, English Learners at 16.1% Yellow, Socioeconomically Disadvantaged students at 18.5% Yellow, and Hispanic students at 15.1% Yellow), the Red performance level for SWD requires intensive, coordinated, and targeted intervention. Current 2025-26 school-year data shows a Students with Disabilities chronic absenteeism rate of 19.6% (10 out of 51 SWD), with chronic absenteeism distributed across all grade levels rather than concentrated in specific grades, reflecting positive momentum that must be sustained and accelerated through the supports outlined below. **In-House Special Education Department** To support this vision, Soleil Academy will continue building and strengthening its in-house Special Education Department, moving toward a sustainable, comprehensive model that reduces reliance on external providers. The team includes Education Specialists, Related Service Providers (Speech, Occupational Therapy, Counseling), and Special Education Support Staff all of whom work closely with General Education teachers to co-plan, co-teach, and deliver targeted instruction. Instruction is designed to meet both academic and functional goals, ensuring alignment with each scholar's IEP while maintaining access to core curriculum and the least restrictive environment. **Early Identification and Universal Screening** A critical part of Soleil Academy's success in supporting SWD is the consistent use of universal screeners and data-driven decision-making to identify scholars who may need additional support or evaluation. Tools including NWEA MAP Reading, NWEA MAP Science, i-Ready Mathematics, mCLASS DIBELS, and Renaissance Star Reading, combined with teacher input and behavioral observations, allow the Student Support Team to intervene early and provide pre-referral interventions through the Student Success Team (SST) process. This proactive approach ensures scholars are not missed and that families are brought into the support process from the start. The school will use mCLASS DIBELS administered three to six times per year to universally screen TK through grade 2 scholars for foundational literacy skill gaps, with data informing both Tier 2 intervention and potential special education evaluation referrals.		

Action #	Title	Description	Total Funds	Contributing
		Inclusion and Least Restrictive Environment Soleil Academy's instructional model emphasizes inclusion, with Students with Disabilities receiving services in the least restrictive environment (LRE) to the maximum extent appropriate. General Education teachers will receive ongoing professional development on differentiation, accommodations versus modifications, Universal Design for Learning (UDL), and behavior support strategies. The Special Education team will lead IEP fidelity checks and collaborate during planning sessions to ensure accommodations are consistently implemented across all classrooms. Co-teaching and push-in service models will be prioritized where appropriate to maintain scholars' access to grade-level content alongside their peers. **Evidence-Based Instructional Strategies for SWD** To strengthen academic outcomes for Students with Disabilities, Soleil Academy will implement evidence-based instructional strategies aligned to the Institute of Education Sciences (IES) Practice Guides. For literacy instruction, this includes explicit, systematic structured literacy practices grounded in the Science of Reading, including phonemic awareness, phoneme-grapheme mapping, decoding, fluency, and orthographic mapping. SWD scholars in grades TK through 2 will receive intensive Tier 2 and Tier 3 small-group phonics intervention based on mCLASS DIBELS data, delivered by the credentialed Intervention Teacher and trained paraprofessionals. For mathematics, teachers will use the Concrete-Representational-Abstract (CRA) instructional sequence to build conceptual understanding before procedural fluency, particularly for foundational skills in number sense, operations, and fractions. Explicit and systematic instruction with clear teacher modeling, guided practice with feedback, and independent practice will support SWD scholars in accessing grade-level mathematical content. Visual representations including number lines, area models, bar models, and tape diagrams will support scholar understanding of operations and word problems. These approaches are identified by the IES Practice Guide on Assisting Students Struggling with Mathematics (2021) as strong evidence-based practices for scholars with math difficulties. **Targeted Supports for Dually Identified EL/SWD Scholars** Soleil Academy will provide coordinated supports for dually identified scholars who are both English Learners and Students with Disabilities, recognizing that these scholars require integrated literacy, language, and disability-specific		

Action #	Title	Description	Total Funds	Contributing
		services. The Special Education team and Intervention Teacher will collaborate to ensure that: • IEP goals integrate both English language development and disability-related needs, with appropriate ELPAC accommodations consistent with state guidance, • Designated and Integrated English Language Development (ELD) services are aligned with IEP service minutes and delivery models, • GLAD strategies, sentence frames, visual supports, and bilingual cognates are consistently applied during both special education and general education instruction to support language access, • Reclassification reviews for dually identified scholars include consultation with both the IEP team and the school's English Learner team to ensure language proficiency decisions appropriately account for disability-related considerations, and • Family communication is provided in the family's primary language during IEP meetings, SST meetings, and progress reporting. **Behavior and Social-Emotional Supports** Soleil Academy will continue investing in specialized staffing supports, including Behavior Intervention Implementer (BII) specialists and Special Education paraprofessionals, who play a crucial role in helping scholars meet behavior and social-emotional goals. These staff members work side-by-side with scholars throughout the day, providing targeted reinforcement, modeling replacement behaviors, and helping to ensure safety and focus on the learning environment. Special Education staff will collaborate closely with the Dean of Academics and Culture and school counselor to coordinate behavior intervention plans, restorative practices, and social-emotional supports through the Second Step SEL Curriculum being adopted in 2026-27. SWD scholars will have access to school-based mental health and counseling services through the Community Schools framework. **Targeted Attendance Supports for SWD** Given the Red performance level on the 2025 Dashboard for SWD chronic absenteeism, Soleil Academy will implement intensive, coordinated attendance interventions for Students with Disabilities in 2026-27: • **IEP Team Attendance Review.** The IEP team will review attendance patterns for any Student with a Disability identified as chronically absent,		

Action #	Title	Description	Total Funds	Contributing
		with consideration of related services, health supports, behavior intervention plans, or accommodations that may improve attendance. • **SELPA Collaboration.** The school will collaborate with the Los Angeles County Office of Education SELPA and special education staff to identify health, behavioral, or programmatic barriers impacting attendance and to access SELPA resources and consultation. • **Wraparound Mental Health and Counseling Support.** SWD scholars and families will be connected to school-based mental health and counseling supports through the Community Schools framework. • **Health and Telehealth Partnerships.** Continued partnership with Hazel Health for telehealth services will support reduction of absences related to minor illness and medical appointments, addressing a key root cause of SWD chronic absenteeism. • **Family Liaison Support.** Family liaison support will coordinate transportation, medical appointment scheduling, and home-school communication for SWD families, addressing logistical barriers that disproportionately impact SWD attendance. • **Disaggregated Attendance Monitoring.** Weekly attendance team meetings will include disaggregated review of SWD attendance trends to ensure timely Tier 2 and Tier 3 intervention, with bi-weekly progress monitoring for SWD scholars receiving attendance interventions. • **Tiered Attendance Intervention.** SWD scholars identified as chronically absent will be assigned to the Attendance Works Tier 2 or Tier 3 intervention level, with individualized attendance plans developed through coordinated meetings of the IEP team, attendance team, and family. **SELPA Partnership** To strengthen coordination and compliance, Soleil Academy will maintain strong partnerships with its SELPA (Los Angeles County Office of Education), leveraging expert consultation, legal guidance, and compliance monitoring. Staff will participate in SELPA-provided professional development and collaborate on best practices in IEP writing, service delivery, and family engagement. The Special Education team will also engage with SELPA on strategies for improving SWD attendance and reducing chronic absenteeism. **Family Partnership**		

Action #	Title	Description	Total Funds	Contributing
		Family partnership remains a pillar of Soleil Academy's SWD program. Parents are treated as key members of the IEP team, and the school ensures ongoing communication, bilingual translation services, and flexible meeting options to support family participation. During Parent Conference Week and IEP review cycles, the school provides dedicated time for Special Education staff to meet with families, review progress, and develop attendance and behavior support plans. Special Education families will also be invited to Parent University Workshops on attendance, social-emotional development, and supporting learning at home. Family communication regarding attendance, IEP progress, and intervention supports will be provided in English and Spanish to ensure equitable access.		
6	Broad Course of Study	Soleil Academy remains committed to providing all scholars with access to a broad and rigorous course of study that supports academic achievement and whole-child development. In the 2026-27 school year, the school will continue to offer a well-rounded instructional program that includes English Language Arts (ELA), Mathematics, Science, Social Studies, Visual Arts, Music, Physical Education, and Social-Emotional Learning (SEL). **Core Academic Instruction** Core instruction is anchored in Core Knowledge Language Arts (CKLA) for ELA and i-Ready Mathematics, both of which support personalized learning, academic language development, and grade-level standards mastery. CKLA provides scholars with a structured, knowledge-rich curriculum emphasizing vocabulary, background knowledge, and listening comprehension, while i-Ready Mathematics delivers adaptive instruction aligned to the California Common Core State Standards for Mathematics. ELA instruction is supported by Amplify Boost CKLA computerized literacy practice in grades K through 2, and i-Ready MyPath personalized learning across all grade levels. These core programs are aligned to grade-level standards and supported by ongoing instructional coaching, lesson internalization protocols, and weekly Professional Learning Communities (PLCs). **Social-Emotional Learning** SEL is embedded daily through classroom-based morning meetings rooted in Soleil Academy's BRIGHT Core Values: Bravery, Respect, Integrity, Generosity, Hard Work, and Tenacity. SEL is deepened through dedicated Friday SEL blocks and the adoption and implementation of the Second Step Social-Emotional Learning Curriculum in 2026-27, providing explicit instruction in emotional regulation, empathy, problem-solving, and relationship-building. Together, these	$160,818	N

Action #	Title	Description	Total Funds	Contributing
		practices promote scholar well-being, strong character, and a positive school culture aligned with Soleil Academy's mission. **Science Program and Expansion** Following a successful 2025-26 pilot, Soleil Academy will fully implement the Amplify Science curriculum across grades K through 5 in 2026-27. This Next Generation Science Standards (NGSS)-aligned, inquiry-based program encourages scholars to think and act like scientists through hands-on investigations, real-world problem-solving, and three-dimensional learning that integrates Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. To strengthen science instruction across grade levels and address the 2025 Dashboard Science Indicator performance, Soleil Academy will implement a dedicated science lab block for scholars in Kindergarten through 4th grade, led by an enrichment teacher. Grade 5 will continue to receive a dedicated science lab block aligned to Amplify Science instruction. Teachers will use the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate) to structure inquiry-based lessons, and scholars will engage in hands-on investigations, science notebooking, and structured scientific discourse. GLAD strategies, sentence frames, and visual supports will be embedded throughout science instruction to ensure equitable access for English Learners. **Visual Arts, Music, and Physical Education** Scholars will receive instruction in Visual Arts, Music, and Physical Education as part of the well-rounded course of study. These programs support creative expression, physical health, and the development of fine motor and gross motor skills, contributing to whole-child development and providing scholars with opportunities to explore their interests and talents beyond core academic content. **Social Studies** Social Studies instruction is integrated through CKLA Knowledge Domain texts and supplemented with grade-level units aligned to the California History-Social Science Framework. Scholars build background knowledge about geography, history, civics, and economics through carefully sequenced texts, discussions, and writing activities that reinforce both content knowledge and literacy development. **Expanded Learning Opportunities**		

Action #	Title	Description	Total Funds	Contributing
		Enrichment opportunities are provided through Expanded Learning Opportunities Program (ELOP) offerings before and after school and during breaks, which blend academics with dance, robotics, music, visual arts, wellness, and project-based learning. The school's continued partnership with After-School All-Stars provides scholars with access to cooking classes, STEM activities, soccer, and folkloric dance classes. These programs provide additional outlets for creativity, collaboration, and exploration beyond the traditional classroom setting, while also supporting working families and providing safe, enriching environments for scholars outside of core instructional hours.		

Goal

Goal #	Description	Type of Goal
2	Strengthen teacher and staff expertise and build capacity through professional learning opportunities on the academic standards, evidence-based pedagogical strategies, data-driven decision-making that supports continuous improvement, and in alignment with the BRIGHT Core Values that embraces a positive staff and schoolwide culture.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

Instructional Quality as a Lever for Student Achievement: Soleil Academy developed this goal based on a foundational understanding that the quality of instruction is the single most significant school-based factor influencing student achievement. The school's comprehensive needs assessment, root cause analyses across ELA, Mathematics, and Science, and ongoing review of local and state data consistently identified variability in instructional delivery, curriculum implementation fidelity, and teacher content knowledge as primary drivers of inconsistent student outcomes. Strengthening teacher and staff expertise through sustained, equity-centered professional development is therefore essential to accelerating academic growth and closing achievement gaps for all students, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Root Cause Findings Driving the Goal: The school's root cause analyses across content areas revealed several interconnected challenges that directly informed the development of this goal. In English Language Arts, the needs assessment identified variability in instructional pacing, teacher content knowledge, and implementation of the CKLA curriculum as factors creating uneven rigor and instructional quality across classrooms. The analysis further noted a lack of consistent, school-wide professional development in the Science of Reading, resulting in inconsistent Tier 1 literacy instruction and limited acceleration of early literacy growth. In Mathematics, while overall growth has been strong, the root cause analysis identified differences in pacing, instructional strategies, and use of data-driven interventions across classrooms that have created uneven learning experiences. In Science, the needs assessment identified a need to strengthen foundational science knowledge and instructional capacity among teachers, particularly in facilitating inquiry-based instruction and implementing language supports for English Learners. Across all content areas, the school identified a need to strengthen consistent implementation of Guided Language Acquisition Design (GLAD) strategies to better support English Learners' comprehension and language acquisition.

Resource Equity Analysis: Soleil Academy's resource equity analysis, conducted using the Alliance for Resource Equity's Ten Dimensions of Resource Equity diagnostic tool, identified teaching quality and instructional consistency as primary resource inequities impacting student achievement across content areas. The analysis found that inconsistent implementation of core curricula, including CKLA in ELA and standards-aligned practices in Mathematics, limited equitable access to rigorous instruction for all scholars. These inconsistencies disproportionately affected English Learners, Latino students, and Socioeconomically Disadvantaged students, who continue to demonstrate lower growth outcomes compared to school-wide expectations. The analysis further identified the need to strengthen teacher expertise in evidence-based literacy instruction aligned to the Science of Reading, differentiation strategies, and data-driven intervention practices to ensure equitable learning opportunities for all students.

Teacher Credentialing and Staffing Stability: Metric data further supported the development of this goal. The percentage of fully credentialed and appropriately assigned teachers has historically been an area of concern for Soleil Academy, declining from 70% in 2021–22 to 53.8% in 2023–24. While the

school has made significant progress in addressing credentialing gaps, reaching 93.3% in 2024–25, the data underscores the ongoing importance of supporting teacher development through induction, professional learning, and sustained coaching to build a stable, highly skilled instructional workforce. The school's investment in reimbursing teacher induction expenses, providing job-embedded coaching cycles, and supporting leadership development reflects a strategic commitment to retaining and growing educators who can deliver high-quality, standards-aligned instruction.

Standards Implementation and Continuous Improvement: The school's Priority 2 Self-Reflection Tool ratings demonstrate steady progress in the implementation of state academic content and performance standards. Ratings have improved across nearly all content areas since the 2023–24 baseline, with ELA, ELD, Math, Social Science, and Science reaching Full Implementation and Sustainability (rating of 5) by 2025–26. These gains reflect the direct impact of sustained professional development, instructional coaching, and curriculum alignment efforts. However, continued professional learning is necessary to maintain these levels, ensure implementation fidelity in newer program areas such as the Amplify Science pilot and mCLASS DIBELS, and deepen teacher capacity in evidence-based strategies that support diverse learners.

BRIGHT Core Values and School Culture: This goal intentionally integrates professional development with the school's BRIGHT Core Values: Bravery, Respect, Integrity, Generosity, Hard Work, and Tenacity. Soleil Academy recognizes that a positive staff culture and a supportive school-wide climate are prerequisites for effective instruction and student success. Professional learning is designed not only to strengthen pedagogical skills and content knowledge, but also to cultivate collaborative, values-driven professional relationships among educators and staff. By aligning professional development with the BRIGHT Core Values, the school ensures that adult learning models the same culture of high expectations, mutual respect, and perseverance that it seeks to instill in scholars. This alignment supports stronger classroom management, consistent behavioral expectations, and a cohesive school environment in which both staff and students thrive.

Educational Partner Input: Educational partner feedback directly informed and validated the development of this goal. Teachers identified the need for expanded professional development to support English Learners and Students with Disabilities, including deeper training in designated and integrated ELD strategies, differentiation techniques, and the effective implementation of accommodations and modifications. Classified staff recommended expanded Positive Behavioral Interventions and Supports (PBIS) strategies and school-wide implementation, reflecting a desire for consistency in behavioral expectations across all settings. Administrators and the principal contributed input on strengthening instructional coaching, leadership development, and data-driven decision-making structures. These recommendations were incorporated into the 2026–27 LCAP to ensure that professional learning priorities remain responsive to the needs identified by those closest to instruction and student support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 70%	2022-23: 54.5%	2023-24: 53.8%	2024-25: 93.3%	-16.2%
14	% students with access to standards-aligned materials.	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Textbook Inventory/classroom observations					
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 4 ELD: 4 Math: 4 Social Science: 3 Science: 4 CTE: N/A Health: 3 PE: 4 VAPA: 3 World Language: N/A	2024-25 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: N/A	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: N/A	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 5 VAPA: 4 World Language: N/A	ELA: +1 ELD: +1 Math: +1 Social Science: +2 Science: +2 CTE: N/A Health: +1 PE: 0 VAPA: +1 World Language: N/A

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented as planned during the 2025–26 school year, with no substantive differences. Soleil Academy maintains strong administrative leadership through the employment of a principal and staffed all TK–5 classrooms with appropriately credentialed teachers to deliver instruction across core content areas, including ELA, Math, Science, Social Studies, and Physical Education. Soleil Academy provides its students with 183 instructional days, surpassing the state minimum requirement for charter schools of 175.

All components of the professional development plan were implemented in full. Educators participated in 12 days of intensive summer professional learning to prepare for implementation at the start of the year, followed by eight non-instructional professional development days during the academic year focused on data analysis and instructional planning. In addition, weekly professional development sessions were delivered consistently throughout the year. Professional learning priorities included Universal Design for Learning (UDL), English Language Development strategies to strengthen supports for English Learners, Special Education accommodations and modifications, strengthening tiered academic interventions across Tiers 1–3, and use of the Looking at Student Work protocol to strengthen instructional practice.

There were no changes to the budgeted amount for this action. LREBG funds were expended as planned to support administrative leadership, certificated staffing, instructional days, and professional development. Overall, the action effectively supported delivery of a stable, high-quality instructional program across the school.

Challenges: Overall, challenges were minimal and did not prevent full or timely implementation. The primary challenge this school year is a mid-year teacher vacancy, which has created staffing pressure and required immediate adjustments to maintain instructional continuity. The unexpected departure resulted in short-term challenges related to coverage, classroom stability, and onboarding replacement staff. Soleil Academy responded proactively by leveraging administrative coverage, instructional coaching, and grade-level collaboration to maintain instructional expectations and minimize disruption to students. Existing instructional systems and the ongoing professional development model supported continuity during the transition. No logistical, scheduling, materials, or funding constraints impeded implementation.

Successes: Several positive outcomes emerged from implementation of this action: particularly in student outcomes and schoolwide stability. A key success was measurable growth in i-Ready Math, reflecting stronger instructional practice supported by credentialed staffing, instructional leadership, and ongoing professional learning. Teachers used data more consistently to inform instruction, identify skill gaps, and provide timely interventions, contributing to improved student performance.

The school also experienced improved student attendance, indicating stronger student engagement and increased consistency in school participation. Stable instructional routines, a structured academic environment, and high-quality teaching contributed to students being present and engaged more consistently throughout the year.

In addition, the school received positive feedback from educational partners. Teachers have reported stronger support through ongoing professional development and collaboration, which increased instructional confidence and coherence across classrooms. Families expressed appreciation for consistent instruction, clear communication, and the academic progress observed in their children. Collectively, these outcomes indicate that this action has contributed to stronger instructional quality, improved student results, and increased engagement across the school community.

Action 2: This action was fully implemented with no substantive differences in scope or intent. Soleil Academy delivers a job-embedded, data-driven professional learning model closely aligned to curriculum implementation, instructional priorities, and the needs of diverse learners, including English Learners and Students with Disabilities.

Professional Learning Focus Areas: Throughout the year, educators participate in robust professional development during the summer and ongoing sessions during the academic year. Professional learning has focused on the full implementation of CKLA (ELA), i-Ready Math, and the Amplify Science pilot for grades K–5. Teachers regularly engage in analysis of student data, collaborative planning, and instructional reflection to inform Tier 1 instruction and targeted interventions. Universal Design for Learning (UDL) remains a central framework to ensure access and equity for all students. Additional focus areas include phonics and the science of reading, Guided Reading 2.0, empowering readers, student leadership in the classroom, strategies to support English Learners through designated and integrated ELD, MTSS, special education accommodations and modifications, de-escalation strategies, and implementation of mCLASS DIBELS and Amplify Science.

Instructional Coaching: Instructional coaching takes place with the Assistant Principal and Dean of Academics and Culture providing observation and feedback cycles for all teachers and facilitating professional development sessions. The Executive Director provides coaching support to the Principal and instructional leaders to strengthen leadership capacity. Substitute teachers are utilized to allow teachers to participate in peer observations, professional learning sessions, and workshops without disrupting classroom instruction. The school also supports teacher credentialing by reimbursing induction expenses.

Leadership Development: Leadership development components have been implemented as planned. The Principal has engaged in leadership development through Appleman Consulting, and members of the leadership team participate in Together Leader training, conferences, and workshops focused on literacy tools and instructional interventions. These opportunities have served to strengthen instructional leadership, coherence, and school-wide practices.

Budget and Resources: There were no changes to the budgeted amounts for this action. Title I, LCFF Supplemental and Concentration, and Title II funds were expended as planned to support professional development, instructional coaching, leadership training, and teacher induction. The same student groups were served, the scope of professional development was maintained, and the intended resources and staffing supports were utilized.

Modifications to the Original Action: There were no substantive modifications to this action. All components were implemented as described in the approved 2025–26 LCAP, and implementation did not differ from the original plan in scope, intent, or resource allocation.

Challenges: Overall, there were no major obstacles that prevented the full or timely implementation of this action. The primary challenge encountered was building staff capacity on the effective use and interpretation of mCLASS DIBELS data to inform instruction and intervention. As DIBELS was a newer assessment tool for many staff members, teachers and leaders are still developing a shared understanding of how to leverage the data meaningfully to drive instructional decisions, particularly within MTSS and tiered intervention structures.

There are no significant staffing vacancies, turnover, or funding delays that impede implementation, and scheduling and material resources remained largely sufficient. To address the learning curve associated with DIBELS, Soleil Academy proactively hired an external consultant with expertise in DIBELS implementation and literacy data analysis. This consultant has provided targeted professional development, modeling, and guidance to teachers and instructional leaders, to strengthen data interpretation, align instruction to student needs, and build confidence in using assessment results. This support has helped mitigate the challenge while laying a strong foundation for more effective data-driven instruction moving forward.

Successes: Several positive outcomes have emerged since implementing this action, reflecting the impact of a coherent, equity-centered professional development model. One key success has been increased teacher confidence and instructional consistency in implementing core curricula, including CKLA, i-Ready Math, and the Amplify Science pilot. Teachers are demonstrating stronger alignment to curriculum expectations, greater intentionality in lesson planning, and increased use of data to inform instruction and interventions.

There have also been measurable improvements in student outcomes, particularly in academic growth on i-Ready, as teachers are more effectively differentiating instruction and targeting skill gaps. Improved instructional practices and consistent expectations have contributed to stronger student engagement and improved attendance, indicating a more positive and structured learning environment. As teachers deepen their understanding of literacy and intervention practices, students are benefiting from more responsive and timely support.

In addition, there has been positive feedback from educational partners, specifically teachers and staff, who report feeling more supported through coaching, collaboration, and professional learning opportunities. Educators have expressed appreciation for job-embedded coaching cycles, peer observations, and relevant, practice-based professional development that directly connects to their classroom needs. Families have also shared positive feedback as they observe increased academic progress and confidence in their children. Collectively, these successes indicate that the professional development action is strengthening instructional quality, collaboration, and student outcomes across the school.

Action 3: This action was fully implemented with no substantive differences from the approved LCAP. Soleil Academy ensures all students have equitable access to standards-aligned curriculum and instructional materials across all content areas, maintaining alignment with state standards and the school's instructional priorities.

Throughout the year, the school completes annual purchases of curriculum materials and consumables to maintain sufficient inventory and ensure uninterrupted access for students and staff. This includes replenishing student-facing materials, teacher resources, and consumables required to implement core programs with fidelity, including CKLA for ELA, i-Ready for Math, Amplify Science materials, and supplemental resources supporting Social Studies, Physical Education, and enrichment subjects. These purchases supported consistent implementation across classrooms and ensured that both new and returning students had the necessary materials to fully access instruction.

All components of the action have been implemented as intended. There were no changes to the budgeted amount for this action. Overall, the action ensured consistent access to high-quality instructional materials and supported instructional fidelity and equitable learning opportunities for all students.

Challenges: There were no significant challenges that prevented full or timely implementation. Minor logistical challenges occurred related to inventory management and the timing of replenishing consumables, particularly as enrollment fluctuations and instructional adjustments occurred during the year. These issues were addressed through proactive monitoring of inventory, timely reordering processes, and close coordination between instructional leadership and operations staff to ensure materials were available when needed. These minor barriers were resolved quickly and did not disrupt instruction. Teachers maintained curriculum implementation with fidelity, and students consistently had access to required instructional materials across content areas.

Successes: Implementation of this action has contributed to increased instructional consistency and stronger student engagement across classrooms. Ensuring reliable access to standards-aligned curriculum and instructional materials enabled teachers to implement lessons with greater fidelity and reduced instructional gaps that can result from missing or inconsistent resources.

Academically, consistent access to high-quality materials contributed to measurable growth in student performance, reflected in i-Ready data. Teachers are better positioned to differentiate instruction, implement interventions, and reinforce grade-level standards because instructional resources and consumables were consistently available. This supported increased engagement and contributed to improved attendance, as students were more connected to structured, well-resourced learning environments.

Action 4: This action was fully implemented as planned. Soleil Academy ensured all students had equitable access to instructional technology at the start of the year by providing each student with a 1:1 Chromebook. Devices were housed and used on campus and were available in classrooms from the beginning of the school year. Chromebooks were utilized consistently throughout the instructional day to support core instruction, supplemental learning activities, and digital assessments.

To maintain device functionality and minimize downtime, Soleil Academy contracted with LATech for IT support services. LATech provided weekly on-site support and ongoing remote services, including troubleshooting, device repair coordination, and software management. When technical issues occurred, problems were addressed remotely when possible or resolved during scheduled weekly service visits. Loaner devices were issued as needed to reduce instructional disruption while repairs were completed. Implementation aligned to the approved 2025–26 LCAP with no substantive differences.

Challenges: Implementation challenges were primarily operational. Chromebooks occasionally sustained damage during classroom use, creating delays while repairs were completed through the contracted IT provider.

Successes: Despite these challenges, Soleil Academy maintains consistent access to technology for instructional use. Chromebooks are used regularly to implement core instructional programs and assessments, including i-Ready and NWEA MAP, ensuring students could fully participate in digital learning activities during the school day.

Technology access also supports family engagement and communication through Zoom, including parent workshops, Student Success Team (SST) meetings, and Individualized Education Program (IEP) meetings. For younger students, access barriers were reduced through Clever badge functionality, supporting independent logins and efficient classroom transitions. Staff received ongoing training on software platforms and support request procedures, contributing to consistent use and implementation across classrooms.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following is an explanation of material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 2.

- **For Action 4**, estimated actual expenditures were less than budgeted expenditures due to student enrollment being lower than originally projected during the budget development process. The cost for equipment leases, including student devices such as Chromebooks, came in lower than budgeted because fewer devices were required to maintain the school's 1:1 technology model at the actual enrollment level. Despite the lower expenditure, all students continued to have equitable access to a 1:1 Chromebook housed and utilized on campus, and technology access was maintained without disruption throughout the school year. IT support services through LATech, including weekly on-site maintenance and remote troubleshooting, continued as planned, and loaner devices remained available to minimize instructional disruption when repairs were needed.

Overall, the material difference for Action 4 reflects an adjustment based on actual enrollment rather than a reduction in services or a change to the action as described in the approved LCAP. Soleil Academy continued to implement all Goal 2 actions with fidelity and ensured that students and staff had consistent access to the technology, instructional materials, and professional development supports outlined in the plan.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was effective in making progress toward the goal of maintaining a strong and stable instructional program supported by qualified educators and effective instructional leadership. Highly dedicated credentialed teachers, significantly higher number of instructional days (183 vs 175), and a robust professional development model has strengthened instructional quality and supported improved student outcomes.

Effectiveness was measured through both quantitative and qualitative evidence. Quantitative indicators included i-Ready Math performance showing academic growth and attendance data indicating improved engagement and consistency. Qualitative evidence included teacher feedback from professional development, instructional observations, and family input, which collectively reflected improved instructional practices and increased educator confidence.

Changes/Modifications for 2026-27: Based on these data points, the action is contributing clearly to progress toward the goal. Given the positive impact, no major modifications are needed for 2026–27. Soleil Academy will continue strengthening staff retention and succession planning to minimize disruption from unexpected vacancies while sustaining the current staffing, instructional day, and professional development structures.

Action 2: This action is effective in making progress toward the goal of providing a comprehensive, equity-centered professional development program that strengthens instruction, inclusive practices, and collaborative adult learning. The job-embedded, data-driven professional learning model has built teacher capacity, improved instructional consistency, and supported stronger implementation of core curricula across classrooms.

The effectiveness of this action is measured using both quantitative and qualitative data. Quantitative measures include student academic growth on i-Ready in ELA and Math, progress monitoring data from mCLASS DIBELS, and attendance data, which together reflect improvements in instructional quality and

student engagement. These outcomes are directly aligned to LCAP metrics related to academic achievement, intervention effectiveness, and chronic absenteeism. Qualitative data includes teacher feedback from coaching cycles, professional development sessions, classroom observations, and leadership reflections, all of which indicate increased confidence, coherence, and use of data-driven practices.

Based on this data, the action is contributing to measurable progress toward the goal. Improved student growth and engagement suggest that professional development is strengthening Tier 1 instruction while supporting targeted interventions for English Learners and Students with Disabilities. These outcomes indicate that the action is helping maintain gains and close learning gaps across student groups.

Changes/Modifications for 2026-27: Given the positive impact of this action, no major modifications are required for the 2026–27 school year. Continued refinement will focus on deepening staff expertise in leveraging DIBELS and other assessment data to further strengthen literacy instruction and intervention. Overall, the action has proven effective and should be sustained to continue building instructional capacity and equitable outcomes for all students.

Action 3: This action was effective in making progress toward the goal of ensuring equitable access to standards-aligned curriculum and instructional materials. Consistent, high-quality resources across classrooms supported instructional fidelity, strengthened lesson implementation, and promoted equitable learning opportunities for all students.

Based on these indicators, the action is contributing to sustained progress toward the goal by supporting instructional continuity, maintaining gains, and helping close achievement gaps.

Changes/Modifications for 2026-27: No modifications are needed for 2026–27. The school will sustain the current approach to curriculum purchasing and inventory management, with continued monitoring to ensure materials remain current, sufficient, and equitably available to all students.

Action 4: This action was effective in making progress toward the goal of strengthening equitable access to instructional resources and supporting student and staff capacity to engage with digital learning tools. Evidence of effectiveness included universal student access to Chromebooks, consistent daily use of devices for instruction and assessments, and minimal disruption to learning due to technology issues.

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

Soleil Academy develops an annual Local Control and Accountability Plan (LCAP) based on its comprehensive needs assessment, local and internal data, state data, and California School Dashboard findings, in addition to feedback from its educational partners. These reflective processes ensure that the school's goals, metrics, actions, and services remain responsive to student needs and aligned to current state requirements.

For the 2026–27 school year, no changes were made to the goal statement, metrics, target outcomes, or actions for Goal 2. The existing actions and services under Goal 2 were determined to be effective based on prior-year implementation data and educational partner feedback and will be continued for the 2026–27 school year.

As noted under Goal 1, all teachers will participate in Guided Language Acquisition Design (GLAD) training during Summer Professional Development prior to the 2026–27 school year. While this training is reflected under Goal 1, it directly supports the objectives of Goal 2 by strengthening teachers' capacity to deliver effective instruction for English Learners and students with achievement gaps. GLAD provides research-based strategies for making academic content accessible through the use of visuals, cooperative learning, and explicit language instruction, equipping teachers with additional tools to support language development and close achievement gaps across student groups.

Additionally, the Dean of Academics and Culture will continue to provide instructional coaching for teachers to improve student academic outcomes in English Language Arts and Mathematics. Through observation and feedback cycles, collaborative planning, and targeted professional development, the Dean of Academics and Culture will support teachers in strengthening Tier 1 instruction, implementing data-driven interventions, and refining instructional practices that promote student growth. The Dean of Academics and Culture will also continue to train and coach staff on effective de-escalation strategies, ensuring that teachers are equipped to respond to challenging behaviors in ways that maintain a safe, supportive learning environment and minimize disruptions to instruction. This dual focus on academic coaching and behavioral support reflects Soleil Academy's integrated approach to improving outcomes for all students.

No other modifications to the plan, goal, metrics, target outcomes, or actions are needed at this time. Soleil Academy will continue to monitor student progress and educational partner feedback throughout the 2026–27 school year to determine whether additional adjustments are warranted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Admin. & Educators that Support the ED Program	For the 2026-27 school year, Soleil Academy will employ a Principal and appropriately credentialed teachers for scholars in grades TK through 5 to provide instruction in core subject areas, including English Language Arts (ELA), Mathematics, Science, Social Studies, Physical Education, Visual Arts, and Music, as part of the school's educational program. All teachers will hold the credentials required to serve scholars in the assigned grade levels and content areas, including appropriate English Learner authorizations. **Instructional Calendar** Soleil Academy will provide all scholars with 183 instructional days, exceeding the state requirement of 175 instructional days for charter schools. The extended instructional calendar reflects Soleil Academy's commitment to maximizing learning time and providing scholars with consistent, structured access to grade-level instruction throughout the school year. **Professional Development Structure** All teachers will participate in comprehensive professional development to ensure high-quality instruction throughout the year. The 2026-27 professional development model includes: • 12 days of intensive Summer Professional Development in August 2026 to prepare for the 2026-27 school year,	$1,974,317	Y

Action #	Title	Description	Total Funds	Contributing
		• 4 additional non-instructional days during the academic year for professional development focused on data analysis and instructional refinement, and • Weekly professional development sessions throughout the academic year, including grade-level Professional Learning Communities (PLCs) and content-focused training. **Summer Professional Development Focus Areas:** Summer Professional Development in 2026-27 will focus on the following evidence-based instructional practices and frameworks: • **Guided Language Acquisition Design (GLAD) Training.** All teachers will receive GLAD training to strengthen consistent implementation of evidence-based language development strategies, including pictorial input charts, cognitive content dictionaries, observation charts, process grids, sentence patterning charts, and academic discourse routines. This investment supports the school's commitment to accelerating outcomes for English Learners, who comprise 26% of the student population. • **TNTP Science of Reading.** Six classroom teachers, one intervention teacher, and two administrators will continue participating in TNTP Science of Reading professional development to deepen teacher knowledge in phonemic awareness, decoding, fluency, vocabulary, orthographic mapping, and comprehension. • **Universal Design for Learning (UDL).** All teachers will engage in UDL training to design instruction that is accessible, equitable, and responsive to scholar variability. • **English Language Development Strategies.** Designated and Integrated ELD training will strengthen teacher capacity to support English Learners' access to grade-level content while developing English proficiency. • **Special Education Accommodations and Modifications.** Training will strengthen General Education teachers' implementation of IEP accommodations and modifications, ensuring Students with Disabilities receive consistent support across all classrooms. • **Multi-Tiered System of Support (MTSS).** Training will strengthen tiered academic interventions across Tiers 1, 2, and 3, including data-driven small-group instruction, intervention protocols, and progress monitoring.		

Action #	Title	Description	Total Funds	Contributing
		• **Looking at Student Work Protocol.** Teachers will engage in the Looking at Student Work protocol to analyze scholar work, identify common misconceptions, and adjust instruction collaboratively. • **Second Step SEL Curriculum.** Training will support adoption and implementation of the Second Step Social-Emotional Learning Curriculum across all grade levels. • **Amplify Science K-5 Implementation.** Following the 2025-26 pilot, all K-5 teachers will receive training to fully implement Amplify Science in 2026-27, with focus on NGSS three-dimensional learning and the 5E Instructional Model. **Ongoing Professional Development During the School Year** Weekly professional development sessions will reinforce summer learning through embedded instructional coaching cycles, peer observations, lesson internalization protocols, and collaborative planning. Grade-level teams will engage in weekly PLCs using a structured data-driven instruction (DDI) protocol to analyze scholar work, identify misconceptions, and adjust instruction. Monthly data analysis meetings will use mCLASS DIBELS, NWEA MAP Reading, NWEA MAP Science, i-Ready Diagnostic, and NWEA MAP Math data to identify trends, evaluate intervention effectiveness, and adjust Tier 1 instruction. **Leadership Support and Coaching** The Principal, in collaboration with the Dean of Academics and Culture, instructional coaches, and the Special Education Coordinator, will provide ongoing instructional leadership, classroom observations, and feedback to support consistent implementation of evidence-based practices. Walkthrough tools aligned to Science of Reading, CKLA implementation, the Standards for Mathematical Practice, GLAD strategies, and NGSS three-dimensional learning will guide classroom observations and coaching conversations.		
2	Professional Development	Soleil Academy will provide a comprehensive, equity-centered professional development (PD) program in 2026-27 that supports strong instruction, inclusive practices, and collaborative adult learning. Grounded in the belief that great teaching drives scholar success, the professional development model will be job-embedded, data-driven, and aligned to curriculum, the 2026-27 LCAP goals, and the strategies identified in the school's needs assessment Action Plans. Professional development is critical to transform school culture, school climate, and scholar academic outcomes. To support teachers and leadership, Soleil	$166,634	N

Action #	Title	Description	Total Funds	Contributing
		Academy will provide robust professional learning opportunities to build capacity, expertise, and high staff retention. Educators will participate in evidence-based professional development during a 12-day summer institute and continue through weekly sessions and 4 non-instructional PD days during the academic year. **Core Curriculum Implementation Support** Professional development will support teachers with the full implementation of Core Knowledge Language Arts (CKLA) for ELA, i-Ready Mathematics, and the schoolwide rollout of Amplify Science across grades K through 5 following its successful 2025-26 pilot. All curriculum-focused professional learning will include time for teachers to analyze assessment results, internalize lessons, plan strategically, and engage in instructional practices that meet the needs of diverse learners, especially English Learners and Students with Disabilities. Teachers will also receive training on Amplify Boost CKLA for grades K through 2 and i-Ready MyPath as personalized learning extensions of the core curriculum. **Evidence-Based Literacy Instruction** Following the 2026-27 ELA Action Plan, professional development will prioritize evidence-based literacy practices grounded in the Science of Reading. Six classroom teachers, one intervention teacher, and two administrators will continue participating in TNTP Science of Reading professional development to deepen teacher knowledge in phonemic awareness, decoding, fluency, vocabulary, orthographic mapping, and comprehension. Additional literacy professional development will focus on structured literacy routines including phoneme-grapheme mapping and decodable text reading in TK through grade 2, Beck three-tier vocabulary instruction, close reading and text-dependent questioning, reciprocal teaching for grades 3 through 5, and explicit comprehension strategy instruction. Teachers will also be trained on the mCLASS DIBELS 8th Edition universal early literacy screener, including administration, data interpretation, and use of DIBELS data to inform Tier 2 small-group phonics intervention. **Evidence-Based Mathematics Instruction** Following the 2026-27 Math Action Plan, professional development will strengthen consistent implementation of evidence-based math practices aligned to the California Common Core State Standards for Mathematics and the eight Standards for Mathematical Practice. Training will focus on the Concrete-Representational-Abstract (CRA) instructional sequence, explicit and systematic instruction, daily number talks, structured mathematical discourse and talk		

Action #	Title	Description	Total Funds	Contributing
		moves, problem-solving routines (3 Reads, Notice and Wonder, Open Middle), use of visual representations, and fluency through strategy-based instruction. **Science Instruction and NGSS Implementation** Following the 2026-27 Science Action Plan, all K-5 teachers will receive training to fully implement Amplify Science following its 2025-26 pilot. Professional development will focus on Next Generation Science Standards (NGSS) three-dimensional learning, the 5E Instructional Model (Engage, Explore, Explain, Elaborate, Evaluate), hands-on inquiry-based investigations, science notebooking, structured scientific discourse, and integration of language supports for English Learners within science instruction. **Guided Language Acquisition Design (GLAD) Training** All teachers will receive GLAD training during Summer Professional Development in August 2026 to strengthen consistent implementation of evidence-based language development strategies. Training will cover pictorial input charts, cognitive content dictionaries, observation charts, process grids, sentence patterning charts, narrative input, chants, and 10/2 lecture protocols. Following the summer training, teachers will receive ongoing implementation support through instructional coaching cycles, peer observations, and classroom walkthroughs using a GLAD implementation lookfor tool. **Designated and Integrated English Language Development** Professional development will strengthen teacher capacity to deliver Designated and Integrated ELD aligned to the California ELA/ELD Framework. Training will focus on linguistic features English Learners need to access grade-level content, academic vocabulary instruction, sentence frames, structured academic conversation protocols, and bilingual cognates (English/Spanish). This supports the school's commitment to accelerating outcomes for English Learners, who comprise 26% of the student population. **Social-Emotional Learning and Behavior Support** Following the 2026-27 SEL Action Plan, all teachers will receive training on the Second Step Social-Emotional Learning Curriculum, which Soleil Academy will adopt and implement in 2026-27. Training will cover CASEL-aligned competencies including emotional regulation, empathy, problem-solving, and relationship-building. The Dean of Academics and Culture will lead ongoing professional development on de-escalation strategies, restorative practices, classroom management, and trauma-informed approaches. Mandatory training		

Action #	Title	Description	Total Funds	Contributing
		will also include Child Abuse and Neglect Reporting Act (CANRA) compliance and CPR/First Aid certification. **Multi-Tiered System of Support and Special Education** Professional development will strengthen MTSS implementation for both literacy and mathematics, including tiered intervention protocols, progress monitoring schedules, and entry/exit criteria. Training will also focus on Special Education accommodations and modifications, Universal Design for Learning (UDL), and supports for dually identified English Learner/SWD scholars. General Education teachers will receive training on IEP implementation, co-teaching models, and behavior intervention strategies in collaboration with the Special Education team. **Data-Driven Instruction and Looking at Student Work** Teachers will participate in monthly data analysis meetings using mCLASS DIBELS, NWEA MAP Reading, NWEA MAP Science, i-Ready Diagnostic, and NWEA MAP Math data to identify trends, evaluate intervention effectiveness, and adjust Tier 1 instruction. Grade-level teams will engage in weekly Professional Learning Communities (PLCs) using a structured data-driven instruction (DDI) protocol and the Looking at Student Work protocol to analyze scholar work, identify misconceptions, and adjust instruction collaboratively. **Instructional Coaching Infrastructure** To further support teachers, the Assistant Principal and Dean of Academics and Culture (Title I funded: $131,367.78) will provide instructional coaching through observation and feedback cycles for all teachers and will facilitate professional development. Coaches will conduct classroom observations using literacy and math walkthrough tools aligned to Science of Reading, CKLA implementation expectations, the Standards for Mathematical Practice, and NGSS three-dimensional learning. The Executive Director will provide coaching for the Principal and instructional coaches. To enable teacher participation in peer observations, professional development, and workshops, substitute teachers will be employed to maintain continuity of instruction in classrooms. **Leadership Development** To build capacity and strengthen school practices, members of the leadership and administration team will participate in professional learning opportunities. The Principal will receive leadership development through Appleman Consulting. Leadership team members will participate in Together Leader training, literacy		

Action #	Title	Description	Total Funds	Contributing
		intervention conferences and workshops, and additional development focused on instructional leadership, data-driven decision-making, and team management. **Teacher Induction and Credential Clearance** To further support teacher effectiveness and credential clearance, Soleil Academy will reimburse teacher induction expenses supporting new teachers in completing California credential clearance requirements and developing strong instructional practice.		
3	Core Curricular Program Needs	Soleil Academy has adopted standards-aligned curriculum and instructional materials for all content areas and will ensure all scholars have equitable access to these resources throughout the 2026-27 school year. Annual purchases of curriculum, consumables, and supplemental materials will maintain sufficient inventory and guarantee every scholar receives the materials needed for daily instruction. **English Language Arts**: Scholars will receive ELA instruction through Core Knowledge Language Arts (CKLA), a standards-aligned curriculum providing structured literacy practices, knowledge-rich content, vocabulary development, and listening comprehension across all grade levels. Annual purchases will include CKLA Knowledge Domain texts, Skills Strand materials, decodable readers, and consumable workbooks. **Mathematics**: Scholars will receive math instruction through a standards-aligned math curriculum providing Tier 1 instruction for all scholars across grades TK through 5. Annual purchases will include teacher and scholar materials, consumable workbooks, and grade-level math manipulatives to support hands-on instruction. **Science**: Following a successful 2025-26 pilot, Soleil Academy will fully implement Amplify Science across grades K through 5 in 2026-27. Annual purchases will include Amplify Science curriculum licenses, lab investigation kits, science consumables, and supplemental hands-on materials to support inquiry-based, NGSS-aligned instruction. **Social Studies, Visual Arts, Music, and Physical Education**: Soleil Academy will provide standards-aligned instructional materials and supplies for Social Studies (integrated through CKLA Knowledge Domain texts and supplemental units aligned to the California History-Social Science Framework), Visual Arts, Music, and Physical Education. Annual purchases will include supplemental texts, art	$45,183	N

Action #	Title	Description	Total Funds	Contributing
		materials, musical instruments, and PE equipment to support a well-rounded course of study. **Instructional Supplies and Classroom Materials:** Soleil Academy will provide annual classroom instructional supplies including paper, manipulatives, classroom libraries, and other materials needed to support daily instruction across all content areas. Classroom libraries will include culturally responsive and bilingual texts where appropriate to reflect the diverse needs and backgrounds of Soleil Academy scholars.		
4	Closing the Digital Divide	For the 2026-27 school year, Soleil Academy will ensure equitable access to technology for all scholars by providing 1:1 devices, supporting digital learning platforms, and maintaining the technology infrastructure needed to deliver high-quality instruction. Closing the digital divide is essential to ensuring all scholars can fully access instructional resources, personalized learning tools, and assessments. **1:1 Technology Device Access:** Scholars in grades TK through 5 will have access to technology device to access instructional and supplemental materials throughout the school day. Devices will support core curriculum platforms, digital assessments, personalized learning tools, and scholar creation of digital work products. **Technology Infrastructure and IT Support:** Soleil Academy will contract with IT support services to maintain and troubleshoot devices, manage network and Wi-Fi infrastructure, support classroom technology, and ensure consistent functionality throughout the academic year. IT support includes device imaging, software updates, account management, and timely repair or replacement of damaged devices to minimize loss of instructional time. **Virtual Meeting and Remote Communication:** The school will continue utilizing Zoom for virtual meetings and remote learning opportunities as needed, supporting flexible learning environments, family conferences, IEP meetings, ELAC meetings, Parent University Workshops, and ongoing communication with families and staff. Virtual meeting capacity also supports family participation by reducing barriers related to transportation, work schedules, and childcare. **Data Security and Privacy:** Soleil Academy will maintain compliance with student data privacy laws, including the Family Educational Rights and Privacy Act (FERPA) and the California Student Online Personal Information Protection	$156,032	N

Action #	Title	Description	Total Funds	Contributing
		Act (SOPIPA). All digital platforms used at the school will be vetted for compliance with student data privacy requirements.		

Goal

Goal #	Description	Type of Goal
3	Engage families through ongoing communication, education, home-school collaboration and culturally responsive community partnerships and opportunities for shared leadership; to promote a safe, welcoming, inclusive positive school culture and learning environment.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Family Engagement as a Driver of Student Outcomes: Soleil Academy developed this goal based on the well-established research connection between meaningful family engagement, positive school climate, and improved student outcomes. As a TK–5 elementary school serving 363 students in Lynwood, California, with 95% Hispanic, 26% English Learner, 10% Students with Disabilities, and 77% Socioeconomically Disadvantaged enrollment, the school recognizes that authentic family partnership is not supplemental to its educational mission but foundational to it. The community's demographic profile, including a median household income under $50,000 and approximately 20% of residents living below the poverty level, underscores the critical importance of removing barriers to family participation, providing culturally responsive outreach, and connecting families to both school-based and community-based resources that support the whole child.

Chronic Absenteeism and Attendance Data: State and local attendance data were a primary driver in the development of this goal. The 2025 California School Dashboard reported chronic absenteeism rates of 17.1% for All Students (Yellow), 16.1% for English Learners (Orange), 18.5% for Socioeconomically Disadvantaged students (Yellow), 31.5% for Students with Disabilities (Orange, which represents a Red performance level), and 15.1% for Hispanic students (Yellow). Internal 2025–26 data further identified Students with Disabilities at a 19.6% chronic absenteeism rate and Black/African American students at 20%, with first grade demonstrating the highest grade-level rate at 11.5%.

The school's root cause analysis identified multiple factors contributing to chronic absenteeism, including limited family understanding of the academic impact of consistent attendance, ongoing student health needs, lack of health insurance coverage, transportation limitations, work schedules, and the increasing complexity of needs among Students with Disabilities. Additionally, the current climate surrounding immigration enforcement has contributed to increased fear, anxiety, and hesitation among some families within immigrant communities, impacting consistent school attendance despite proactive outreach by the school. These findings demonstrated that reducing chronic absenteeism requires a comprehensive, relationship-based approach that engages families as partners, addresses root causes, and connects students and families to wraparound supports.

School Climate and Connectedness Data: School climate survey data informed the development of this goal by providing evidence of both strengths and areas for continued growth. Student survey data shows 94% reporting a sense of safety and 92% reporting school connectedness, representing gains of 14% and 6%, respectively, from the 2023–24 baseline. Parent survey data shows 92% reporting a sense of safety and 91% reporting school connectedness, gains of 4 and 2 percentage points from baseline. Staff survey data shows 89% reporting a sense of safety and 93% reporting school connectedness, gains of 7 and 8 percentage points from baseline. While these results are positive and indicate that the school's climate and engagement strategies are effective, the school

recognizes that maintaining and strengthening these outcomes requires sustained investment in the structures, communication systems, and culturally responsive practices that contribute to a safe, welcoming, and inclusive environment for all students, families, and staff.

Community Schools Framework and Partnerships: Soleil Academy's designation as a California Community Schools Partnership Program (CCSPP) grant recipient provided additional impetus for this goal. The Community Schools model is organized around four pillars: Integrated Student Supports, Family and Community Engagement, Collaborative Leadership and Practices for Educators and Administrators, and Extended Learning Time and Opportunities. This goal directly advances the Family and Community Engagement and Collaborative Leadership pillars by establishing formal structures for shared decision-making, culturally responsive family outreach, and partnerships with community-based organizations. Existing partnerships with Hazel Health for telehealth services, After-School All-Stars, L.A. Care Center, Lynwood Unidos, and local Lynwood businesses extend the school's capacity to address health, wellness, enrichment, and social service needs that affect student attendance and engagement. The school is also pursuing future partnerships with the Lynwood City Council to establish summer student internships and local leadership opportunities for scholars.

Shared Leadership and Family Voice: The school's Priority 3 Self-Reflection Tool data demonstrated the importance of maintaining and strengthening formal structures for family input and participation. Parent input in decision-making for Unduplicated Pupils and Students with Disabilities has remained at Full Implementation across most indicators, with one indicator improving from Initial Implementation to Full Implementation by 2025–26. Parent participation in programs has shown strong growth, with multiple indicators reaching Full Implementation and Sustainability (rating of 5). These gains reflect the impact of the school's investment in formal advisory structures, including the ELAC/DELAC/EL-PAC, Parent Advisory Committee (PAC), and Community Schools/Culture Committee, as well as the provision of interpreter services, translated materials, and structured feedback mechanisms such as closing ticket surveys. However, the school's data also revealed that families of students experiencing chronic absenteeism are not consistently represented in these leadership and advisory spaces, highlighting the need for continued outreach and alternative engagement strategies to ensure the most impacted families have a meaningful voice in school decision-making.

Communication Systems and Language Access: The development of this goal was further informed by the school's recognition that effective family engagement requires robust, accessible communication systems that meet families where they are. With 95% of students identifying as Hispanic and a significant proportion of families whose primary language is Spanish, Soleil Academy identified bilingual communication, translation services, and culturally responsive outreach as essential components of any engagement strategy. The school's ParentSquare data demonstrates the impact of this investment: 99.5% of families are contactable, 68% have downloaded the app, and 65% actively interact with school communications. These data points validate the importance of sustained investment in communication infrastructure while also signaling the need to strengthen engagement among the remaining families who may face digital literacy, language, or access barriers.

Safe and Welcoming Facilities: A safe, clean, and well-maintained physical environment is a prerequisite for a positive school culture. Soleil Academy's Facility Inspection Tool (FIT) results have consistently earned an Exemplary rating, and survey data from students, families, and staff reflect positive perceptions of school safety and campus conditions. These outcomes support the school's commitment to maintaining facility standards that contribute to a welcoming learning environment. However, the school's Proposition 39 lease arrangement limits its ability to independently implement facility modifications, making ongoing coordination with the authorizing district and proactive monitoring essential to sustaining these conditions.

Educational Partner Input: Educational partner feedback was central to the development and validation of this goal. Parents representing Unduplicated Pupils and Students with Disabilities recommended that the school establish and expand community-based partnerships to connect families with local support groups and resources. PAC families identified the need for a structured sports program and more consistent tutoring and academic intervention opportunities. ELAC/DELAC/EL-PAC families requested more parent workshops in their home languages on topics such as student progress, reclassification requirements, and strategies for supporting learning at home, as well as expanded tutoring and after-school support for English Learners. Students on the School Culture Committee recommended creating more opportunities for student leadership. These recommendations were directly incorporated into the 2026–27 LCAP, demonstrating Soleil Academy's commitment to developing a goal and set of actions that reflect the priorities and lived experiences of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	(No Difference)
17	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 4 11. 3 12. 4	2024-25: 9. 4 10. 4 11. 3 12. 4	2025-26: 9. 4 10. 4 11. 4 12. 4	2026-27: 9. 4 10. 5 11. 4 12. 4	9. 0 10. 0 11. +1 12. 0
18	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 1. 4 2. 4 3. 3 4. 3	2024-25: 1. 5 2. 5 3. 4 4. 4	2025-26: 1. 5 2. 5 3. 4 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. +1 2. +1 3. +1 4. +2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 80% Sense of Safety 86% School connectedness	2024-25: 94% Sense of Safety 91% School Connectedness	2025-26: 94% Sense of Safety 92% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+14% Sense of Safety +6% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: TNTP	2023-24: 88% Sense of Safety 89% School connectedness	2024-25: 90% Sense of Safety 91% School Connectedness	2025-26: 92% Sense of Safety 91% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+4% Sense of Safety +2% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: TNTP	2023-24: 82% Sense of Safety 85% School connectedness	2024-25: 100% Sense of Safety 89% School Connectedness	2025-26: 89% Sense of Safety 93% School Connectedness	2026-27: 90% Sense of Safety >90% School Connectedness	+7% Sense of Safety +8% School Connectedness

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1: This action was fully implemented, with no substantive changes. Soleil Academy continues to promote a positive and engaging learning environment through school-wide assemblies, student celebrations, emergency preparedness drills, student health screenings, and campus supervision to ensure safety. Universal meals continue to be provided daily to all students to remove barriers to learning and support student well-being.

Climate Surveys and Enrichment Activities: In alignment with the LCAP, the school has administered mid-year surveys to students, families, and staff to measure school connectedness and sense of safety. While educational field trips were not scheduled during the first half of the year, they are planned for the spring semester in March and April, consistent with the original scope of the action.

Challenges: Despite consistent implementation of school climate supports and attendance-related engagement strategies, chronic absenteeism remains a significant challenge. While rates have decreased compared to the prior year, overall chronic absenteeism continues to exceed the school's long-term goal of

under 5%. Monthly attendance data indicate that absenteeism fluctuated throughout the school year, reflecting ongoing barriers related to student health, family circumstances, and external stressors impacting school engagement.

In addition, the current climate surrounding immigration enforcement has posed challenges for families, contributing to increased fear, anxiety, and hesitation around consistent school attendance. This has particularly affected families within immigrant communities and has, at times, limited student attendance despite proactive outreach and reassurance efforts by the school.

Attendance disparities persist among English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, indicating that certain student groups continue to face heightened barriers to regular attendance. These challenges underscore the need for continued relationship-based outreach, trust-building, and targeted supports to address both school-based and external factors influencing attendance.

Successes: Soleil Academy has seen measurable improvements in both attendance and school climate indicators. Chronic absenteeism rates have decreased steadily compared to the prior year across comparable reporting periods. During the first six months of the 2025–26 school year, chronic absenteeism declined from 17% in Month 1, to 12% by Month 6; compared to 22–24% during similar periods in 2024–25 school year.

Average Daily Attendance (ADA) has also improved. The school's Period 1 ADA for 2025–26 is 95.33%; compared to 93.44% during the same reporting period in the prior year. Monthly ADA data further reflect increased consistency in student attendance, with multiple months exceeding 95% and Month 6 reaching 97.87%.

In addition to attendance improvements, survey data indicates continued positive perceptions of school safety and connectedness among students, families, and staff, suggesting that the school's climate and engagement strategies are contributing to a welcoming and supportive learning environment.

Action 2: This action was fully implemented with no substantive differences from what was outlined in the approved LCAP. Soleil Academy maintained multiple formal structures to ensure meaningful parent input in school decision-making. The school convened regular meetings of the combined ELAC/DELAC/EL-PAC; Parent Advisory Committee (PAC), and the Community Schools/Culture Committee. Interpreter services and translated materials are consistently provided to remove language barriers and support inclusive participation.

Meeting Structure and Family Feedback: Agendas are developed and publicly posted for each meeting to guide discussion and decision-making. Families are strongly encouraged to provide input/feedback on our LCAP (goals, actions, metrics, funding), use of title funding, and schoolwide initiatives. To strengthen feedback loops, all meetings conclude with closing ticket surveys, allowing participants to share feedback on meeting content, alignment to family needs, and topics they would like addressed in future meetings.

Challenges: While participation in parent leadership structures has been strong overall, consistent engagement of families whose students are chronically absent remains a challenge. Although these families are occasionally represented in ELAC/DELAC/EL-PAC, PAC, and Community Schools/Culture Committee meetings, attendance is not consistent across all meetings.

Additional barriers include competing family responsibilities, work schedules, and external stressors that limit some families' ability to participate regularly in decision-making forums. These challenges highlight the need for continued outreach and alternative engagement strategies to ensure that families most impacted by attendance and achievement gaps are consistently represented in leadership and advisory spaces.

Successes: Soleil Academy has evidenced higher participation across its parent leadership structures. Average attendance has remained consistent, with approximately 14 to 16 families attending ELAC/DELAC/EL-PAC meetings, approximately 54 families participating in PAC meetings, and approximately 24 participants attending Community Schools/Culture Committee meetings, including family members, students, and staff.

The use of structured agendas, voting opportunities, and closing ticket surveys has strengthened the school's ability to gather meaningful feedback and adjust meeting content to better align with family priorities. Feedback collected through surveys has informed future agendas and helped ensure that meetings remain relevant, responsive, and aligned to family interests and school priorities.

Action 3: This action was fully implemented with no substantive differences. Soleil Academy utilizes a coordinated and data-driven approach to strengthen family and community engagement in alignment with the CA Community School Framework; and LCAP (goals, actions and metrics) in alignment with MTSS and the 4 Pillars of Community Schools.

Attendance Data Monitoring: Attendance data is monitored collaboratively by the Director of Operations and Finance, Operations Associate (Attendance Clerk), Operations Managers, and the Dean of Academics and Culture. Attendance data is reviewed weekly during internal check-ins and formally compiled monthly following each reporting period. The school primarily utilizes PowerSchool as the system of record for attendance and has developed a chronic absenteeism monitoring tool to track attendance trends in real time. An internal tracker is also used to document total absences, independent study usage, attendance intervention meetings, classroom-level trends, and grade-level patterns. These systems support timely identification of students requiring Tier 2 and Tier 3 attendance interventions and inform ongoing root cause analysis.

Family Outreach and Home Visits: The Director of Operations, Dean of Academics and Culture, and Bilingual Parent Liaison conducted targeted family outreach and home visits for students identified as at risk for chronic absenteeism. These visits focus on relationship-building, identifying barriers to attendance, and connecting families to school- and community-based supports. The Director of Operations also serves as the homeless and foster youth liaison and leads family outreach efforts, including coordination with community-based organizations aligned to the school's mission and student and family needs.

Orientation and Onboarding: Soleil Academy hosted a parent and student orientation prior to the start of the school year to review the Parent/Student Handbook, educational program, schoolwide expectations, attendance policies, and available resources. Families met with staff, including the Bilingual Parent Liaison and Director of Operations, and participated in a school tour. Of the 74 new families enrolled, 69 attended orientation (93.2% participation rate). Families who were unable to attend were provided individual meetings to ensure access to the same information and supports.

Communication and Access: ParentSquare is utilized as the primary communication platform to promote school-wide events, workshops, committee participation, and volunteer opportunities. Families are provided access to the PowerSchool Parent Portal to monitor grades and attendance and communicate with teachers. All communications, events, and meetings are offered in families' home languages, with interpretation and translation provided as needed to ensure equitable access for all families, including those representing Unduplicated Pupils and Students with Disabilities.

Challenges: While overall family engagement has been strong, consistent participation among families whose students experience chronic absenteeism remains a challenge. Although workshops and engagement events average high attendance, families most impacted by attendance challenges attend minimally or inconsistently, limiting the reach of school-wide engagement efforts for those students with the greatest needs.

Additional barriers include family work schedules, competing responsibilities, and external stressors. The current climate surrounding immigration enforcement has also contributed to fear and hesitation among some families, impacting consistent attendance and participation despite proactive outreach and reassurance efforts by the school. These challenges highlight the continued need for individualized, relationship-based engagement strategies beyond traditional school-based events.

Successes: Soleil Academy has evidenced high participation across multiple engagement strategies. Parent education workshops (Parent University) have averaged approximately 35 to 40 families per session and continue to address topics requested by families, including chronic absenteeism and its academic impact, literacy and math support at home, college savings, nutrition, and social-emotional learning.

Communication systems have been a significant strength. According to the ParentSquare dashboard, 99.5% of families are contactable, with 364 out of 366 student families having at least one active contact. A total of 533 parents are connected to the platform, with approximately 68% having downloaded the ParentSquare app and 65% of parents interacting with school communications through actions such as RSVPs, form completion, volunteering, comments, and direct messages.

In alignment with the action, Soleil Academy also hosted its annual middle school fair and invited high-performing middle schools to present their educational programs. This supported families in making informed decisions about middle school enrollment and reinforced families' roles as partners in their child's long-term educational planning.

Action 4: This action has been fully implemented as planned. Soleil Academy maintains a safe, clean, and operational school facility throughout the school year through routine monitoring, required inspections, and timely reporting. The school completed the required facility inspections, including the annual Facility Inspection Tool (FIT), and monitors campus conditions through regular walkthroughs, staff reporting systems, and ongoing coordination with the authorizing district.

Facility conditions and inspection results were reported on the SARC, and will be reported on the school's Local Indicators, and the 2026-27 LCAP, to ensure transparency and accountability.

When facility issues arose, the school followed established protocols to submit work orders and coordinate repairs with the district in accordance with the terms of the Proposition 39 lease agreement.

Challenges: A primary ongoing challenge is the Proposition 39 lease structure, which limits Soleil Academy's ability to independently complete facility modifications and certain maintenance activities. Under this arrangement, the school must rely on the district for service requests, repairs, and ongoing maintenance beyond routine monitoring and reporting.

As a result, the timeline and prioritization of facility repairs are dependent on district availability, capacity, and operational bandwidth rather than school-controlled timelines. While facility issues are consistently reported and tracked, delays outside of the school's control can affect how quickly certain needs are addressed. These constraints reduce the school's ability to proactively implement facility improvements beyond the scope permitted under the lease agreement.

Successes: Despite these limitations, Soleil Academy has successfully maintained a safe and clean learning environment for students and staff. Facility conditions meet required standards, as reflected in satisfactory FIT results and the absence of major facility deficiencies that would impact instruction or student safety.

Survey feedback from students, families, and staff also reflect positive perceptions of school safety and campus conditions, indicating that facility cleanliness and maintenance practices support a welcoming and secure learning environment. The school's consistent monitoring, reporting, and follow-up processes supported timely response to concerns to the fullest extent possible within the Prop 39 structure.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The following is an explanation of material differences between budgeted expenditures and estimated actual expenditures for the actions under Goal 3.

- **For Action 3**, estimated actual expenditures were less than budgeted expenditures due to two primary factors. First, the Bilingual Parent Liaison went on leave midyear, and the position remained vacant for the remainder of the school year. In response to lower than budgeted student enrollment and the need to maintain a balanced budget, the school reassigned the Parent Liaison's roles and responsibilities to other existing staff members rather than filling

the vacancy. Family outreach, home visits, attendance interventions, bilingual communication, and parent engagement activities continued without interruption, as staff members across the operations and leadership teams absorbed these responsibilities to ensure families received consistent support and access to school programs and services. Second, the cost for the PowerSchool Parent Portal came in lower than originally budgeted. Families continued to have full access to the PowerSchool Parent Portal to monitor grades, track attendance, and communicate with teachers throughout the school year, and there was no reduction in the scope or functionality of the platform.

Overall, the material differences for Action 3 reflect staffing and cost adjustments made in response to actual enrollment being lower than originally projected rather than reductions in services or changes to the action as described in the approved LCAP. Soleil Academy prioritized maintaining all family engagement, communication, and attendance intervention services by strategically redistributing responsibilities among existing staff to sustain implementation while ensuring fiscal responsibility. All Goal 3 actions continued to be implemented with fidelity, and families, including those representing Unduplicated Pupils and Students with Disabilities, maintained access to the engagement supports and services outlined in the plan.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: This action was effective in making progress toward improving student engagement and school climate, as evidenced by improved attendance metrics and positive survey data. Reductions in chronic absenteeism and increases in ADA demonstrate movement in the right direction and align directly with the LCAP metrics related to student engagement and school climate.

Changes/Modifications for 2026-27: However, while the data indicates improvement, chronic absenteeism remains above the school's desired threshold, particularly for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. This suggests that while the action is contributing to progress, additional targeted strategies and sustained interventions will be necessary to further reduce absenteeism and close persistent gaps. The school will continue refining attendance supports and engagement strategies to strengthen outcomes in the second half of the year and inform planning for the 2026–27 school year.

Action 2: This action has been effective in making progress toward strengthening family engagement and shared leadership, as evidenced by sustained participation in advisory committees and consistent collection of family feedback. Quantitative participation data and qualitative feedback from closing ticket surveys indicate that families are engaging in school decision-making and contributing input that informs school practices.

While progress has been made in building inclusive decision-making structures, additional strategies may be needed to increase consistent participation among families most affected by attendance and achievement gaps. These findings will inform adjustments to engagement strategies in the second half of the school year and planning for future implementation.

Action 3: This action has been effective in making progress toward strengthening family engagement, communication, and attendance-focused collaboration. Evidence includes high communication reach and interaction through ParentSquare, strong attendance at orientation and workshops, consistent home visit outreach, and systematic monitoring of attendance data. These outcomes align with LCAP metrics related to family engagement, school climate, and student attendance.

Changes/Modifications for 2026-27: However, while overall engagement has increased, data indicate that families of chronically absent students are not consistently participating in group-based engagement opportunities. This suggests that while the action is contributing to progress, additional targeted and individualized strategies will be necessary to further engage families most affected by attendance challenges and to continue reducing chronic absenteeism.

These findings will inform refinements to outreach strategies in the second half of the year and planning for the 2026–27 school year.

Action 4: This action was effective in supporting the goal of maintaining a safe, welcoming, and inclusive school environment that contributes to positive school climate and family engagement. Evidence used to assess effectiveness included FIT inspection outcomes, survey data related to safety and connectedness, and internal tracking of facility issues and resolution timelines.

While the Proposition 39 lease limits the school's ability to independently implement facility upgrades, current practices are sufficient to maintain required standards and support a positive learning environment. Continued coordination with the district, proactive reporting, and systematic monitoring will remain essential to sustaining these conditions and addressing future facility needs.

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

Soleil Academy develops an annual Local Control and Accountability Plan (LCAP) based on its comprehensive needs assessment, local and internal data, state data, and California School Dashboard findings, in addition to feedback from its educational partners. These reflective processes ensure that the school's goals, metrics, actions, and services remain responsive to student needs and aligned to current state requirements.

For the 2026–27 school year, no changes were made to the goal statement, metrics, target outcomes, or actions for Goal 3. The existing actions and services under Goal 3 were determined to be effective based on prior-year implementation data and educational partner feedback and will be continued for the 2026–27 school year.

Soleil Academy will continue to expand its Community Schools program as a recipient of the California Community Schools Partnership Program (CCSPP) grant. Through this initiative, the school will deepen and establish partnerships with community-based organizations that provide services and resources aligned to the needs of students and families. These partnerships are designed to extend the school's capacity to address the academic, social-emotional, health, and family support needs of the school community by connecting families to local support groups, mental health services, enrichment opportunities, and other wraparound resources. The continued expansion of the Community Schools model reflects Soleil Academy's commitment to serving the whole child and strengthening the connection between school, family, and community. This effort is further supported by educational partner feedback, particularly from parents representing Unduplicated Pupils and Students with Disabilities, who identified the need for stronger community-based partnerships during the 2025–26 LCAP engagement process.

No other modifications to the plan, goal, metrics, target outcomes, or actions are needed at this time. Soleil Academy will continue to monitor student progress, family engagement data, and educational partner feedback throughout the 2026–27 school year to determine whether additional adjustments are warranted.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promoting Positive School Climate, Student Engagement & Learning Environment	Soleil Academy is committed to fostering a positive school climate, strong scholar engagement, and a safe, welcoming learning environment for all scholars in the 2026-27 school year. Through educational experiences beyond the classroom, schoolwide community-building events, safety planning, health supports, and ongoing climate monitoring, Soleil Academy ensures scholars feel safe, supported, and inspired to thrive. **Educational Field Trips and Experiential Learning** Soleil Academy will provide all scholars with opportunities to engage in learning experiences outside of the classroom through educational field trips that enhance the learning process and deepen scholar engagement and motivation. Field trips will be aligned to grade-level standards and integrated with classroom instruction, providing scholars with real-world connections to academic content. As a culminating educational experience, 5th grade scholars will participate in an overnight marine science camp field trip. This immersive, hands-on experience will provide scholars with the opportunity to apply NGSS-aligned science concepts, engage in inquiry-based marine biology investigations, build independence and confidence, and celebrate the culmination of their elementary education at Soleil Academy. The marine science camp aligns with the school's commitment to expanding hands-on science instruction and providing memorable, identity-shaping learning experiences for scholars. **Assemblies and Schoolwide Events** Soleil Academy will host assemblies and schoolwide events throughout the year to promote scholar engagement, recognize achievement, celebrate the school's BRIGHT Core Values (Bravery, Respect, Integrity, Generosity, Hard Work, and Tenacity), and create a positive, joyful school climate. These events include BEE a Star recognition assemblies, cultural celebrations, achievement recognitions, family events, and community-building activities that foster pride and belonging. **School Safety and Emergency Preparedness** Soleil Academy will maintain a safe learning environment by annually updating the Comprehensive School Safety Plan and conducting regular emergency drills, including fire, earthquake, lockdown, and shelter-in-place drills, in accordance with California Education Code requirements. Campus aides will provide additional supervision and security throughout the school day, including during	$669,208	N

Action #	Title	Description	Total Funds	Contributing
		arrival, dismissal, recess, and lunch periods, to ensure scholar safety in all areas of campus. **Student Health and Wellness** Scholar health will be supported through annual vision and hearing screenings, on-site Health Clerk support, and partnership with Hazel Health for school-based telehealth services. These health supports remove barriers to learning, promote early identification of health-related needs, and connect families to community health resources. **Universal Meals Program** To support scholar well-being and remove barriers to learning, Soleil Academy will continue participating in the California Universal Meals Program, providing breakfast and lunch at no cost to all scholars. Access to nutritious meals supports scholar focus, energy, attendance, and overall well-being throughout the school day. **School Climate Survey and Local Indicator Reporting** Soleil Academy will administer an annual school climate survey to parents, scholars, and staff to measure school connectedness, sense of safety, and overall climate perceptions. Survey results will be analyzed by school leadership and shared with educational partners to inform continuous improvement. Climate data will be reported annually in the LCAP, Local Indicators, and School Accountability Report Card (SARC) to ensure transparency and continuous improvement in school climate.		
2	Parent Input in Decision-Making	At Soleil Academy parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). For the 2026-27 school year, these structures will continue to ensure meaningful family engagement: • **English Learner Advisory Committee (ELAC)/DELAC:** Advises on programs and services for English Learners at the site level. • **EL-PAC:** Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. • **Parent Advisory Committee (PAC):** Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1).	$0	N

Action #	Title	Description	Total Funds	Contributing
		• **Community Schools Committee:** Provides ongoing input on school programs and community partnerships Interpreter services are available for all committee meetings and upon request, ensuring that all families can participate fully. Soleil Academy is committed to maintaining and strengthening these committees and the Parent Leadership Team ensuring that parent voices, especially those of historically underrepresented groups, are included in shaping school programs and policies.		
3	Opportunities Provided to Support Parent Engagement & Participation	Soleil Academy will strengthen family and community engagement as a Community School in 2026-27 by actively tapping the expertise and knowledge of family and community members to serve as partners in supporting and educating scholars. Authentic family engagement is a key driver of scholar academic outcomes, attendance, and social-emotional well-being. To address schoolwide priorities including the 2025 Dashboard Red performance level for Students with Disabilities chronic absenteeism, staff will conduct home visits and establish home-school collaboration through culturally responsive community partnerships, while providing learning opportunities for families and creating structures for shared leadership. **Parent and Student Orientation** Prior to the start of the school year, Soleil Academy will host a parent and scholar orientation to review the Parent/Scholar Handbook, inform families of the educational program, attendance expectations, BRIGHT Core Values, and access to school and community resources. Families will meet with staff and teachers, including the Bilingual Parent Liaison and Director of Operations, and participate in a school tour. Orientation will emphasize the connection between consistent attendance and academic achievement, particularly literacy growth in the early grades. **Director of Operations and Attendance Leadership** The Director of Operations will collaborate with the Attendance Committee to facilitate parent workshops, lead tiered attendance interventions, conduct home visits for at-risk scholars, and identify root cause analysis of scholar absences. The Director will also serve as the homeless and foster youth liaison, develop partnerships with community-based organizations that support the school's mission and family needs, and research high-performing middle schools that will be invited to present their educational programs to assist families in making informed enrollment decisions for 6th grade.	$317,430	N

Action #	Title	Description	Total Funds	Contributing
		Bilingual Parent Liaison Soleil Academy will employ a Bilingual Parent Liaison who will collaborate with the Director of Operations and Attendance Committee to improve daily attendance and reduce chronic absenteeism. The Bilingual Parent Liaison will communicate with the Principal, assist with monitoring, tracking, reporting, and communicating with families, and conduct home visits with disengaged scholars and families to address barriers to attendance and re-engage scholars. As a bilingual staff member, the Parent Liaison plays a critical role in ensuring Spanish-speaking families have full access to school communication, support, and engagement opportunities. **Family Attendance Partnership Initiative** Building on three years of sustained reduction in chronic absenteeism (from 33.5% on the 2023 Dashboard to 17.1% on the 2025 Dashboard for All Students), Soleil Academy will launch a Family Attendance Partnership Initiative in 2026-27 incorporating attendance contracts, early outreach, and incentives tied to literacy milestones. Families of scholars identified as at risk for chronic absenteeism will engage in attendance conferences to develop individualized attendance plans, identify barriers, and connect with school and community resources. The initiative will emphasize the academic impact of consistent attendance, particularly the connection between regular attendance and literacy growth. **Attendance Recovery Program** In 2026-27, Soleil Academy will expand its attendance recovery program to include sessions during winter, spring, and summer breaks. Scholars identified as chronically absent, beginning at 6 unexcused absences, will be offered attendance recovery sessions structured to provide academic instruction aligned to grade-level standards. Attendance recovery sessions will count toward instructional minutes consistent with California Department of Education guidance, allowing scholars to recover missed instructional time while re-engaging with school. Families will be informed of attendance recovery opportunities through bilingual communication, and the Bilingual Parent Liaison will support family enrollment and participation. **Targeted Outreach for Students with Disabilities and African American Scholars** Recognizing that Students with Disabilities received a Red performance level on the 2025 Dashboard for chronic absenteeism at 31.5%, and that African American scholars experience chronic absenteeism at a rate of 20% based on		

Action #	Title	Description	Total Funds	Contributing
		internal data, the Parent Liaison and attendance team will provide targeted outreach to families of these scholars. Outreach will include individualized attendance plans, family check-ins, culturally responsive engagement strategies, connection to community-based supports, and coordination with the Special Education team and IEP team for SWD families. Health and transportation barriers will be addressed through partnerships with Hazel Health and L.A. Care Center. **Parent University Workshops** Soleil Academy will host a series of Parent University Workshops focused on key topics requested by families, including: • Chronic absenteeism and its academic impact on scholars, • How to start saving for college, • Science of Reading and reading habits at home, • Writing at home and supporting literacy development, • Math at home and supporting i-Ready MyPath engagement, • Nutrition and healthy living habits, • Social-emotional learning and supporting scholar well-being, and • Supporting English Learners' language and literacy development at home. Parent University Workshops will be offered in English and Spanish, with childcare and refreshments provided where possible to support family participation. **English Learner Family Engagement** Soleil Academy will continue hosting English Learner Advisory Committee (ELAC) meetings to provide formal input opportunities for families of English Learners. Bilingual communication, translation services, and bilingual workshops will ensure Spanish-speaking families can fully engage in their scholar's education. The Bilingual Parent Liaison will serve as a primary point of contact for Spanish-speaking families, ensuring equitable access to school information and resources. **Family Engagement for Students with Disabilities** Family partnership remains a pillar of Soleil Academy's Special Education program. Parents are treated as key members of the IEP team, and the school provides ongoing communication, bilingual translation services at IEP meetings,		

Action #	Title	Description	Total Funds	Contributing
		and flexible meeting options to support family participation. During Parent Conference Week and IEP review cycles, the school provides dedicated time for Special Education staff to meet with families, review progress, and develop attendance, behavior, and academic support plans. Special Education families will be specifically invited to Parent University Workshops on attendance, SEL, and supporting learning at home. **Communication Platforms** ParentSquare will be utilized to communicate with families about schoolwide events, promote parent engagement and participation, and share information about parent workshops, committee service, and volunteer opportunities. Families can access scholar progress, attendance, and communicate directly with teachers using the PowerSchool Parent Portal. Both platforms support bilingual communication in English and Spanish. **Parent Events and Interpreter Services** The Enrollment and Marketing Coordinator will host and facilitate parent events and workshops and provide interpreter services at all parent committee meetings and upon request. Soleil Academy will provide all parents, including those representing Unduplicated Pupils and Students with Disabilities, with meaningful opportunities to engage as partners in their child's education and to participate in school decision-making through ELAC, the School Site Council (SSC), and other family advisory structures. **Bilingual Communication and Language Access** All correspondence sent to families and guardians will be provided in English and translated to Spanish, in alignment with the school's primary language survey results and the California Education Code requirement for translation when 15% or more of enrolled scholars speak a primary language other than English. Bilingual communication includes attendance notices, progress reports, ELAC notifications, IEP meeting notices, Parent University announcements, and schoolwide newsletters. **Family Data Monitoring and Continuous Improvement** Soleil Academy will monitor family engagement data including Parent University Workshop attendance, ELAC participation, parent-teacher conference attendance, ParentSquare engagement rates, and home visit completion. Engagement data will be disaggregated by student group and reviewed quarterly to ensure		

Action #	Title	Description	Total Funds	Contributing
		equitable family engagement opportunities and identify areas for continued improvement.		
4	Maintaining Safe & Clean School Facilities	Soleil Academy will provide all scholars and staff with a safe, clean, and well-maintained school facility in 2026-27 that supports a positive learning environment, scholar well-being, and instructional effectiveness. **Facility Inspection and Maintenance** Soleil Academy will complete the annual Facility Inspection Tool (FIT) report as required by California Education Code and promptly address any issues or findings identified during the inspection process. Routine maintenance will be conducted by custodial and maintenance staff or contracted service providers, with attention to classroom cleanliness, restrooms, common areas, outdoor spaces, and instructional facilities. **Health and Safety Compliance** Soleil Academy will maintain compliance with all applicable health, safety, and facility regulations, including Williams Settlement requirements for sufficient instructional materials, clean and safe facilities, and qualified teachers. The school will conduct regular pest control, HVAC maintenance, plumbing inspections, and general repairs as needed to ensure facility readiness throughout the school year. **Reporting and Accountability** FIT results will be reported annually in the School Accountability Report Card (SARC), Local Indicators Report, and LCAP to ensure transparency and accountability in maintaining high facility standards that support a positive learning environment.	$649,133	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,323,567	$155,649

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.283%	0%	$0	31.283%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Soleil Academy serves a student population in which the substantial majority of students are unduplicated. Of the school's 363 students, 77% are Socioeconomically Disadvantaged, 26% are English Learners, and the school is located in Lynwood, an urban community in which the median household income is under $50,000 and approximately 20% of residents live below the poverty level. The school's comprehensive needs assessment, 2025 California School Dashboard results, and local assessment data establish a clear and continuing academic need that is concentrated among the school's low-income students and English Learners.	Action 2 is designed to directly close the achievement and growth gaps identified above by combining tiered intervention staffing, structured intervention time, evidence-based instruction, and high-quality instructional resources, each targeted at the foundational literacy and mathematics needs most pronounced among English Learners and low-income students. **Tiered intervention staffing.** The action funds a credentialed Intervention Teacher dedicated to Tier 2 and Tier 3 students performing below grade level in reading, and Instructional Aides who provide Tier 1 small-group and one-on-one support during the school day. Because intervention placement is driven by NWEA MAP Reading, i-Ready Mathematics, and mCLASS DIBELS data, the	The metrics to monitor effectiveness are: • #1: CAASPP ELA assessment • #2: CAASPP math assessment

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Arts. On the 2025 Dashboard, English Learners scored 61.6 points below standard (Yellow) and Socioeconomically Disadvantaged students scored 46.9 points below standard (Yellow), compared to 39.1 points below standard for All Students. The distance from standard is therefore greater for both unduplicated student groups than for the student population as a whole. Local data reinforced this gap: analysis of 2024-25 NWEA MAP Reading data showed that only 2 of 6 grade levels met the school's benchmark of 80% of students demonstrating a positive Conditional Growth Index in Reading, and none of the numerically significant student groups, including English Learners and Socioeconomically Disadvantaged students, demonstrated majority grade-level success in achieving positive reading growth. **Mathematics.** On the 2025 Dashboard, English Learners scored 68.6 points below standard (Yellow) and Socioeconomically Disadvantaged students scored 53.4 points below standard (Yellow), compared to 46.1 points below standard for All Students. While i-Ready data showed schoolwide growth in 5 of 6 grade levels, English Learners and Socioeconomically Disadvantaged students each met growth expectations in only 4 of 6 grade levels, indicating that these unduplicated student groups have not yet reached the consistency demonstrated by the student population overall. **Root causes.** The needs assessment attributed these gaps to variability in instructional pacing, teacher content knowledge, and implementation fidelity of the Core Knowledge Language Arts curriculum; gaps in early phonemic awareness and decoding tied to inconsistent universal screening and follow-through; and uneven implementation of GLAD and English Language Development strategies that English Learners require to access rigorous grade-level content. These	students identified for and served by this targeted support are disproportionately the English Learners and Socioeconomically Disadvantaged students who showed the lowest growth in the needs assessment. **Structured intervention time and a formalized MTSS framework.** The action builds a daily Math Intervention Block, Academic Center Blocks, Guided Reading Blocks, and a Drop Everything and Read period in grades 3 through 5 into the schedule, and formalizes the Multi-Tiered System of Support for both literacy and mathematics with defined entry and exit criteria, progress monitoring every 2 to 4 weeks for Tier 2 and weekly for Tier 3, and documented intervention protocols aligned to Institute of Education Sciences Practice Guide recommendations. This structure ensures that students below grade level receive additional reteaching and skill-building without losing access to core Tier 1 instruction. **Evidence-based literacy and English Learner supports.** The action implements a Science of Reading framework, with teachers and administrators participating in TNTP professional development and TK through grade 2 teachers delivering daily explicit phonics and decoding routines. To accelerate English Learner achievement specifically, the action strengthens both designated and integrated English Language Development aligned to the California ELA/ELD Framework and embeds GLAD strategies, structured academic conversation protocols, sentence frames, and visual supports that the root cause analysis identified as necessary for English Learner access and comprehension. **Evidence-based mathematics supports.** The action applies the Concrete-Representational-Abstract sequence, explicit and systematic instruction, daily number talks, mathematical discourse, and visual representations to build conceptual understanding, and applies GLAD strategies, sentence frames, and English/Spanish cognates to support English Learners' access to mathematical content and	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	root causes were identified as disproportionately affecting English Learners and Socioeconomically Disadvantaged students, who require explicit, systematic instruction and strong oral language development to reach reading and mathematics proficiency.	discourse, directly addressing the 4-of-6 grade-level growth gap for unduplicated student groups in mathematics. **High-quality instructional resources.** The action provides Amplify Boost CKLA, i-Ready MyPath, and CKLA Knowledge Domain texts and decodable readers, which deliver personalized, standards-aligned practice calibrated to each student's diagnostic level, increasing the intensity and individualization of support for students furthest from standard. **Why the Action is Provided on a Schoolwide Basis** Action 2 is provided on a schoolwide basis because it is the most effective and efficient means of meeting the identified needs of the school's unduplicated student groups, and it is principally directed toward those groups. **The unduplicated population is the majority of the school.** With 77% of students Socioeconomically Disadvantaged and 26% English Learners, the students for whom this action is principally directed are present in every classroom and grade level. A schoolwide intervention infrastructure, rather than a program limited to a single classroom or cohort, is therefore the design most likely to reach the unduplicated students who showed the lowest growth, because those students are distributed throughout the school. **The need is concentrated in foundational skills delivered through the core program.** The gaps identified in the needs assessment originate in Tier 1 literacy and mathematics instruction, in early screening and intervention, and in the consistency of English Language Development and GLAD strategies embedded across daily instruction. Improving outcomes for English Learners and low-income students requires strengthening the quality of the core instructional program and the intervention system that surrounds it, which by design operate schoolwide. Limiting the action to a subset of settings would leave the root causes, namely inconsistent implementation fidelity and uneven access to	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		evidence-based strategies, unaddressed for many of the very students the action is intended to serve. **The action is targeted within its schoolwide delivery.** Although the supports are available schoolwide, intervention placement, small-group formation, and progress monitoring are driven by assessment data within the MTSS framework, which directs the most intensive support to students performing below grade level. Because English Learners and Socioeconomically Disadvantaged students are over-represented among students below standard, as documented by the 2025 Dashboard and NWEA MAP Reading and i-Ready data, the data-driven design concentrates the action's most intensive services on the unduplicated student groups even as the framework is implemented schoolwide.	
Goal 1, Action 3	Soleil Academy serves a student population in which the substantial majority of students are unduplicated. Of the school's 363 students, 77% are Socioeconomically Disadvantaged and 26% are English Learners, in an urban Lynwood community where the median household income is under $50,000 and approximately 20% of residents live below the poverty level. The school's comprehensive needs assessment, multi-year California School Dashboard data, and educational partner feedback identified a continuing need to address chronic absenteeism and to strengthen the social-emotional and behavioral supports that allow students to access daily instruction, with these needs concentrated among the school's unduplicated student groups. **Chronic absenteeism among unduplicated student groups.** Chronic absenteeism has historically affected English Learners and low-income students more severely than the student population as a whole. On the 2023 Dashboard, English Learners were chronically absent at 38.9% and Socioeconomically	Action 3 is designed to remove the social-emotional, behavioral, and attendance barriers that keep unduplicated students from accessing instruction, combining dedicated support staffing, an evidence-based social-emotional learning program, positive behavior systems, and a tiered attendance intervention model within the Multi-Tiered System of Support. **Dedicated support staffing.** The action funds a Behavior Interventionist, supported by the school counselor, Dean of Academics and Culture, and Operations Specialist, to deliver Tier 2 and Tier 3 behavioral support, conduct Functional Behavior Assessments, develop Behavior Intervention Plans, and coach teachers on proactive behavior management and de-escalation. By reducing the frequency and intensity of behavioral incidents, this staffing increases instructional time for students and ensures that those with complex needs receive timely, evidence-based support. **Evidence-based social-emotional learning.** The action adopts the Second Step Social-Emotional Learning	The metrics to monitor effectiveness are: • #7: attendance rate • #8: chronic absenteeism rates • #9: suspension rates.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students at 38%, both above the 33.5% rate for All Students, with all three at the Red performance level. While sustained intervention has narrowed these gaps, with English Learners reaching 16.1% and Socioeconomically Disadvantaged students reaching 18.5% on the 2025 Dashboard, chronic absenteeism remains above the school's target of 6% and continues to require sustained, intensive support to protect instructional access for these groups. **Root causes disproportionately affecting unduplicated students.** The root cause analysis tied chronic absenteeism to limited family understanding of the academic impact of consistent attendance, ongoing student health needs, and lack of health insurance coverage, barriers that the resource equity analysis found disproportionately affect historically underserved and low-income families facing transportation limitations, work schedules, health concerns, and unstable routines. The needs assessment further established that inconsistent attendance limits instructional continuity and directly undermines reading fluency and comprehension, because students who miss core literacy blocks lose exposure to systematic phonics and vocabulary instruction, compounding the academic gaps documented for English Learners and low-income students. **Social-emotional and behavioral need.** Educational partners, including parents representing unduplicated pupils, consistently identified the need for strengthened social-emotional learning, behavioral support, and a safe, inclusive campus culture. As a Community School serving a high-poverty community, Soleil Academy identified heightened needs for coordinated social-emotional, behavioral, and health supports that extend beyond traditional classroom instruction and that are necessary for unduplicated students to engage fully in learning.	Curriculum, grounded in the CASEL framework, implemented with fidelity across all grade levels and reinforced by daily morning meetings built on the school's BRIGHT core values and Friday SEL blocks. This provides explicit instruction in emotional regulation, empathy, problem-solving, and relationship-building, building the self-regulation and belonging that support consistent engagement and attendance. **Tiered attendance intervention.** The action implements an attendance improvement plan aligned to the Attendance Works tiered framework, with universal Tier 1 prevention, Tier 2 early outreach for students with 3 or more absences in a 30-day window, and Tier 3 wraparound services including Student Attendance Review Team meetings, home visits, and connection to health and social services. A Family Attendance Partnership Initiative and an Attendance Recovery Program help families address barriers and allow students to make up missed instructional time. **Bilingual family engagement and health partnerships.** Because the root causes are concentrated among low-income and English Learner families, the action provides bilingual attendance communication in English and Spanish, Parent University Workshops on the link between attendance and achievement, and family liaison support. Health partnerships with Hazel Health telehealth, L.A. Care Center, and an on-site Health Clerk directly target the health-related and insurance-related barriers identified in the root cause analysis as drivers of absence for these families. **Why the Action is Provided on a Schoolwide Basis** Action 3 is provided on a schoolwide basis because it is the most effective and efficient means of meeting the identified social-emotional, behavioral, and attendance needs of the school's unduplicated student groups, and it is principally directed toward those groups.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The unduplicated population is the majority of the school. With 77% of students Socioeconomically Disadvantaged and 26% English Learners, the students for whom this action is principally directed are present in every classroom and grade level. A schoolwide system of social-emotional instruction, positive behavior support, and tiered attendance intervention is therefore the design most likely to reach the unduplicated students who carry the highest attendance and engagement barriers, because those students are distributed throughout the school rather than concentrated in a single setting. **Attendance and culture are conditions of the whole learning environment.** Chronic absenteeism, behavioral support, and campus climate operate at the level of the school's daily routines, schedule, and culture. Improving outcomes for English Learners and low-income students requires a universal foundation, including schoolwide attendance campaigns, consistent SEL instruction, and a positive behavior climate, on which targeted Tier 2 and Tier 3 supports can be built. Limiting the action to a subset of students would leave the universal conditions that drive attendance and engagement unaddressed for the unduplicated students the action is intended to serve. **The action is targeted within its schoolwide delivery.** Although the supports are available schoolwide, attendance data are disaggregated by student group, grade level, and absence reason, and tiered supports are directed by data to students with the greatest need through weekly attendance team meetings. Because English Learners and low-income students have historically experienced the highest chronic absenteeism rates and face the root-cause barriers identified in the needs assessment, the data-driven design concentrates the action's most intensive services on unduplicated students even as the framework is implemented schoolwide. In sum, Action 3 is expected to improve outcomes for English Learners and low-income students as compared to all students by increasing the quantity of behavioral and	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		attendance support staffing and structured intervention and by improving the quality of the school's social-emotional learning, behavioral, and attendance systems, with the most intensive services directed by data to the unduplicated students who face the greatest barriers to instructional access.	
Goal 2, Action 1	Soleil Academy serves a student population in which the substantial majority of students are unduplicated. Of the school's 363 students, 77% are Socioeconomically Disadvantaged and 26% are English Learners, in an urban Lynwood community where the median household income is under $50,000 and approximately 20% of residents live below the poverty level. The school's comprehensive needs assessment, root cause analyses across English Language Arts, Mathematics, and Science, and resource equity analysis identified instructional quality and the amount of high-quality instructional time as the central levers for closing achievement gaps, with the underlying needs concentrated among the school's unduplicated student groups. **Instructional consistency as a resource inequity.** The resource equity analysis, conducted using the Alliance for Resource Equity's Ten Dimensions of Resource Equity diagnostic tool, identified teaching quality and instructional consistency as primary resource inequities affecting student achievement across content areas. Inconsistent implementation of core curricula, including CKLA in ELA and standards-aligned practices in Mathematics, limited equitable access to rigorous instruction, and these inconsistencies were found to disproportionately affect English Learners, Latino students, and Socioeconomically Disadvantaged students, who continue to demonstrate lower growth than schoolwide expectations.	Action 1 is designed to improve outcomes for unduplicated students by improving the quality of instruction they receive, through additional teacher training and coaching before and during the school year, and by increasing the quantity of instruction they receive, through an instructional calendar that exceeds the state requirement by 8 days. Both levers directly target the instructional-quality and instructional-time needs identified above. **Additional teacher training before the school year.** The action provides 12 days of intensive Summer Professional Development in August 2026, well beyond a typical pre-service window, focused squarely on the strategies unduplicated students require. Summer training includes Guided Language Acquisition Design for all teachers to strengthen evidence-based language development for English Learners, who comprise 26% of the population; designated and integrated English Language Development training to build access to grade-level content while developing English proficiency; TNTP Science of Reading to deepen foundational literacy instruction; Universal Design for Learning; Special Education accommodations and modifications; MTSS; the Looking at Student Work protocol; Second Step social-emotional learning; and Amplify Science K-5 implementation. This front-loaded training builds teacher capacity in precisely the practices the root cause analyses identified as inconsistently implemented for English Learners and low-income students. **Additional training and coaching during the school year.** The action sustains this learning through 4 additional non-	The metrics to monitor effectiveness are: • #1: CAASPP ELA assessment • #2: CAASPP math assessment • #15: implementation of the State Academic Content Standards and Performance Standards

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Gaps requiring strengthened teacher capacity. Root cause analyses across content areas identified variability in instructional pacing, teacher content knowledge, and curriculum implementation fidelity, along with a lack of consistent schoolwide professional development in the Science of Reading and inconsistent implementation of Guided Language Acquisition Design strategies needed to support English Learners' comprehension and language acquisition. The percentage of fully credentialed and appropriately assigned teachers also declined from 70% in 2021-22 to 53.8% in 2023-24 before recovering to 93.3% in 2024-25, underscoring the ongoing need to develop and retain a skilled instructional workforce through sustained training and coaching. **Need for additional instructional time.** Local and Dashboard data documented substantial distance from standard for unduplicated student groups in ELA and Mathematics and a need to accelerate growth. Because consistent, structured access to grade-level instruction is essential to closing these gaps, the needs assessment supported maximizing learning time for students who, as low-income and English Learner students, are most affected by lost instructional opportunity.	instructional professional development days focused on data analysis and instructional refinement, weekly professional development including grade-level Professional Learning Communities using a data-driven instruction protocol, embedded instructional coaching cycles, peer observations, and lesson internalization. Monthly data analysis meetings use mCLASS DIBELS, NWEA MAP Reading, NWEA MAP Science, i-Ready Diagnostic, and NWEA MAP Math data to evaluate intervention effectiveness and adjust Tier 1 instruction. The Principal, Dean of Academics and Culture, instructional coaches, and Special Education Coordinator conduct classroom observations using walkthrough tools aligned to the Science of Reading, CKLA, the Standards for Mathematical Practice, GLAD strategies, and NGSS three-dimensional learning, ensuring the training translates into consistent classroom practice for the students furthest from standard. **Eight instructional days beyond the state requirement.** The action provides all scholars with 183 instructional days, exceeding the state requirement of 175 instructional days for charter schools by 8 days. This increased learning time provides consistent, structured access to grade-level instruction throughout the school year, expanding the quantity of instruction available to address the documented distance from standard for English Learners and low-income students and to protect instructional continuity for students most affected by lost learning opportunity. **Why the Action is Provided on a Schoolwide Basis** Action 1 is provided on a schoolwide basis because it is the most effective and efficient means of meeting the instructional-quality and instructional-time needs of the school's unduplicated student groups, and it is principally directed toward those groups. **The unduplicated population is the majority of the school.** With 77% of students Socioeconomically Disadvantaged and 26% English Learners, the students for whom this	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		action is principally directed are present in every classroom and grade level. Teacher training, coaching, and additional instructional days reach students through their daily classroom instruction, so a schoolwide delivery is the design most likely to reach the unduplicated students who demonstrate the lowest growth, because those students are distributed throughout the school rather than concentrated in a single setting. **The identified need is rooted in the quality and quantity of core instruction.** The root cause analyses located the gaps for English Learners and low-income students in the consistency of Tier 1 instruction, curriculum implementation fidelity, and the embedded use of GLAD and English Language Development strategies, all of which operate across every classroom. Likewise, the amount of grade-level instruction is a function of the schoolwide calendar. Improving outcomes for unduplicated students therefore requires raising the quality of instruction and increasing learning time for the whole school; limiting the training, coaching, or additional days to a subset of classrooms would leave the root causes unaddressed for many of the very students the action is intended to serve and could not deliver the additional instructional days as a schoolwide calendar. **The professional development content is targeted to unduplicated student needs.** Although the training and coaching reach all teachers, the content is concentrated on the strategies that unduplicated students specifically require, including GLAD, designated and integrated ELD, the Science of Reading, and differentiation through UDL and MTSS. The data-driven coaching and PLC structures further direct teacher attention to the student groups and individual students showing the lowest growth. In this way the action concentrates its effect on English Learners and low-income students even as it is implemented schoolwide. In sum, Action 1 is expected to improve outcomes for English Learners and low-income students as compared to all students by improving the quality of instruction through	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		additional training and coaching before and during the school year and by increasing the quantity of instruction through 8 instructional days beyond the state requirement, with both levers concentrated on the instructional practices and learning time most needed by the school's unduplicated student groups.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Soleil Academy will use additional concentration grant add-on funding to fund additional Instructional Aides (Goal 1, Action 2), based on our needs assessment and feedback from our educational partners.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,230,906	$ 1,323,567	31.283%	0.000%	31.283%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,052,503	$ 2,244,427	$ -	$ 569,328	$ 6,866,258.11	$ 4,202,990	$ 2,663,268

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All						$ -	$ 40,500	$ -	$ 31,667	$ -	$ 8,833	$ 40,500	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	LEA-wide	All	Soleil Academy	2026-27	$ 349,549	$ 544,994	$ 254,188	$ 640,355	$ -	$ -	$ 894,543	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	LEA-wide	All	Soleil Academy	2026-27	$ 998,537	$ 11,486	$ 837,655	$ 172,368	$ -	$ -	$ 1,010,023	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	All						$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	5	SERVICES TO SUPPORT SWD	All						$ 212,437	$ 550,000	$ 206,216	$ 488,100	$ -	$ 68,120	$ 762,437	0.000%
1	6	BROAD COURSE OF STUDY	All						$ 160,818	$ -	$ -	$ 160,818	$ -	$ -	$ 160,818	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All						$ 1,601,514	$ -	$ 1,478,817	$ 122,698	$ -	$ -	$ 1,601,514	0.000%
2	1A	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	LEA-wide	All	Soleil Academy	2026-27	$ 247,802	$ 125,000	$ 372,802	$ -	$ -	$ -	$ 372,802	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All						$ 138,634	$ 28,000	$ 28,000	$ -	$ -	$ 138,634	$ 166,634	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All						$ -	$ 45,183	$ 45,183	$ -	$ -	$ -	$ 45,183	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All						$ -	$ 156,032	$ 156,032	$ -	$ -	$ -	$ 156,032	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All						$ 119,438	$ 549,771	$ 166,332	$ 149,135	$ -	$ 353,741	$ 669,208	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All						$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All						$ 241,318	$ 76,112	$ 205,660	$ 111,770	$ -	$ -	$ 317,430	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All						$ 132,943	$ 516,191	$ 281,618	$ 367,515	$ -	$ -	$ 649,133	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,230,906	$ 1,323,567	31.283%	0.000%	31.283%	$ 4,052,503	0.000%	95.783%	**Total:**	$ 4,052,503
								LEA-wide Total:	$ 1,464,645
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE	Yes	LEA-wide	All	Soleil Academy	$ 254,188	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL	Yes	LEA-wide	All	Soleil Academy	$ 837,655	0.000%
2	1A	ADMIN & EDUCATORS THAT SUPPORT THE ED PRO	Yes	LEA-wide	All	Soleil Academy	$ 372,802	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,734,485.64	$ 6,309,807.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 40,200	$ 34,678
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 966,497	$ 881,111
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 724,185	$ 631,256
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 55,899	$ 55,382
1	5	SERVICES TO SUPPORT SWD	No	$ 859,765	$ 911,977
1	6	BROAD COURSE OF STUDY	No	$ 160,230	$ 121,969
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 429,012	$ 521,731
2	1A	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 1,429,082	$ 1,274,109
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 172,286	$ 173,611
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 53,500	$ 54,185
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 179,532	$ 125,288
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 723,728	$ 673,333
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 340,434	$ 268,932
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 600,135	$ 582,246

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,330,598	$ 1,518,536	$ 1,475,792	$ 42,744	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	$ 355,903	$ 281,091.14	0.000%	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 624,619	$ 537,554.17	0.000%	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	Yes	$ 55,899	$ 55,382.04	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 429,012	$ 521,730.73	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 53,103	$ 80,033.90	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,014,657	$ 1,330,598	0.000%	33.144%	$ 1,475,792	0.000%	36.760%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).